

MLT Equality Objectives

Equality objective 1: *To secure a rich and engaging curriculum delivered by informed professionals in a learning environment that promotes diversity; recognising individuals and groups who share protected characteristics. An awareness, understanding and acceptance of those young people and adults of differing ethnicity, cultural and religious observance, sex, sexual orientation and gender identity will promote community cohesion and prepare young people to be responsible citizens within and beyond each Academy. This is needed to ensure that the incidence of hate related incidents remains low. There has been no hate related incidents at Maltby Redwood Academy in the past 12 months.*

Why we have chosen this objective:

Maltby is a predominantly white British community with very small numbers of residents from minority ethnic backgrounds. This social mix is reflected in the make-up of the school populations and, without a targeted curriculum and cultural approach there is the potential for the lack of experience of a breadth of cultures to allow extremist or racist views to arise. In turn, this could lead to the small number of minority ethnic pupils feeling a lack of identify and racist incidents to occur.

To achieve this objective we plan to:

Ensure that the curriculums across the schools actively promote messages of diversity and inclusivity. All planned learning journeys across a half term or term should include elements which represent a diverse and inclusive society and, where relevant, the viewpoints and feelings of other cultures should be explored. British values should be taught from standpoint of an inclusive society and subjects such as RE and PHSE used proactively to promote equality. Visits, residential excursions, visitors and enrichment events should all be used to promote equality and diversity.

Progress we are making towards achieving this objective:

To be reviewed July 2018

Equality objective 2: *To ensure the quality of teaching, learning and assessment and curriculum provision promotes the highest attainment and progress of the most vulnerable and disadvantaged cohorts/groups and serves to diminish the difference from their non-disadvantaged peers.* It is the vision at this Academy 'to ensure the differentiated curriculum is well planned, immersive, broad, balanced and engaging to further improve learning and raise attainment at all levels for all children with real outcomes and legacy'; 'Every moment is a learning moment'.

Why we have chosen this objective:

Within each academy there are significant variances between the attainment of different vulnerable groups. We are committed to ensuring that, irrespective of starting points, all young people make better than expected progress and that no student should be left behind.

Large areas of the Maltby community face high levels of disadvantage yet this is seen as a challenge, not an excuse. However, despite targeted resourcing and a drive to ensure highly effective teaching in every classroom, every day there remains a variance between the attainment and progress of different vulnerable cohorts/groups. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the performance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL) so any perceived ceilings are removed and aspirations are raised.

In order to supplement a more engaging approach to learning, highlighted in our vision, there will be a pastoral priority and commitment for all staff to understand the attachment, emotional and SEND barriers to learning of our **large cohort of vulnerable children (approx. 40%)** and to try a variety of strategies to overcome these.

To achieve this objective we plan to:

Ensure that children within the targeted vulnerable groups are supported through quality first teaching and targeted intervention. All groups should be closely monitored through daily assessment and pupil progress meetings and identified individuals a specific focus of discussion.

There is an acknowledgement that some children cannot come to school ready to learn due to issues outside of our control and therefore it is our role to:

- To develop our circle of influence – we make a difference
- To step in, compensate and make a difference
- To raise aspiration and self esteem
- To know and understand our children
- To keep children busy and motivated in and out of lessons
- To use consistent strategies alongside flexible personalisation and logical consequences.

Progress we are making towards achieving this objective:

To be reviewed July 2018

Equality objective 3: To ensure that targeted vulnerable groups receive equality of access to education by ensuring:

- Attendance exceeds national averages for all pupils in schools where attendance is below this level
- OR
- The attendance of targeted groups exceeds the attendance of all pupils where overall attendance exceeds national average.

Why we have chosen this objective:

The Maltby Learning Trust recognises that attendance is a very significant barrier to attainment and poor attendance increases inequalities between groups. Within each academy there are significant variances between the attendance of different vulnerable groups of pupils. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the attendance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL).

Attendance of vulnerable groups does fluctuate however general consistent trends are:

- Specific issues centre around disadvantaged families that live outside our catchment area and travel to school on public transport.
- The majority of PA children come from disadvantaged families.
- Attendance rates of PPG pupils are approximately 1.5% below those of non PPG pupils and 1% below target
- Attendance of SEND children is improving and +0.8% currently compared to non PPG pupils.
- Attendance of LAC cohort is high.

To achieve this objective we plan to:

Ensure that intensive support is placed around families and both incentives and consequences are used in a targeted manner to deliver increased attendance. All targeted groups will be monitored through individual and group monitoring with support provided by the MLT attendance team. A cohesive multiagency approach is to be put in place to ensure a cohesive and consistent message is shared with the community that attendance to school has to be a critical priority for all families. Tougher sanctions are to be put in place to deter unauthorised absence - all community groups will work together to support and deter sporadic none attendance across the community.

Currently 33% of disadvantaged children have significant attendance issues – each one has an attendance plan in place that follows MLT policy and procedures but also offers support for the family

Progress we are making towards achieving this objective:

To be reviewed July 2018