



Maltby
Redwood Academy



Equality Objectives (Pupils)

Reviewed November 2024

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 is minimised.

Why have we 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 identity and racist incidents to occur.

To achieve this objective, we plan to:

The Maltby Learning Trust will 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.

We will achieve this through:

1. Creation of 'Maltby Citizens' curriculum which will be a PHSE thread embedded into all curriculum areas.
2. Promotion of British Values in every classroom and learning space
3. Use of Picture News resources, weekly, to promote discussion and debate about local, national and international topics with a clear link to British Values.
4. Weekly collective worship with a clear PHSE/Citizenship/British Values link
5. RE curriculum provides access and insight to a diverse and inclusive society.

Regular whole school cultural celebrations such as Chinese New Year, Diwali, Eid etc.

Progress we are making towards achieving this objective:

Reviewed November 2024

- Student Council elected democratically by their peers and represent the voice of their class.
- Improved relationship with ABM catering to improve the catering offer for our pupils including portion size and the promotion of 'Special Menu Days'.
- Core Learning Characteristics promoted to encourage pupils to be 'Redwood Citizens'.

- British values posters are present in all classrooms and shared areas to raise the profile of expectations.
- Picture news / use of Newsround is well established and has raised the profile of current affairs and British Values.
- Whole school took part in Anti-Bullying week, including WMIM anti-bullying workshops, dance with emotion event, odd socks day.
- Participated in Children in Need to raise awareness of difference.
- English driver group continue to review the Canon of literature to ensure diversity and range of texts of planned for and promoted.
- Y5/6 students have accessed the Banter Versus Bullying workshops with RUF.
- RE / PSHE curriculum in place and implemented well.
- Regular school cultural celebrations planned into the curriculum.
- External visitors utilised to lead assemblies / workshops.
- Visit to Crucial Cew / Nottingham Justice Museum.
- Use of CPOs to report and track incidents.
- Reading assembly led by all staff, showcases diversity of text.
- Scientists / artists / authors purposefully chosen as a focus for various cultures.
- WMIM Whole School Action planning to continue to develop school culture.
- Utilising School Library Service to lead workshops, provide resources to enhance the curriculum.
- Pastoral Intervention in place to support children with presenting needs.

Better Learners, Better Workers launched to promote aspiration.

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.

Why have we 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.

To achieve this objective, we plan to:

The Maltby Learning Trust will 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.

We will achieve this through:

1. Creation of class context information sheets which are available to and understood by all staff working with a cohort of children
2. Regular discussion of pupil progress including specific groups of children
3. Carefully targeted, research-led interventions for children in vulnerable groups to enable them to achieve their full potential
4. Regular data analysis to spot trends and quickly address any identified gaps between vulnerable and non-vulnerable groups
5. Regular evaluation of interventions to ensure fidelity and impact
6. Appropriate PPLD for all staff to ensure QFT

Progress we are making towards achieving this objective:

Reviewed November 2024

- Developed whole class pupil progress trackers to track attainment, progress and identify barriers to learning for all pupils and vulnerable groups.
- Fast 5 pupils identified and tracked closely to monitor progress and attainment.
- Ensure all children access quality first teaching.
- Interventions planned and meticulously delivered.
- Implementation of sensory circuits.
- Tutoring used to close gaps in Years 5/6.
- Pedagogy and cohort driver group now established.
- Pupil progress meetings identified pupils at risk of delay.
- Highly skilled and experienced SENDCO has strong networks with external agencies and children are identified and referred in a timely manner.
- Every teacher is a teacher of SEND, every leader is a Leader of SEND and takes accountability for meeting the needs of all pupils.
- Robust Vulnerable Network meetings in place to enable vulnerable pupils access to secondary provision starting in Y4.
- Weekly meeting between DSL and Pastoral lead to discuss ever changing caseload.
- Pupil premium grant allocated to support Y5/6 pupils on residential visits.
- Work with external partners such as HI and VI to address needs quickly where the need presents.
- Secured Accessibility Grant Funding to establish new Sensory Room and Pastoral Space to provide a more purposeful environment to deliver support.
- PLD opportunities planned to ensure staff are skilled and confident in supporting our most vulnerable pupils.
- Secured HAF Grant to support vulnerable pupils to attend the whole school pantomime.
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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 have we 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).

To achieve this objective, we plan to:

The Maltby Learning Trust will 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 used 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. Tough sanctions are in place to deter unauthorised absence, supported by proactive supportive mechanisms to assist struggling families - all community groups will work together to support and deter sporadic non-attendance across the community.

We will achieve this through:

1. Use of 'First Day Call' protocols
2. Working closely with academy attendance officer to analyse trends or patterns in attendance that can be addressed promptly
3. Regular promotion of good attendance to parents and pupil groups
4. Consistently applying sanctions for non-attendance or unauthorised absence
5. Timely referral to external agencies and services such as Early Help where a further support need is identified

Progress we are making towards achieving this objective:

Reviewed November 2024

- Parents have been informed of the changes to the new Attendance Pathway legislation.
- Attendance pathway utilised for non-attendance and unauthorised absence / lateness with fixed penalty notices issued under guidance.
- Attendance Officer now meets monthly with Integrated Worker from Early Help and Safeguarding and Pastoral Leader from MRA for a multi-agency approach to improving attendance and identifying families at risk.
- Attendance Officer attends the School Attendance Matters Forum half termly to ensure up to date with new guidance and developments.
- Attendance Strategy developed to action plan next steps.
- Attendance Link Governor identified and meeting arranged to discuss systems in place.
- Parents are regularly reminded of absence protocols on Seesaw / Facebook.

- Attendance meticulously tracked, CPOMs used to document and report on attendance, which the Principal and Attendance Officer analyse weekly.
- Attendance Driver Group well established and shares good practice with a clear focus on improvement and an opportunity to collaborate on ideas / strategies to improve attendance.
- Attendance rewards well established with weekly / half termly / termly / annual incentives.
- Attendance reports printed and shared with parents at parents' evening termly.
- Attendance policy well embedded.