



Equality Objectives (Students)

Reviewed December 2025

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 small, but increasing, numbers of residents from minority ethnic backgrounds. Economic and social tensions within the community reflect the national picture. In the context of the changing make-up of the school populations, 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:

The Maltby Learning Trust will ensure that the curriculums across our schools actively promote messages of diversity and inclusivity. All planned themes text choices and topics will 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.
6. Regular whole school cultural celebrations such as Chinese New Year, Diwali, Eid etc.

Progress we are making towards achieving this objective:

To be reviewed 2026

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 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 assessment tracker overview live document 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:

To be reviewed 2026

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, driven by the Rotherham Attendance Pathway, 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
6. Half termly Link Worker visits to school to discuss the caseload

Progress we are making towards achieving this objective:

To be reviewed 2026