

MLT Equality Objectives (Pupils)

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.*

(Specific focus groups, subjects and success criteria to be determined by each academy)

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 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. Promotion of British Values in every class, using opportunities in the curriculum to promote these values in a cross curricular way.
2. Use of BBC Newsround in class, at least weekly, to promote discussion and debate about local, national and international topics with a clear link to British Values.
3. Weekly assemblies with a clear PHSE/Citizenship/British Values link
4. RE curriculum provides access and insight to a diverse and inclusive society.
5. Regular school cultural celebrations planned into the curriculum for example Chinese New Year, Diwali, Eid etc.
6. Regular external visitors such as the police and anti-bullying organisation deliver inputs on hate and hate crime and being kind online.
7. Visits to 'Crucial Crew' also contain inputs on online behaviour and how to address any issues.
8. Any reported incident will be investigated in a timely manner and restorative work completed with all parties wherever possible. Parents and relevant services will be kept up to date at all times.
9. Context and incident specific, reactive planning will be undertaken to ensure all issues arising inform next steps in the citizenship curriculum.

Progress we are making towards achieving this objective:



- PHSE curriculum well established, and addresses issues related to prejudice and diversity.
- Ann Foxley Johnson from the anti-bullying alliance has worked with groups of children around being kind online and diversity. Using partners such as this again is a priority.
- Children have discussions on these issues in PSHE sessions and whenever an incident occurs.
- Our behaviour code of 'Be Responsible Be Respectful Be Kind' supports behaviours around diversity and inclusivity.
- Few hate incidents have occurred and when they do these are fully investigated and outcomes are shared with parents and reported to the local authority.
- When appropriate this feeds into the curriculum so the issues are addressed in a wider context

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.*

(Specific focus groups, subjects and success criteria to be determined by each academy)

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/ Disadvantaged/ 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. Ensuring that all of our children are supported to access quality first teaching.
2. Post and pre-teach is used as appropriate to support individual and groups of children.
3. Individual/group interventions are in place from appropriately trained staff. These are research based, evaluated and time limited.
4. Work with partners such as the hearing-impaired team, speech and language, LSS and the ACT team when needed.
5. Any perceived inequality is compensated for.
6. Pupil progress meetings happen regularly and during 2022-23 these will be a vital mechanism to identify children who are vulnerable or at risk of falling behind

Progress we are making towards achieving this objective:



- We have a focus on every teacher is a teacher of SEND and every leader is a leader of SEND. SEND is a priority for the academy.
- With the support of the SENDCO teachers are supported to ensure that the curriculum is accessible to all children regardless of need or vulnerability. Extra support needs are identified, and scaffolds are used to support learning within the class. Recent SEND review (November 2022) recognised the inclusivity of support for our SEND children.
- Partnerships with the learning support service, speech and language therapist and other external agencies ensure that children receive timely support for specific need.
- Regular pupil progress meetings take place and colleagues identify need for extra support to access the full curriculum.

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.

(Specific focus groups, subjects and success criteria to be determined by each academy)

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/ Disadvantaged/ 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 officers to analyse trends or patterns in attendance that can be addressed promptly
3. Regular promotion of good attendance to parents and pupil groups, including weekly in WOW assembly and on newsletters.
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. Identify patterns using CPOMs as the reporting tool.
7. Prioritise the meeting of the attendance driver group.



Progress we are making towards achieving this objective:

- Attendance is monitored on a daily basis and concerns are picked up in a timely fashion.
- First day calling takes place to ensure safeguarding and to highlight to families the importance of regular attendance.
- Attendance awards for classes and pupils have been re-introduced.