

## **MLT Equality Objectives (Pupils) – Maltby Lilly Hall Academy**

**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 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:**

The Maltby Learning Trust will ensure that the curriculum 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.

Planned learning journeys will include strong elements which encourage the development of understanding and discussion of issues surrounding prejudice and hate. For example, Y6 visit the holocaust memorial centre and discuss issues arising from the visit. External experts are used to add richness and diversity of message to the curriculum content – police have delivered assemblies on hate crime and discussions of 'fake news' take place during workshops delivered by external experts. Any incident of hate is investigated immediately, parents informed, and appropriate sanctions put in place. There is then a period of reflection around how school should adapt or change its approaches to negate the causal factors.

RE, RSE and PSHE and British values are actively delivered to promote equality and cover elements to ensure all pupils are valued, respected, and welcomed in school whatever their needs, sex, beliefs or ethnicity. Weekly collective worship is undertaken with links to RHSE., citizenship and British values. Picture News is used to promote debate around topical and diverse issues along with whole school celebrations to celebrate different festivals such as Diwali and Eid.

### **Progress we are making towards achieving this objective:**

#### **Reviewed November 2022:**

- Staff have increased the profile of standing up to hate and prejudice through work done on World War 2 in Y6, including a visit to the National Holocaust Centre.
- The PCSO visited school in March 2022 to speak to children in upper KS2 around responsible use of social media.
- The anti-bullying company continues to visit the whole of school through tailored meetings and assemblies to promote diversity. The tailored meetings in particular stopped squabbles in Y5 in their tracks.
- Visit to crucial crew in September 22 promoted tolerance, law, and diversity.
- Hate incidents have decreased to zero (up to Dec '22 for this academic year).
- Assemblies include themes of tolerance and respect on a regular basis – new timetable in place.
- RSE and RE sessions are carefully planned to ensure relationships and knowledge of other cultures are accurate and understood.

**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 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.

The attainment of all pupils is a key focus for Maltby Lilly Hall Academy, but in particular those pupils who are pupil premium, SEND and / or disadvantaged.

### 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.

Clear information to hand for all staff on disadvantaged children, SEND and those with IEPs – ensuring whoever is teaching knows the children's needs. A broad range of interventions and additional provision is in place to support the attainment of vulnerable young people. This includes differentiated levels of support in class and additional pre-teach and triage intervention to ensure any perceived inequality is compensated for. In addition, an extra layer of breadth is included in the offer to disadvantaged pupils, with a variety of opportunities. These include free access to breakfast club provision and magazine subscriptions intended to widen the curriculum offer. Research led interventions are in place to ensure children's needs are met whatever their background or ability.

### Progress we are making towards achieving this objective:

#### Reviewed November 2022:

- Pupil premium children have been actively targeted for extra support from the National Tutoring Programme – totalling 67 pupils from Y3-Y6
- Vulnerable children targeted as a small group for tailored in-school support with Mr Warren and Mrs Leighton
- Vulnerable groups targeted for extra phonics intervention in the afternoons – these are 1 to 1 or 1 to 2 in nature.
- SEND provision is much improved, - new SENDCo has revised IEPs to be more tailored and utilise SMART targets, the impact of this has raised attainment for most SEND children.
- Progress from March to July was good for disadvantaged children, most prominently in Y5, Y1 and Y4. Last year's Y3 and Y4 were more of a concern – hence the targeted tutoring.
- Production of an 'intersection of vulnerability' document is underway.
- Good partnerships with LSS, HIT team, speech and language ensures high quality interventions.
- Triage after lessons is always focused on disadvantaged pupils first.
- Magazine subscriptions have increased further to offer to PPG pupils.

**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/ Disadvantaged/ EAL).

Attendance of all pupils, but particularly pupil premium and SEND pupils are a key focus for Maltby Lilly Hall Academy.

#### 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.

Strategies including increased profile of attendance awards, closer and more regular communication with parents and using communication to heighten the importance of good attendance are impacting positively on the school's attendance profile.

#### Progress we are making towards achieving this objective:

##### Reviewed November 2022:

- Attendance and special mentions awards increased and embedded – this focuses on all children, but PPG and SEND children are a focus.
- Regular newsletters with attendance high profile are now sent.
- Pupils who are persistently absent still tend to be disadvantaged. Improved communication and home visits to persistent absentee families are impacting positively.
- Holidays continue to be a major factor for persistent absence.
- Attendance pathways embedded and impacting a small number of families.
- New attendance driver group in place to strategically look at ways of improving attendance.
- New attendance link governor in place.