



Malbank School & Sixth Form College

Equality Objectives

MALBANK SCHOOL'S EQUALITY OBJECTIVES WORKING DOCUMENT FOR THE PERIOD 2023 – 2026

THE EQUALITY ACT 2010

The Equality Act 2010 combines previous laws for gender, race religion, age, disability and discrimination; protects against discrimination, harassment and victimisation of claimants and their families; adds extra protection for parents of children with disabilities who are discriminated against and allows positive discrimination for people with disabilities.

It defines Protected Characteristics for people who use services.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees).

At Malbank School we believe that everyone has a right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status.

Our Single Equality scheme consists of the Single Equality policy (reviewed annually), the Accessibility Plan and this Equality Objectives action plan. The Accessibility Plan and the Equality Objectives are reviewed on a three year cycle.

Objective	Strategies	Person responsible	Timing	Monitoring strategies
All pupils will be able to access all areas of the site and participate fully in all aspect of school life.	<ul style="list-style-type: none"> Continue to make improvements to the site to ensure that the site is DDA compliant. Support individual pupils and groups of students with additional needs to ensure that they can access all areas of the site and that they can participate in activities which they chose to engage in. Ensure that the accessibility plan is actioned and reviewed on a regular basis. 	<p>SLS/WXC</p> <p>DCS/JJL</p> <p>SLS/WXC/ DCS</p>	<p>On-going</p> <p>On-going</p> <p>Annual review and updated on a three yearly cycle.</p>	<p>Site inspections</p> <p>Student Voice</p> <p>Analysis of participation figures</p> <p>Review of accessibility plan.</p>

Attendance will continue to improve and the gap in the attendance of students in special	<ul style="list-style-type: none"> • Half termly data will be analysed by the Assistant Head (attendance) and personalised action plans will be put into place. 	JZM/Progress Managers/VLD/ KS administrators/	On-going with halftermly reviews.	Attendance data Tracking point data.
interest groups will narrow.	<ul style="list-style-type: none"> • Progress Managers and Key Stage teams will use the analysis to put interventions into place to improve attendance and have a positive impact on progress. 'Live' • Attendance data is shared across Key stage 3 and 4. Termly meetings with Lead School Improvement • Committee will ensure regular feedback is given to Govenors. Continue to ensure that the importance of good attendance is shared with all stakeholders. 	Form tutors		

<p>All students will make progress in line with expectation.</p>	<ul style="list-style-type: none"> • MARS collection data will be analysed for all special interest groups and appropriate intervention put into place. • Strategies to support all students will be shared through the school's CPD programme. • Staff will differentiate as appropriate to allow all pupils to make progress. <p>LSA's will continue to support students as directed by the</p> <ul style="list-style-type: none"> • SENDCO/ Curriculum Leaders. <p>Progress Managers will personalise intervention strategies to remove barriers to learning.</p> <p>A focus on attendance ensuring access to all lessons will have a</p>	<p>SLT/Progress Managers/ Heads of School/ SENDCO/ Curriculum Leaders/ Teaching staff</p>	<p>At each MARS collection point on an ongoing basis.</p>	<p>Tracking Point data Critical friend meetings Student voice Lesson observations Attendance data Sanctions analysis</p>
	<p>positive impact on progress.</p>			

<p>Good relationships will be fostered within the whole school community.</p>	<ul style="list-style-type: none"> • Our shared expectations will be regularly reviewed and shared with all stakeholders. • Whole school staff training on the importance of making all students feel known and valued. <p>Form tutors empowered to be the EAA for all students within their form group. As part of this, form tutors will meet with all students in their tutor groups and talk about their passions, ambitions, likes, dislikes etc. This information will then be recorded in a data base and information can be used by all staff as conversation starters in an aim to building good relationships and making all pupils feel known.</p> <ul style="list-style-type: none"> • Enrichment days will focus on building relationships and will educate pupils so that they are aware of equality issues. <p>The PDL curriculum, assemblies and other curriculum areas such as RE,</p> <ul style="list-style-type: none"> • PE, English, Science etc have a focus on equality issues to raise awareness, ensure 	<p>All staff</p>	<p>On-going</p>	<p>Lesson observations Student voice Staff feedback Parental questionnaires Analysis of sanctions data Analysis of racist incidents / bullying incidents.</p>
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	<p>tolerance and improve relationships.</p> <p>House leaders in each year group have reviewed the school's antibullying policy.</p>			
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	<ul style="list-style-type: none"> • The anti-bullying policy and Behaviour for Learning Policy will be applied by all members of staff. • Continue to raise awareness of equality issues via displays around the school, these are themed on a monthly basis eg Black history month, Women in History month, LGBT month etc. 			
DDA enhancements are monitored and developed to increase accessibility.	<ul style="list-style-type: none"> • Continue to include DDA contrast in our redecoration schemes. • Implement nosing of stairs where appropriate • Continue to provide resources for individuals with disabilities. (See Accessibility Plan). 	SLS/ Site Team	On-going	Governors Committee. Resources

S. A. Hedley

Chair of Governors:

Headteacher:

A handwritten signature in black ink, consisting of a stylized initial 'P' followed by a series of loops and a long horizontal stroke.