



# MALBANK SCHOOL'S EQUALITY OBJECTIVES

WORKING DOCUMENT FOR THE PERIOD 2022 - 2023

## 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
<p>All pupils will be able to access all areas of the site and participate fully in all aspect of school life.</p>	<ul style="list-style-type: none"> <li>• Continue to make improvements to the site to ensure that the site is DDA compliant.</li> <li>• 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.</li> <li>• Ensure that the accessibility plan is actioned and reviewed on a regular basis.</li> </ul>	<p>AKM/MS</p> <p>JME/JJC</p> <p>AKM/MS/ JME</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>

<p>Attendance will continue to improve and the gap in the attendance of students in special interest groups will narrow.</p>	<ul style="list-style-type: none"> <li>• Half termly data will be analysed by the Assistant Head (Inclusion) and personalised action plans will be put into place.</li> <li>• Progress Managers and Key Stage teams will use the</li> </ul>	<p>JME/Progress Managers/VLD /KS administrators/ Form tutors</p>	<p>On-going with halftermly reviews.</p>	<p>Attendance data Attendance war board Tracking point data.</p>
	<p>analysis to put interventions into place to improve attendance and have a positive impact on progress.</p> <ul style="list-style-type: none"> <li>• The attendance war board will be used to identify trends and patterns to inform action planning.</li> <li>• Continue to ensure that the importance of good attendance is shared with all stakeholders.</li> </ul>			

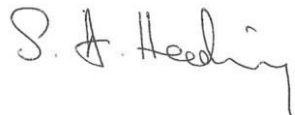
<p>All students will make progress in line with expectation.</p>	<ul style="list-style-type: none"> <li>• Tracking point data will be analysed for all special interest groups and appropriate intervention put into place.</li> <li>• Strategies to support all students will be shared through the school's CPD programme.</li> <li>• Staff will differentiate as appropriate to allow all pupils to make progress.</li> <li>• LSA's will continue to support students as directed by the SENDCO/ Curriculum Leaders.</li> <li>• Progress Managers will personalise intervention strategies to remove barriers to learning.</li> <li>• A focus on attendance ensuring access to all lessons will have a positive impact on progress.</li> </ul>	<p>SLT/Progress Managers/ Heads of School/ SENDCO/ Curriculum Leaders/ Teaching staff</p>	<p>At each tracking point on an on-going basis.</p>	<p>Tracking Point data Critical friend meetings Student voice Lesson observations Attendance data Sanctions analysis</p>
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<p>Good relationships will be fostered within the whole school community.</p>	<ul style="list-style-type: none"> <li>• Our shared expectations will be regularly reviewed and shared with all stakeholders.</li> <li>• Enrichment days will focus on building relationships and will educate pupils so that they are aware of equality issues.</li> <li>• The SHINE curriculum, assemblies and other curriculum areas such as RE, PE, English, Science etc have a focus on equality issues to raise awareness, ensure tolerance and improve relationships.</li> <li>• Students are trained as Antibullying ambassadors and regularly review the school's anti-bullying policy.</li> <li>• The anti-bullying policy and Behaviour for Learning Policy will be applied by all members of staff.</li> <li>• 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.</li> <li>•</li> </ul>	<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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	Raise the profile of the parental group 'Chatterbox' so that more			
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	parents can be actively involved within the school community.			
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Signed:



Chair of  
Governors



Headteacher