

Equality Objectives for period June 2017 – June 2020

Participation and Engagement

How we have involved people in developing equalities at our academy.

| Examples | Steps the academy has taken |
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| Academy & House Councils: | Through regular agenda items. |
| Student Voice: | Thought for the week and termly themes exploring different ideas, cultures, religions and key issues for living in the world today. |
| Parents/Carers: | Parent surveys carried out regularly including at Parents' Evenings. Information displayed and accessible through the website. Individual case work carried out by House Leaders and BEST Area. |
| Staff: | Equalities training and policy updated annually. |
| Local Community: | Membership of local community groups to include all groups in academy life (including the local council and Chamber of Commerce) |
| Governors: | Mumtaz Khan (governor) is an active member of the academy focusing on Equalities. |
| Other: | Equalities work with ATT as a collective group of academies including focused working groups and student activities and events. |

Equality Objectives for period June 2017- June 2020

| Objective | Actions | Person Responsible | Timescale | Resources | Success Criteria |
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| <p>1. Curriculum – ensure diversity is celebrated across all subject areas</p> | <p>1.1 Audit faculty schemes of learning to assess suitability/identify opportunities to further celebrate diversity</p> <p>1.2 Share and develop resources and good practice through faculty and academy training</p> <p>1.3 Ensure opportunities for student feedback are given at appropriate times and that feedback addresses issues of Equalities</p> <p>1.4 Embed equality in Faculty Action Plans and review termly</p> | <p>VP Curriculum</p> | <p>1.1 From June 2017. SOL reviewed annually.</p> <p>1.2 From June 2017</p> <p>1.3 Ongoing – through House system and faculty student voice</p> <p>1.4 From June 2017</p> | <p>Faculty training time to review and plan SOL SMSC Gridmaker</p> <p>Time allowed for observations, planning meetings within Faculties</p> | <p>Engagement in curriculum among students from Protected Characteristics is reflected in student surveys and parental feedback is evidenced through strong SOL that promote and address equality.</p> |

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| <p>2. Community links – encourage increased participation in academy life for families from identified groups</p> | <p>2.1 host events/ to include families of identified groups with the aim of raising attainment within that group.</p> <p>2.2 Liaise with FL/EAL coordinator about events /suggested content/staffing</p> <p>2.3 Invite students and their parents in to the academy to attend events</p> | <p>AP Pastoral, AP Behaviour, AP Attendance</p> | <p>Throughout academic year</p> | <p>Time for planning and hosting events</p> | <p>25% take up of invitations from families with Protected Characteristics. At least one event per term takes place.</p> <p>A parent/carer of students from Protected Characteristics groups will have visited MCA at least once during the course of their child’s education here.</p> |
| <p>3. Academy culture and ethos – encourage staff and students to celebrate and embrace cultural diversity through increasing their awareness</p> | <p>3.1 Establish a cultural working group involving students from different backgrounds including the representation of the protected characteristics, staff and community members to seek out opportunities to promote awareness of and celebration of cultural diversity.</p> | <p>AP Behaviour & AP Pastoral with support of House Leaders and Tutors</p> | <p>From June 2017 - reviewed termly</p> | <p>Time IT support Community members Finance for activities and visits</p> | <p>Staff, student and visitor feedback comments that the academy is a safe and enjoyable place to be and that diversity and inclusiveness are promoted. Staff and students are aware of the positive nature of diversity and</p> |

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| | <p>3.2 Hold regular events that promote and highlight key calendar events and festivals.</p> <p>3.3 Present information through assemblies, tutor time activities, academy newsletter and website to raise awareness and understanding of the full range of cultural diversity within the academy and local community.</p> <p>3.4 Work with the Academy and House Councils to evaluate and plan to ensure the academy is a positive environment for all staff, students and visitors.</p> <p>3.4 Roll out the 'We All Belong' strategy across</p> | | | | <p>show tolerance and consideration to all.</p> |
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| | the academy promoting inclusiveness | | | | |
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Monitoring arrangements:

SLT Lead will invite staff, students, parents, governors and members of the community to review progress and plan future actions.

Review date: June 2020