

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 small, but increasing, numbers of residents from minority ethnic backgrounds. Economic and social tensions within the community reflect the national picture. In the context of the changing make-up of the school populations, 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.

Individual academies will select the group or groups which are the strongest indicator in their individual contexts as a focus for removing barriers.

To achieve this objective, we plan to:

Maltby Learning Trust will ensure that the curriculums across our schools actively promote messages of diversity and inclusivity. All planned themes text choices and topics will 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.

- Ensure subjects such as English, History, PSHE, RE, and the Arts include diverse voices, cultures, families and identities.
- Map out how themes of equality, respect and difference are introduced, built upon and reinforced throughout the year groups.
- Integrate learning about celebration days, world religions, cultural traditions and role models from varied backgrounds.
- Classroom displays, role-play areas, library spaces and communal areas will reflect diversity in a positive and meaningful way.
- Teachers create opportunities for children to talk about identity, difference and fairness in a safe, age-appropriate way.
- Assemblies, themed weeks, cultural days and collaborative activities with families help build shared understanding across the school community.
- Collaborate with local faith groups, cultural organisations and community leaders to enrich children's experiences.
- Use PSHE/RSE, School Council roles and whole-school values to build responsibility, tolerance and respect.
- Teach explicitly about fairness, rights and responsibilities to equip pupils with the skills to engage positively within and beyond the school community.

Progress we are making towards achieving this objective:

To be reviewed 2026

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 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/ Disadv/ EAL) so any perceived ceilings are removed, and aspirations are raised.

Individual academies will select the group or groups which are the strongest indicator in their individual contexts as a focus for removing barriers.

To achieve this objective, we plan to:

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.

- Ensure consistently high-quality teaching across all classrooms through effective CPD, coaching and clear pedagogical expectations.
- Use adaptive teaching approaches to meet the needs of disadvantaged and vulnerable pupils, including those with SEND and EAL.
- Implement regular, robust assessment to identify gaps early and inform teaching and intervention planning.
- Provide targeted, evidence-based interventions delivered by trained staff and evaluate their impact regularly.
- Prioritise disadvantaged learners for additional support, including tutoring, small-group work and catch-up provision
- Deliver an ambitious, well-sequenced and vocabulary-rich curriculum that is accessible to all learners without reducing challenge.
- Remove barriers to learning by supporting attendance, wellbeing and pastoral needs, and by working closely with families
- Deploy Pupil Premium, SEND and other funding streams strategically and review their impact on pupil outcomes.
- Ensure leaders and governors routinely monitor outcome data for disadvantaged groups and hold staff to account for diminishing gaps in attainment and progress.

Progress we are making towards achieving this objective:

To be reviewed 2026

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

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/ Disadv/ EAL).

(Specific focus groups, subjects and success criteria to be determined by each 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, driven by the Rotherham Attendance Pathway, 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.

- Monitor attendance daily, with particular focus on vulnerable and disadvantaged pupils.
- Identify attendance patterns early and respond promptly to emerging concerns.
- Engage families through timely communication and supportive discussions.
- Implement personalised attendance plans for pupils below expected thresholds.
- Collaborate with external agencies where additional support is required.
- Provide pastoral support to pupils with social, emotional, or mental health needs affecting attendance.
- Address practical barriers to attendance, including transport, routines, and uniform.
- Promote the importance of regular attendance through assemblies, displays, rewards, and consistent messaging.
- Prioritise support for vulnerable groups such as disadvantaged pupils, SEND pupils, young carers, and pupils with safeguarding concerns.
- Build constructive partnerships with parents and carers based on trust and shared responsibility.
- Ensure senior leaders regularly review attendance data and evaluate intervention effectiveness.
- Hold governors accountable for improving attendance outcomes for vulnerable cohorts.

Progress we are making towards achieving this objective:

To be reviewed 2026