Maltby Academy

**Delivering exceptional learning experiences that
enable all young people to thrive in a competitive world and lead successful and fulfilling lives**

Resilience	*Aspiration*	*Responsibility*	*Confidence*	*Community*
Learn from failures, work through problems, and never give up. Be better today than you were yesterday.	Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?	Be responsible for your actions, celebrate your successes, embrace, and learn from your failures.	Believe in yourself and step outside your comfort zone.	Accept support and offer it. Give something back to the community.

At Maltby Academy, we strive to embed equality, diversity, inclusiveness and belonging into everything that we do, not just to meet our statutory requirements.

We pride ourselves on being a welcoming and inclusive Academy with a real commitment to continually raising awareness of equality and diversity and minimising discrimination and prejudice.

The Equality Act 2010 places a general duty on public sector organisations to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who do and do not share a protected characteristic. *
- Foster good relations between people who share a protected characteristic and those who do not.

*The nine protected characteristics are:

1. Age
2. Disability
3. Gender
4. Gender reassignment

5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief
9. Sexual orientation

Equality Objectives - Staff

To recruit and develop a highly skilled workforce that has a greater diversity than the community we serve.

Why this objective?

Maltby does not have an ethnically diverse community with the vast majority of the population White British. Only 3% of Maltby residents are from a BME community, well below the Rotherham average of 8.1%. In order to better prepare our students for life in modern Britain it would be beneficial for them to be exposed to a more diverse academy staff profile.

	Percentage	Rotherham Average
White British	97.0%	91.9%
Other White	1.3%	1.7%
Mixed	0.9%	1.0%
Asian	0.6%	4.1%
Black	0.2%	0.8%
Other	0.1%	0.5%

Actions:

Actions	By Whom	By When	Progress October 2021
Monitor and review our recruitment procedures to ensure we are widening our candidate	Trust HR	July 2021	New software is in place (Sept 21) to streamline the recruitment process and ensure widest possible audience.

pool and attracting applicants from all minority groups			
Review our public profile including website, social media presence and promotional material to ensure it promotes diversity.	Principal/Trust Marketing	July 2021	New marketing material has been produced in line with trust branding (Prospectus, Enrichment brochure, Scholarship brochure) Promotion of diversity is a key part of this new material.

To review and eliminate all practices across the academy that may lead to discrimination, harassment or bullying of staff.

Why this objective?

If we are to recruit and retain a highly effective, diverse workforce we need to ensure that all colleagues feel valued, supported, and enjoy coming to work.

Action	By Whom	By When	Progress October 2021
Ensure all colleagues undertake Equality, Diversity, and Inclusion training	Trust HR	Training to be undertaken annually	Limited progress on this objective.
Review procedures, along with staff voice, for reporting bullying and harassment.	Principal	July 2021	Staff voice planned. To be gathered in Nov 2021. Results of this will inform further planning.
Establish a staff wellbeing group to discuss and continually improve the staff experience and sense of belonging.	Principal	April 2021	Limited progress on this objective.

To ensure that academy leadership positions are representative of the diversity of the workforce.

Why this objective?

Senior leadership positions in the academy are not representative of the staff as a whole. The academy has a majority of female staff (both teachers and associate professionals) but a majority of male leaders. Although there is limited ethnic diversity across the staff as a whole, all senior leaders are of White British heritage.

Gender				
	All staff	Teachers	Associate Professionals	Leadership Team
Male	32%	37%	26%	70%
Female	68%	63%	74%	30%

Ethnicity		
	All Staff	Leadership Team
White, British	84.52%	100%
Not Obtained	3.57%	0%
Mixed White and Asian	1.19%	0%
Did not wish to be recorded	1.79%	0%
Chinese	0.60%	0%
White, any other White Background	1.19%	0%
Asian or Asian British, Pakistani	0.60%	0%
Mixed, White and Black Caribbean	0.60%	0%
Asian or Asian British, Indian	0.60%	0%
Blank	5.36%	

Actions:

Action	By Whom	By When	Progress October 2021
Monitor and review our recruitment procedures to ensure we are widening our candidate pool and attracting applicants from all minority groups	Trust HR	July 2021	New software is in place (Sept 21) to streamline the recruitment process and ensure widest possible audience.
Review our public profile including website, social media presence and promotional	Principal/Trust Marketing	July 2021	New marketing material has been produced in line with trust branding (Prospectus, Enrichment

material to ensure it promotes diversity.			brochure, Scholarship brochure) Promotion of diversity is a key part of this new material.
Aspirant female leaders to be identified and supported through line management to access CPD and leadership roles.	Principal	July 2021	Talent and succession planning sessions were undertaken in September 2021. Aspirant female leaders have been identified as part of this process.

Equality Objectives - Students

To ensure that disadvantaged students progress and attainment are at least in line with non-disadvantaged students.

Why this objective?

Students from disadvantaged backgrounds continue to perform less well in GCSEs, therefore limit their life choices beyond the academy.

2019 Results and 2020 CAG Grades:

PROGRESS 8 SCORE					
	National Average	2019	2020		+/-
All Pupils [167]	0.00	-0.29	-0.00	▲	+0.29
Male [83]	-0.43	-0.37	-0.39	▼	-0.02
Female [84]	0.11	-0.20	+0.38	▲	+0.58
Disadvantaged [60]	-0.44	-0.72	-0.40	▲	+0.32
Disadvantaged Low Attainers [10]	-	-0.69	+0.60	▲	+1.28
Disadvantaged Middle Attainers [36]	-	-0.65	-0.76	▼	-0.12
Disadvantaged High Attainers [14]	-	-0.84	-0.20	▲	+0.64
Non Disadvantaged [107]	0.13	-0.06	+0.22	▲	+0.28
SEN Support [25]	-0.02	-0.67	-0.90	▼	-0.23
SEN EHC Plan [2]	-0.02	-	+0.87		
No SEN [48]	0.07	-0.21	-0.28	▼	-0.07
English First Language [165]	-0.02	-0.31	-0.00	▲	+0.30
English Additional Language [2]	-0.02	+0.94	+0.05	▼	-0.88
Low Prior Attainment [20]	-0.18	-0.45	+0.39	▲	+0.84
Middle Prior Attainment [93]	-0.01	-0.34	-0.28	▲	+0.06
High Prior Attainment [54]	0.01	-0.20	+0.33	▲	+0.53

Actions:

Action	By Whom	By When	Progress October 2021
A fully costed, detailed, evidence based, Pupil Premium plan to be developed to eradicate the gap in performance between disadvantaged and non-disadvantaged pupils.	Principal/AVP Pupil Premium	January 2021	Fully costed Pupil Premium plan is now in place, based on national evidence and best practice. Performance of pupil premium pupils is rigorously monitored though weekly RAP meetings.

To ensure that boys attainment and progress is at least in line with that of girls.

Why this objective?

Boys continue to perform less well than girls in GCSEs therefore limiting their life choices beyond the academy.

PROGRESS 8 SCORE					
	National Average	2019	2020	+/-	
All Pupils [167]	0.00	-0.29	-0.00	▲	+0.29
Male [83]	-0.43	-0.37	-0.39	▼	-0.02
Female [84]	0.11	-0.20	+0.38	▲	+0.58
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Action	By Whom	By When	Progress October 2021
A fully costed, detailed, evidence based, Boys performance plan to be developed to eradicate the gap in performance between boys and girls	Principal	June 2021	All departments have identified specific strategies to engage boys and improve performance. (September 2021). Next steps are to build a holistic strategy that includes whole academy approaches.

To create a culture that celebrates diversity in all its forms and eliminate incidents of bullying and harassment of pupils with protected characteristics.

Why this objective?

Although incidents of bullying are rare, through our key driver of 'community' we aspire to eradicate all forms of bullying and harassment and to create a culture where all students feel they belong.

Actions

Action	By Whom	By When	Progress October 2021
Continue to refine the life skills curriculum to ensure that diversity is celebrated	AVP Life Skills	Ongoing	Full review of the Life Skills and RS curriculum has been undertaken. Diversity is celebrated throughout the spiral curriculum.
Review the extra-curricular offer, including visits and trips, to ensure that we are facilitating exposure to the full diversity of modern Britain.	Principal/AVP	April 2021	Extra-curricular offer has been reviewed and promoted to stakeholders. The academy needs to further develop trips and visits to facilitate exposure to the full diversity of modern Britain.
Build on the success of the LGBTQ+ group to raise awareness and support for students.	VP – Behaviour & Inclusion	Ongoing	The group continues to operate. The profile and impact needs to continually develop.
Through student voice, review procedures to report bullying and ensure appropriate response and support from staff	VP – Behaviour & Inclusion	April 2021	A new student voice strategy has been launched with one of the modules focussed on bullying and keeping safe. Leaders are utilising this data to plan next steps.