

## Equality Objectives for period June 2020 – June 2023

### Participation and Engagement

At MCA we aim to eliminate discrimination by educating all members of our community about diversity and through promoting inclusion. We will take a firm line where there are any discriminatory incidences. We regularly review our curriculum, academy information and policies to ensure that we continue to improve equality of opportunity for all students including those with protected characteristics. We have a range of student voice opportunities through our academy and House councils, Personal Tutoring programme, pastoral system and clubs including an LGBTQ+ club and a BAME working group. Through these routes and specific consultation and discussion we consult those students affected by inequality on important decisions and in preparation for the academic year 2021-22 we have included students in the selecting of a new fifth house name to ensure that the role models we use to promote our pastoral system reflect the diversity of our academy community and society.

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

<b>Examples</b>	<b>Steps the academy has taken</b>
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 the Pastoral Team including; House Leaders, Assistant House Leaders, Student Support Officers, Inclusion Officer and tutors
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:	Equalities is reported on at Local Academy Committees and members of the LAC work with staff through their visits.
Other:	Equalities work with ATT as a collective group of academies including focused working groups and student activities and events.



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Objective	Actions	Person Responsible	Timescale	Resources	Success Criteria
<p><b>1. Curriculum – ensure diversity is celebrated across all subject areas</b></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 SOL reviewed annually.</p> <p>1.2 Annually</p> <p>1.3 Ongoing – through House system and faculty student voice</p> <p>1.4 Current – review annually</p>	<p>Faculty training time to review and plan SOL</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>

<p><b>2. Community links</b> – 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>VP Pastoral and VP Behaviour &amp; Attitudes</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><b>3. Academy culture and ethos</b> – encourage staff and students to celebrate and embrace cultural diversity through increasing their awareness</p>	<p>3.1 Embed MCA TRAITS throughout the academy with particular emphasis on how each of the TRAITS applies to everyone.</p>	<p>VP Behaviour &amp; Attitudes and VP Pastoral with support of House Leaders and Tutors</p>	<p>Ongoing &amp; 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>

	<p>3.2 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>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</p>				<p>show tolerance and consideration to all.</p>
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plan to ensure the academy is a positive environment for all staff, students and visitors.

3.5 Roll out the 'We All Belong' strategy across

	the academy promoting inclusiveness				
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**Monitoring arrangements:**  
SLT Lead will invite staff, students, parents/carers, governors and members of the community to review progress and plan future actions.

**Review date:** June 2023