

EQUALITY OBJECTIVES 2021-2024

Our School Vision

Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient enough to make a valuable contribution to the world in which they live, and empowered to make informed and positive life choices.

At Altrincham College we:

- recognise that all learners and staff are of equal value
- recognise and respect difference
- foster positive attitudes and relationships and a shared sense of cohesion and belonging
- observe good equalities practice in staff recruitment, retention and development
- aim to reduce and remove inequalities and barriers that already exist
- consult and involve stakeholders widely
- recognise that Society as a whole should benefit from the strengths of all our staff and students
- base our practices on sound evidence
- set measurable equality objectives

We also recognise that as a result of the Covid-19 pandemic, further rapid, forensic attention will need to be paid to student learning to ensure their education has not been irreversibly disadvantaged by any aspect of the measures we have all had to put in place since March 2020. We aim to ensure that our students do not become victims of the pandemic but remarkable survivors with bright futures, thanks to the education afforded them by Altrincham College.

Links with other documents:

- Accessibility Plan
- Safeguarding Policy
- Teaching and Learning Policy
- Behaviour Policy and Procedures
- SEND Code of Practice
- Academy Improvement Plan 2019-21
- Staff Handbook

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Equality Objective	Actions	Monitoring/Review/Evidence	By Whom?	Timescale	Expected Impact (RAG)
1) To ensure staff and Governors are trained on equal opportunities, non-discrimination and unconscious bias	<p>Training sessions to be organised/calendared during the academic year.</p> <p>Share research on this topic from Ofqual, EEF, EOC, etc.</p> <p>Allocate time in further meetings/INSET for identified training and discussion.</p> <p>Give feedback to staff and Governors on any student voice undertaken.</p>	<p>Training evaluations show that 100% of those attending have a good understanding of the legal requirements and needs of our school.</p> <p>Student Council and Staff Meetings allow all to feel they can raise an equality issue if they have one (minuted)</p> <p>Governors confidently challenge the Headteacher on issues of equality (minuted)</p> <p>Long and Medium Term planning is adapted accordingly following discussion with SLT link (HoDs)</p>	<p>DTR</p> <p>AKN/DMY</p> <p>Chair of Governors/ KEE DMY</p>	July 2022	Good practice is embedded and systems are fair and transparent; teaching staff plan learning to reflect our diverse society and can empathise with the viewpoints of others.
2) To actively seek to promote our school to underrepresented groups	<p>Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Local Governing Body in the Headteacher's Report</p>	<p>Audit of staffing and student intake at Y7/Y12.</p> <p>Analysis of recent recruitment .</p> <p>Use information to review current advertising processes and refine for future use.</p> <p>New staff (past 2 years) voice around fairness and transparency; take any ideas they may have on board</p>	<p>DSS AED/AKN DSS KEE/DSS</p> <p>DTR</p>	July 2021	Over the next three years, the staff at school will be more representative of a diverse workforce and will have equal access to opportunities in school.
3) To ensure appropriate access arrangements are in place to enable students, staff and visitors to access all areas of the school site, including specialist provision	<p>See Accessibility Plan 2021</p>	<p>See Accessibility Plan 2021</p>	ANN/KEE		Building modified where needed and any new build/refurbishment ensures accessibility going forward
4) To analyse underperformance data for students and ensure differentiation strategies are clearly embedded in teacher planning	<p>Data analysis of groups after each data drop.</p> <p>Swift, bespoke interventions identified and actioned.</p> <p>Practice shared across departments.</p>	<p>Record of specific interventions used by whom and with whom (SLT links and HoDs).</p> <p>Impact of interventions evidenced in improved data (SLT links and HoDs).</p>	DMY	July 2022 and reviewed each year	Improved achievement data for identified groups of students. Individual needs are met.

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		Intervention strategies and resources which have had the most impact are shared with staff on INSET days or scheduled meetings (DMY).			
5) To ensure curriculum plans address a range of themes so that no group feels underrepresented or marginalised; all subject areas respond to the need to boost reading/literacy post Covid-19	Review of whole school curriculum and subject planning. Student voice to assess their thoughts/feeling on the curricular offer in each subject. Staff training for reading/literacy.	Revised curriculum plans (HoDs) discussed at meetings. Agreed cross-section of students surveyed, discussion at Student Council meetings (minuted), feedback actioned (HoDs). Parental communication around reading/literacy drive.	DMY DMY/AKN/ AAHT DMY/AAHT	July 2022 and reviewed each year	Improved achievement data for identified groups of students. Improved awareness and tolerance across the student body which is evidenced via a range of data.
6) To remove non-academic barriers to learning, such as poor attendance, to allow full access to our curricular offer including enrichment activities/Cultural Capital	Review of learning in Form Period/assemblies. Review of attendance strategy and communication with parents/carers. Update anti-bullying procedures. Review of PSHCE curriculum to ensure local need is met. Ensure displays around school, school website/social media information are representative and motivational.	Review topics and themes are relevant and age-specific; agree a programme of delivery Analyse attendance data fortnightly and work closely with key staff/families to set high expectations. Analyse bullying data half-termly and take appropriate actions; share and monitor strategy with staff for consistency of approach; student voice. Ensure staff delivering are fully trained to deliver the curriculum; amend directed time to support staff as necessary; student voice. Incorporate opportunities for staff to maintain and refresh. Student/Parent voice on impact of these.	AKN AKN SDY SDY KTY	July 2022 and reviewed each year	Students say they feel safe and supported in school. Students say they feel informed about issues which matter to them. There is community cohesion and a sense of belonging (staff, students, parents and carers) which is evidenced via stakeholder voice.
7) To ensure equality and diversity are celebrated and promoted across all areas of school life	Ensure PSHCE curriculum encompasses these aspects, extra curricular drop down days and events, work with our local community	PSHCE curriculum reviewed with all other subject areas Head's Community Coffee Mornings PSHCE calendar to highlight pertinent issues	SDY KEE SDY	July 2022 and reviewed each year	As above