

## Tudor Grange Academies Trust - Equality Objectives 2018-19

<b>Objective</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Responsible</b>	<b>Completion Date</b>
The needs of all users are taken into account when developing policies and procedures.	Trust/academy and localised policies, including staff policies such as Recruitment, and Sickness Absence, reflect the needs of all users.	When policies are reviewed, consideration is made of the impact of the policy on individuals with any protected characteristics.	Policy lead LGBs MATB Executive Governance Officer	In line with existing policy review dates
Robust systems for monitoring student progress in place and monitored regularly.	Data analysis shows equality of attainment/progress for all. Identify groups and individuals at risk of underachievement and plan intervention.	Continue to monitor student progress through systems such as the academy MIS's, Questa, published outcomes and other analysis tools Ethnicity and language to be consistently monitored across all systems.	Executive Data Manager	Aug 2018, ready to be rolled out for the 2018/19 academic year
To develop student understanding of tolerance and respect for others through the promotion of British values.	Students exposed to different cultures, faiths, religions through first hand experiences and through the use of varied resources.	Continued use of the Tudor Values as a tool to embed students with principles of tolerance and respect.  Appointment of a Trust Lead for PHSE	All staff  CEO	Aug 2018

<p>Provide training for all staff and governors on equality and diversity.</p>	<p>All staff and governors aware of legislation and responsibilities of all stakeholders.</p>	<p>Equality and Diversity training to be delivered annually to all staff and governors</p> <p>Training on specific characteristics to be provided as appropriate, to ensure that all staff and governors are well informed and therefore better able to support any additional needs.</p>	<p>Executive Governance Officer</p>	<p>Aug 2018</p>
<p>Improve provision for students for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</p>	<p>New students are supported and interventions put in place to ensure a positive transition to the Academy.</p>	<p>All new EAL students will have an action plan with appropriate support in place. This may include 1:1 TA support, language coaching or translator services, or other support as appropriate. Support to ensure that parents are able to engage with the academy, both during meetings and in written communications will be provided.</p>	<p>Trust SEND Lead</p>	<p>Guidance by Aug 2018</p>