

## GREAT HEIGHTS ACADEMY TRUST EQUALITY OBJECTIVES

These objectives have been set based on the Trust's visions and values; business plan priorities and common priorities within our academies individual school improvement plans.

Objective	Actions	Lead	Monitoring/Evaluation/KPIs
<b>Educational Objectives</b>			
To ensure pupils have equality of opportunity - Focus on the attainment of SEND and vulnerable pupils (including PP pupils, pupils with emotional needs and post-Covid)	Ensure data monitoring systems and pupil progress formats used in academies accurately reflect cohorts and their needs. Monitoring where PP/SEND overlaps.	Director of School Improvement and Team	Data Analysis/Tracking Progress reports
	Support all staff to assess pupils and accurately identify and meet needs, including training where relevant	Director of School Improvement and Team	CPD Records/Moderation
	Set and monitor the use of Pupil Premium funding to boost pupil progress and close the attainment gap between vulnerable students and their peers	CFO/CEO Director of School Improvement and Team	Appropriate use of funds Progress reports
	Review attainment data, in particular how pupils with different characteristics are performing.	Director of School Improvement and Team	Data Analysis/Tracking Progress reports
	Analyse the data to determine strengths and areas of improvement and implement actions in response.	CEO/ Director of School Improvement and Team	Analyse 'what works well', what requires improvement
Attendance - To improve the attendance of pupils and, in particular, SEND and vulnerable pupils (including PP pupils, pupils with emotional needs and post-Covid)	Rigorous monitoring analysing attendance figures and persistent absenteeism (below 90%)	COO/Director of Leadership and Team	Reduction in absence
	Support academies in a combination of data, proactivity and a focus on children's wellbeing	Director of Leadership and Team	Part of termly SIP visit
	Make clear that the Pupil Premium and recovery funding, which aims to improve education outcomes for disadvantaged pupils, is used by school leaders, who are best placed to assess their pupils' needs, to improve attendance, as well as other behaviour or social and emotional challenges.	CFO/ Director of Leadership and Team	Part of termly SIP visit PP reviews
	Adopt the DFE attendance ambassadors model of SAFE (Support, Attend, Fulfil, Exceed)	COO/Director of Leadership and Team	Scrutiny of attendance self-assessment
	Support academies in writing and delivering their attendance improvement plans.	COO/Director of Leadership and Team	Monitoring of attendance plan
<b>Operational Objectives</b>			
CPD	Supporting career pathways at all levels by providing training and	Directors of School Improvement & Leadership and Teams	Analysis of CPD and performance management reviews

	support through bespoke coaching and mentoring, network groups, key provision focus areas and access to research informed professional development to allow opportunities for all.		
	Share best practice across our academies and provide whole trust training to ensure all feel inclusive in working for the Trust.	Directors of School Improvement & Leadership and Teams	Quality of CPD offered and staff subject knowledge
	To offer cross academy employment opportunities to Trust staff to improve retention, boost morale, strengthen the profile, grow our own including our own SCITT students.	HR Manager, Head of Workforce Development	Analysis of internal promotions, low staff turnover
	Ensure all staff use appropriate language and raise awareness of unconscious bias by improving workplace culture and inclusion.	HR Manager, Central MAT Team	Monitor staff complaints/reporting of incidents
Workforce and Wellbeing	Supporting the development of Mental Health Support Team (MHST) roles in individual academies	Director of School Improvement and Team	Evidence of opportunities and funding provided
	Promote at all times the Trust's Wellbeing and Mental Health Champion and track that staff are accessing the service	HR Manager/COO	Continue to contract this role and receive regular reports on utilisation
	Staff Surveys – collate and analyse staff surveys and take appropriate action if concerns are raised.	COO/Central MAT Team	Scrutiny of plan of offers and use of workload toolkit/policies/pledges etc.

In addition to the above Trust Equality Objectives, each academy is required to set and work towards its own, context specific, objectives. More information of these can be found on individual academy websites.