

Equality Objectives and Action Plan 2026–27

Equality commitment

Marine Academy Plymouth opposes discrimination, harassment and victimisation and seeks to advance equality of opportunity and foster good relations across the protected characteristics set out in the Equality Act 2010. We aim to remove barriers so that every student can succeed, belong and participate fully in Academy life. These objectives support the public sector equality duty and align with the School Improvement Plan 2026–27.

Equality objectives

1. Close gaps in attainment and progress

Reduce differences in attainment and progress between disadvantaged and non-disadvantaged students and identify and address inequalities for SEND, ethnicity, sex, looked-after and other relevant groups. Ensure disadvantaged high prior attainers access appropriate challenge.

2. Improve equitable attendance

Increase attendance and reduce persistent absence, prioritising disadvantaged students, SEND students and pupils experiencing EBSA, while monitoring outcomes across other groups.

3. Reduce exclusion and strengthen belonging

Reduce suspensions and repeat suspensions, assess disproportionality by pupil group, and improve access to timely, inclusive and preventative support.

4. Secure fair access to enrichment and leadership

Monitor unique participation in clubs, societies, trips and student leadership by pupil group and remove financial, practical and accessibility barriers.

5. Ensure equitable careers and work experience

Increase access to meaningful Year 10 work experience, careers encounters and aspirational pathways for disadvantaged and underrepresented groups.

6. Promote respect and challenge discrimination

Develop understanding of protected characteristics and reduce racist, sexist, homophobic, biphobic, transphobic, disability-related and other discriminatory incidents, including on journeys to and from school.

Baseline indicators

Measure	Group	2025–26 example
English and maths standard pass	All	65.96%
English and maths standard pass	Disadvantaged	47.27%
English and maths standard pass	SEND	42.11%
English and maths standard pass	Male	70.13%
English and maths standard pass	Female	60.94%
Attendance	All	89%
Attendance	Disadvantaged	84.3%
Attendance	SEND	83.1%
Attendance	EAL	94.6%

Society participation (recorded count)	Disadvantaged	346
Society participation (recorded count)	Non-disadvantaged	189
Year 10 real work experience	Disadvantaged	60%
Year 10 real work experience	Non-disadvantaged	77%

Action plan

1. Attainment and progress

Actions: Fortnightly data meetings; targeted tutoring and PP-funded intervention; review disadvantaged and SEND attainment alongside HPA tracking; monitor equitable access to high-challenge pathways and option choices.

Lead(s): CW / JC / JXC / AW; subject leaders

Timescale: Autumn baseline; each assessment point; termly review

Success measures: Reduce disadvantaged/non-disadvantaged and SEND gaps from validated baselines; report intervention reach and impact; track HPA disadvantaged grades and option uptake.

Evidence to retain: Disaggregated assessment dashboard; tutoring register; intervention evaluations; HPA and options reviews.

SIP alignment: SIP priorities 1, 2, 5

2. Attendance

Actions: Use attendance banding and daily code checks; targeted contact and home visits; develop EBSA base; monitor NEST, Cove and Haven; focus on disadvantaged persistent absence and Friday attendance.

Lead(s): LG / JU / JB / JXC / HR; AW for pupil voice

Timescale: Daily monitoring; half-termly group review; termly reporting

Success measures: Increase attendance from verified baseline; narrow disadvantaged and SEND gaps; reduce persistent absence and improve EBSA reintegration.

Evidence to retain: Attendance dashboards by group; PA case studies; EBSA access and outcomes; student/parent voice; contact logs.

SIP alignment: SIP priorities 3, 5

3. Suspensions and belonging

Actions: Use Cove preventatively; develop vocational offer; provide SEND-responsive staff development; intervene early; quality assure support and monitor suspension rates by group and repeat incidents.

Lead(s): JU / EC / PL / HR / JB

Timescale: Half-termly behaviour review; termly equality impact review

Success measures: Reduce overall and repeat suspensions; narrow any disproportionate rates for SEND, disadvantaged or other identified groups.

Evidence to retain: Suspension and repeat-suspension analysis; provision logs; staff CPD; pupil voice; intervention QA.

SIP alignment: SIP priority 4

4. Enrichment and leadership

Actions: Create one participation register recording unique pupils; audit clubs, trips, student leadership and accessibility; consult underrepresented pupils; offer targeted invitations and practical support.

Lead(s): Proposed: enrichment lead / pastoral leads / equality lead (confirm names)

Timescale: Autumn audit; spring actions; summer evaluation

Success measures: Increase unique disadvantaged participation rate and reduce any identified percentage-point gaps; publish take-up by group.

Evidence to retain: Participation registers and denominators; student voice; adjustments and funding log; leadership membership audit.

SIP alignment: Additional equality action; supports SIP aspiration and belonging

5. Careers and work experience

Actions: Audit Year 10 placements by disadvantage, SEND and other relevant groups; identify barriers early; support placements and reasonable adjustments; connect to Your Future Story, Colyton Foundation and Brilliant Club opportunities.

Lead(s): JC / AXW; proposed careers lead (confirm)

Timescale: Autumn audit; spring placement support; summer completion review

Success measures: Improve disadvantaged placement completion from verified 60% example and narrow 17-point gap; check placement quality and student feedback.

Evidence to retain: Placement tracker; provider contacts; reasonable-adjustment records; destinations and careers feedback.

SIP alignment: SIP priority 5 aspiration programmes; work-experience action proposed

6. Respect and anti-discrimination

Actions: Audit discriminatory incidents, locations and responses; reinforce respectful language through tutor time, PSHE and assemblies; train staff on reporting and challenge; gather student voice including journeys to/from school.

Lead(s): Proposed: PSHE lead / safeguarding lead / behaviour lead / equality lead (confirm)

Timescale: Autumn baseline and curriculum audit; termly monitoring

Success measures: Improved student confidence in reporting and belonging; evidence of consistent response; reduction in repeated incidents, interpreted alongside reporting confidence.

Evidence to retain: Anonymised incident analysis; PSHE/tutor curriculum; training records; student surveys; response and restorative-action records.

SIP alignment: Additional equality action; aligns with SIP priority 4 respectful culture

Monitoring, evaluation and governance

- Autumn 2026: validate all baselines, define denominators, agree numerical targets and confirm named leads. Record equality impact and pupil voice.
- Each half term: review disaggregated attainment, attendance, suspensions, participation, placements and discriminatory incidents; identify barriers and adjust interventions.
- Termly: SLT and governors review progress, impact, actions and evidence; record decisions and follow-up.

- Summer 2027: evaluate change against baseline and targets, report pupil and parent feedback, identify next steps and publish updated equality information and objectives as appropriate.
- Analyse protected characteristics where reliable and lawful; use appropriate small-group suppression and confidentiality. Include disadvantage, SEND, looked-after status and EAL as additional educational monitoring groups, noting they are not themselves protected characteristics.