

Plan for 2025 - 2028

1. Equality objectives

1.1. We have developed 6 equality objectives:

Objective 1	The Trust's commitment to equality in its strategic and development planning.
Objective 2	Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.
Objective 3	All our staff and pupils are aware of their own and their academy's responsibilities for advancing a culture of equality.
Objective 4	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.
Objective 5	Our commitment to equality is reflected in behaviour and practices throughout each academy.
Objective 6	Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices

Annex A: THE SINGLE EQUALITY ACTION PLAN FOR EACH ACADEMY WITHIN THE WESSEX MULTI- ACADEMY TRUST

Objective 1:				
The academy's commitment to equality is evident in its strategic and development planning.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Ensure that the academy's commitment to equality is evident in its key strategies, policies and documents.	Commitment to be included in documents for 2025-28.	<ul style="list-style-type: none"> The academy's commitment to equality is evident in the following key documents: WMAT & Academy's (School) Development Plans Academy's Prospectus/Website Staff Handbook 	Head of School	Annually by SLT and LGB
b) Ensure that the academy's commitment to community cohesion is evident in its key strategies and policies.	Commitment to be included in 2025-28.	<ul style="list-style-type: none"> The academy's commitment to equality is evident in the following key document: WMAT and Academy's Development Plans 	Head of School	Annually by SLT and LGB

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Objective 2:				
Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Ensure that the academy's commitment to equality is evident in its admission procedures.	Admission Policy and procedures for 2025-28.	<ul style="list-style-type: none"> • Admission procedures • Diverse, non-stereotypical images in all marketing materials 	Head of School	Annually by SLT and LGB
b) Develop further the academy's employment policies and procedures in order to provide a barrier-free environment for recruitment and Employment.	Recruitment procedures reviewed annually	<ul style="list-style-type: none"> • All applicants receive full and fair treatment and are considered solely on their ability to do the job • All applicants for employment who have a disability and who meet the essential criteria are invited for interview • Availability of information about vacancies in alternative formats (large print, audio) 	Leadership Team	Annually by SLT and LGB

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<p>c) Ensure that, where practicable, all new and existing academy buildings are accessible to all staff and pupils.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Planning documentation • Wheelchair access wherever possible to all areas of the academy • Provision of study / social space for pupils with disabilities • Contractors employed by the academy are aware of the academy's expectations regarding equality 	<p>Leadership Team</p>	<p>Annually by SLT and LGB</p>
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Objective 3:				
All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their communities.	Ongoing	<ul style="list-style-type: none"> • Curriculum provision/documentation • Worship plan includes multiple and regular links to this. • Respect, diversity, rights and responsibilities taught through spiraled PSHE curriculum (Years 5-8). 	Leadership Team	<p>Annually by SLT and LGB</p> <p>Annually by School Chaplain and PSHE Subject Leader</p>
b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community.	Ongoing	<ul style="list-style-type: none"> • Curriculum provision/documentation • Provision of activities including Retreat Days, OCAG Christmas Fayre, Ossie's Fest • Assemblies/collective worship involving members of different communities 	Leadership Team	Annually by SLT and LGB

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<p>c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the academy's staff development programme.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • The academy's staff development programme including Compliance Day training (Certificate in Equality, Diversity and Inclusion) • Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs • Raised awareness of new staff of the range of disabilities and associated technical terms 	<p>Leadership Team</p>	<p>Annually by SLT and LGB</p>
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<p>Objective 4: Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.</p>				
<p>Actions</p>	<p>Target Date</p>	<p>Evidence/Outcomes</p>	<p>Responsibility</p>	<p>Monitoring and Review</p>
<p>a) Provide a broad and balanced curriculum that meets all pupils' needs.</p>		<ul style="list-style-type: none"> ▪ Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time 	<p>Leadership Team</p>	<p>Annually by SLT and LGB Annually by Subject Leaders</p>

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<p>b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups.</p>		<ul style="list-style-type: none"> • The academy's own evaluations of the quality of teaching including Student Voice from PP and SEND students and Progress Review model in KS2 and KS3 English and maths • External evaluations of the quality of teaching • The views of pupils, parents (4 parent surveys annually) and staff of the quality of teaching • Analysis of pupil progress by subject, cohort, pupil group and teaching group • The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, 	<p>Leadership Team</p>	<p>Annually by SLT and LGB</p>
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		curriculum development, and tackling underperformance) <ul style="list-style-type: none">• systematic performance management		
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Objective 5:				
Our commitment to equality is reflected in behaviour and practices throughout the academy.				
Actions	Target Date	Evidence	Responsibility	Monitoring and Review
a) Ensure the systematic and consistent management of behaviour.		<ul style="list-style-type: none"> • Policies and systems for managing behaviour, exclusions and attendance • Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect and courtesy • Behaviour evidence from lesson observations, 'learning walks' and off-site provision • Overall and persistent absence and attendance rates for different groups of pupils • Punctuality tracking • Rates of permanent and fixed term exclusion • Tracking of behavioural sanctions/rewards and evaluations of impact • Tracking of incidents of bullying and their resolution <ul style="list-style-type: none"> - Tracking and evaluation of racist incidents - Evidence of pupils' risk awareness from lesson observations and pupil feedback; • Evidence of the impact of teaching about risk. • Analysis and evaluation of incidents and breaches of IT protocols 	Leadership Team	Annually by LT and LGB Individual half-termly attendance reports sent to all parents. Individual half-termly attendance certificates for great attendance introduced. Individual half-termly certificates for Bronze, Silver or Gold Merit achievements. Behaviour patterns analysed half termly. QA/SLT 'on call'

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				introduced Sept '24.
b) Ensure that all pupils are safe.		<ul style="list-style-type: none"> • Management of safeguarding arrangements, including safe recruitment and identifying pupils at risk or in need • Appropriate arrangements for child protection • Following up absence • Promoting safety through the curriculum. 	Leadership Team	Annually by LT and LGB Routine parent surveys. Annual student survey. Annual staff survey. Staff receive weekly safeguarding updates and

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				additional training where necessary. CONFIDE onboarded March '25.
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		<ul style="list-style-type: none"> Engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC 		Routine parent surveys.
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Objective 6:				
Our awareness and understanding of equality are increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time and comparisons with other academies.		<ul style="list-style-type: none"> Attainment and progress from historic exam/test results and comparisons with national standards and floor targets Attainment and progress of current pupils Attainment and progress of sub-groups of pupils, including by SEND, Disadvantaged, LAC, intake ability Attainment and progress in different subjects 	Leadership Team	Annually by LT and LGB Results analysis through Progress Review process and then following SATs. New trust-wide Year 5 baseline tests (English + maths) introduced Sept '24. New trust-wide Year 8 exit tests (English + maths)

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				+ science) in planning for June '25.
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Annex B: EXEMPLARS

Rationale for People of Colour work throughout St Osmund's CE Middle School

Be proud of the skin you are in.

We should be able to be transparent about culture and race to protect everyone. In society there is fear of being called racist and well as fear of being seen as demonstrably racist.

We do not want to be a 'colour-blind' academy where we don't talk about race and we treat everyone the same; we have to accept that the experience of a student of colour will be different to that of a white student. We will not erase the experience they bring. We will have conversations about what it means to be white, black, Asian and of other and multi-heritage. We will celebrate all identities, including white identity, culture and heritage. We will develop a humane, inclusive community.

Research shows us that up to and including age 11, children make friends readily and easily across racial groups. At every year beyond age 11 this changes and becomes increasingly less so. We seek to tackle early bias and talk openly in order to tackle systemic inequalities before they happen.

We recognise that there is typically an unconscious bias towards Caucasian/white people in majority white communities. We want our students to be proud of the skin they are in. We want our students to be able to find positive examples of people who look like them within the curriculum and within our academy's reach. We want to take a proactive approach to increase the confidence of any minority within our student population and we don't want this to be left to chance. We want to support actively anti-racist thinking.



Preventing and tackling discrimination in primary schools

Helpful guidance on how your academy can support children and families, make them feel included, and work towards preventing - and tackling – discrimination.

Offer support

- Those who have experienced any type of discrimination – or are at risk – should be offered extra support to minimise long-term risks. This could be through pastoral care or academy counselling, [academy nurses](#) or through referral to [community-based support](#).

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- All academy staff should normalise conversations about wellbeing and seeking help. It is also important for staff to build trusting relationships with children.

Prevent and challenge discrimination

- Children who act in a discriminatory or racist manner in academy should have their assumptions and attitudes challenged. Support should be offered so that they understand about different races, cultures and faiths.
- Help all children to feel good about their race, ethnicity, culture and faith.
- Be aware that children from ethnic and religious groups may experience negative stereotypes which can undermine their wellbeing and sense of self.
- Celebrate diversity and address prejudice early in an age-appropriate way. From [early years foundation stage onwards](#), academies can include work about acceptance and about avoiding stereotypes and prejudice. This can include exploring other types of families using resources such as Stonewall's ["different families, same love"](#).
- Challenge gender stereotypes, for example that there is a "typical boy" or "typical girl". This will help children feel happier in themselves and help create a sense of belonging at academy.

Speak up

- Encourage pupils to speak out against unfairness or any kind of discrimination.
- Be alert early on for the different ways in which children might be communicating that something is wrong. Think creatively about adjustments that might help them thrive and achieve.

Make sure curriculum and lesson plans are inclusive

- Academy and classroom posters, pictures, books, music, toys, dolls and other materials should be diverse in terms of race, ethnicity, faith, gender, age, family situations, disabilities, etc.
- Develop the curriculum to meet the needs of LGBTQ+ pupils by reviewing the content of books and resources, and making sure staff do not make assumptions about children's families.

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- Sex and relationship education should be relevant to all children and sensitive to their age and needs.
- Acknowledge key festivals across different faiths, particularly representing the academy's student cohort.

Implement policies and offer staff training

- Discrimination can be unconscious and difficult to spot. It requires all academy staff to be self-aware and think about their own day-to-day responses, strategies and practices. There also needs to be a culture of reflection and of challenging behaviour, language and attitudes. Training is important along with good links with neighbourhood organisations to support children from all types of communities.
- Make sure that effective [anti-bullying policies](#) are implemented and that academy staff are not passive bystanders to discrimination.
- Set clear ground rules for appropriate language, and challenge anything written or said in a discriminatory way. Stonewall has created some [scripts](#) to help academies address incidents where derogatory or offensive language is used.
- Recognise the potential needs of LGBTQ+ children as one of the priorities in your academy's health and wellbeing strategies and policies. See this [government evaluation of a number of programmes](#) that have tackled homophobic, biphobic and transphobic bullying.
- Teaching around sexual health and safe relationships should be discussed with governing boards, where appropriate.

Engage families and communities

- Engage families and communities in ways that are meaningful, recognising cultural sensitivities.
- Be sensitive to LGBTQ+ children and families and ensure they are supported in the context of a wider [whole-academy ethos](#) about respect for others, celebrating difference, inclusivity, equality, diversity, fairness and justice.
- Academies should liaise with parents and carers over the content of sexual health and safe relationships education, and the context in which issues will be presented. This [template letter](#) can be used to send to parents or carers before sex education lessons.

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