

## Melksham Oak Community School Equality Objectives 2025-2029

Objective 1	Key actions	Timeframe	Responsible
Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups, through a broad and balanced curriculum and effective PSHE delivery.	<ul style="list-style-type: none"> <li>• Implement PSHE/RSE scheme across the school, including whole school assemblies.</li> <li>• Implementations of RE scheme.</li> <li>• Organise 'Experience ladder' visits to other cultural places where appropriate,</li> <li>• Mark and educate children on different religious celebrations and their significance.</li> <li>• Continue to teach British Values through assemblies and curriculum links.</li> </ul>	September 2025 – July 2029	All Staff
Objective 2	Key actions	Timeframe	Responsible
To ensure that there is proportional representation of diverse groups, for example through literature and images.	<ul style="list-style-type: none"> <li>• Continue to celebrate diversity in temporary and permanent displays.</li> <li>• Develop the breath of diversity in reading books, both fiction and non-fiction.</li> <li>• Celebrate diverse international events.</li> </ul>	September 2025 – July 2029	Senior Leadership Team

Objective 3	Key actions	Timeframe	Responsible
Ensure that access to a broad and balanced curriculum is considered in terms of visible and invisible barriers, especially for students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	<ul style="list-style-type: none"> <li>• Ensure all pupils are included in the full curriculum.</li> <li>• Only short interventions (time or period) are used, to ensure access to all subjects – this is for all pupils.</li> <li>• Provide additional resources to support children to access the curriculum.</li> <li>• Implement appropriate SEND strategies to promote participation and progress in all classrooms.</li> <li>• Ensure extracurricular activities are inclusive for all and that participation is encouraged.</li> <li>• Differentiate learning as appropriate.</li> <li>• Ensure all pupils are supported to attend all trips.</li> </ul>	September 2025 – July 2029	Senior Leadership Team
Objective 4	Key actions	Timeframe	Responsible
Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the academy, including leadership opportunities, especially pupils with special educational needs and disabilities.	<ul style="list-style-type: none"> <li>• Encourage different groups to participate in after-school clubs and record attendance</li> <li>• Encourage diverse representation on school panels e.g. playleaders, school council, etc.</li> <li>• Celebrate the involvement of SEND students through communication home and official social media to demonstrate inclusion.</li> </ul>	September 2025 – July 2029	Senior Leadership Team

Objective 5	Key actions	Timeframe	Responsible
Actively close gaps in attainment and achievement between students and groups of students especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	<ul style="list-style-type: none"> <li>• Quality First Teaching uses to support all pupils.</li> <li>• Use PP and SEN funding to provide interventions.</li> <li>• Use catch up funds to support attainment gaps.</li> <li>• Use RAG meetings to monitor progress and support new strategies.</li> <li>• Uses funds to support additional resourcing and resources to aide progression.</li> </ul>	September 2025 – July 2029	Senior Leadership Team
Objective 6	Key actions	Timeframe	Responsible
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act.	<ul style="list-style-type: none"> <li>• Implement PSHE scheme across the school, including whole school assemblies to develop SMSC breadth and understanding, especially around inclusion.</li> <li>• Embedded British Values though our PSHE, assemblies and wider curriculum.</li> <li>• Reinforce the school rules and use this in everyday language in school.</li> <li>• Continue to develop nurturing culture, where children feel safe to talk about their feelings.</li> <li>• Use well-being questionnaire to gauge wellbeing.</li> <li>• Implement the school Behaviour Policy around bullying conducted in and outside of school (as per the policy).</li> </ul>	September 2025 – July 2029	All Staff

Objective 7	Key actions	Timeframe	Responsible
To promote the attendance and punctuality of vulnerable groups, with strategies being implemented to support a reduction in persistent absenteeism.	<ul style="list-style-type: none"> <li>• Use Attendance Officer and EWO to track and implement strategies to support attendance.</li> <li>• Work closely with parents from an early stage if attendance is an issue to ensure school is accessible to pupils and parents.</li> <li>• Follow school policy to ensure responses are timely and robust</li> <li>• Celebrate positive attendance on a weekly/termly basis.</li> </ul>	September 2025 – July 2029	Senior Leadership Team

**Agreed – D Cooper, Executive Headteacher**

**Review – September 2028**