



Oasis Academy Clarksfield

Equality Action Plan 2025-2026

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Objective 1: To strengthen a whole-academy culture of belonging, respect and equality so that all pupils feel safe, valued and included						
Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
Embed Celebrating Equality and protected characteristics explicitly within assemblies, PSHE, RHE and daily Academy Way expectations by developing an assembly curriculum.	<ul style="list-style-type: none"> <li>Pupils can confidently explain what equality and respect mean and link these to academy life.</li> <li>Pupil voice and TEP survey results demonstrate consistent understanding of protected characteristics.</li> <li>Evidence of progressive coverage is visible in PSHE plans and assembly curriculum.</li> </ul>	RH – assembly curriculum NP and SR – progression of coverage within the PSHE curriculum	Time to complete assembly curriculum and audit of progression within the curriculum			
Strengthen staff confidence and consistency in recording of prejudice language and modelling inclusive language.	<ul style="list-style-type: none"> <li>All staff demonstrate confidence in addressing discriminatory language or behaviour.</li> <li>Staff are confident in how to log this effectively.</li> <li>Behaviour logs show incidents are rare, recorded accurately and resolved restoratively.</li> <li>Repeat incidents reduce over time and patterns by group are monitored and acted upon.</li> </ul>	ZMM – analysis of behaviour reports half termly	Time to analyse the behaviour logs half termly and feed back in ALT meetings			
Enhance pupil voice and pupil leadership to reflect the diversity of the academy community.	<ul style="list-style-type: none"> <li>Mini ALT member representation reflects gender, age, SEND, EAL and disadvantaged groups.</li> <li>Pupil voice and TEP surveys show pupils from all backgrounds feel listened to and represented.</li> <li>Separate SEND pupil voice in place.</li> <li>Leaders can evidence how pupil feedback informs curriculum and culture decisions.</li> </ul>	LM – SEND pupil surveys, analyse results and feed back to ALT RH – general pupil voice and TEP surveys, analyse report	Time to complete surveys and feedback Investment in TEP programme through Oasis	Very positive results on SEND survey. TEP survey results above TEP average in all areas.		

Objective 2: To ensure the curriculum and teaching are inclusive, representative and ambitious for all pupils						
Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
Audit and refine curriculum content, texts and resources to ensure meaningful representation of diversity and lived experience.	<ul style="list-style-type: none"> <li>Curriculum audits demonstrate representation across subjects without tokenism.</li> <li>Book looks and lesson visits show inclusive resources embedded in everyday teaching.</li> <li>Pupils can see themselves and others positively represented in their learning.</li> </ul>	NP – curriculum book audit ZMM ands LM – inclusion lens in all lessons.	Time to audit and drop into lessons.			
Ensure Wave 1 teaching is inclusive, with SEND and EAL support planned from the outset using The Oasis Way.	<ul style="list-style-type: none"> <li>Teachers routinely plan scaffolds and adaptations within lesson design, not retrospectively.</li> <li>SEND and EAL pupils access the same ambitious curriculum as peers.</li> <li>Intervention evidence shows pupils return quickly to class-based learning with impact.</li> </ul>	ZMM and LM inclusion lens on lesson drop ins. CPD on inclusive scaffolding and effective adaptations.	Time to audit and drop into lessons and deliver CPD.			
Strengthen vocabulary, oracy and communication development for disadvantaged and EAL pupils across the curriculum.	<ul style="list-style-type: none"> <li>Dual coding, structured talk and vocabulary instruction are evident in lessons and environments using inclusive environment checklist.</li> <li>Pupil outcomes in reading, writing and spoken language continue to improve.</li> <li>Pupil voice demonstrates increased confidence in expressing ideas and understanding concepts.</li> </ul>	ZMM and LM CPD on inclusive classroom practice. NP raising standards	Time for lesson drop ins and CPD. Time to analyse pupil outcomes to check for improvement in spoken language.			

**Objective 3: To remove barriers to attendance, participation and opportunity for vulnerable pupils.**

Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
Continue a relational, graduated approach to attendance that targets barriers for disadvantaged, SEND and vulnerable pupils.	<ul style="list-style-type: none"> <li>Attendance improves overall and for key groups, with persistent absence reducing.</li> <li>Attendance data shows no disproportionate impact by protected group.</li> <li>Families report feeling supported and understood by academy systems.</li> </ul>	ZMM and LC attendance leads	Time	91.5% → 92.3% → 93.8% 3-year improvement, close to average of 92.4%		
Ensure equitable access to enrichment, trips, clubs and wider curriculum opportunities.	<ul style="list-style-type: none"> <li>Map out enrichment opportunities that enhance the wider curriculum</li> <li>Financial, social or SEND-related barriers are identified early and removed.</li> <li>Marvellous Monday clubs planned half termly and meet the 100 Clarksfield Pledge. Club participation is tracked and analysed by pupil group.</li> <li>Pupils articulate how enrichment has broadened their experiences and aspirations.</li> <li>Implement the OPAL project to improve the personal development offer and to create regular opportunities for children who struggle with connection to build belonging with adults and peers.</li> </ul>	NP and SR	Time to	OPAL has been shown to support an 80% drop in reported behaviour and first aid incidents, 20% more afternoon teaching time and an increase in resilience, collaboration and inclusion.		
Strengthen partnerships with families and the wider community to promote trust, engagement and shared responsibility.	<ul style="list-style-type: none"> <li>Increased family engagement at workshops, meetings and community events.</li> <li>Community partnerships (e.g. Oasis Hub, Mosque) support key academy messages.</li> <li>Parent feedback and in TEP surveys reflects confidence in the academy's inclusive ethos and practice.</li> </ul>	RH				