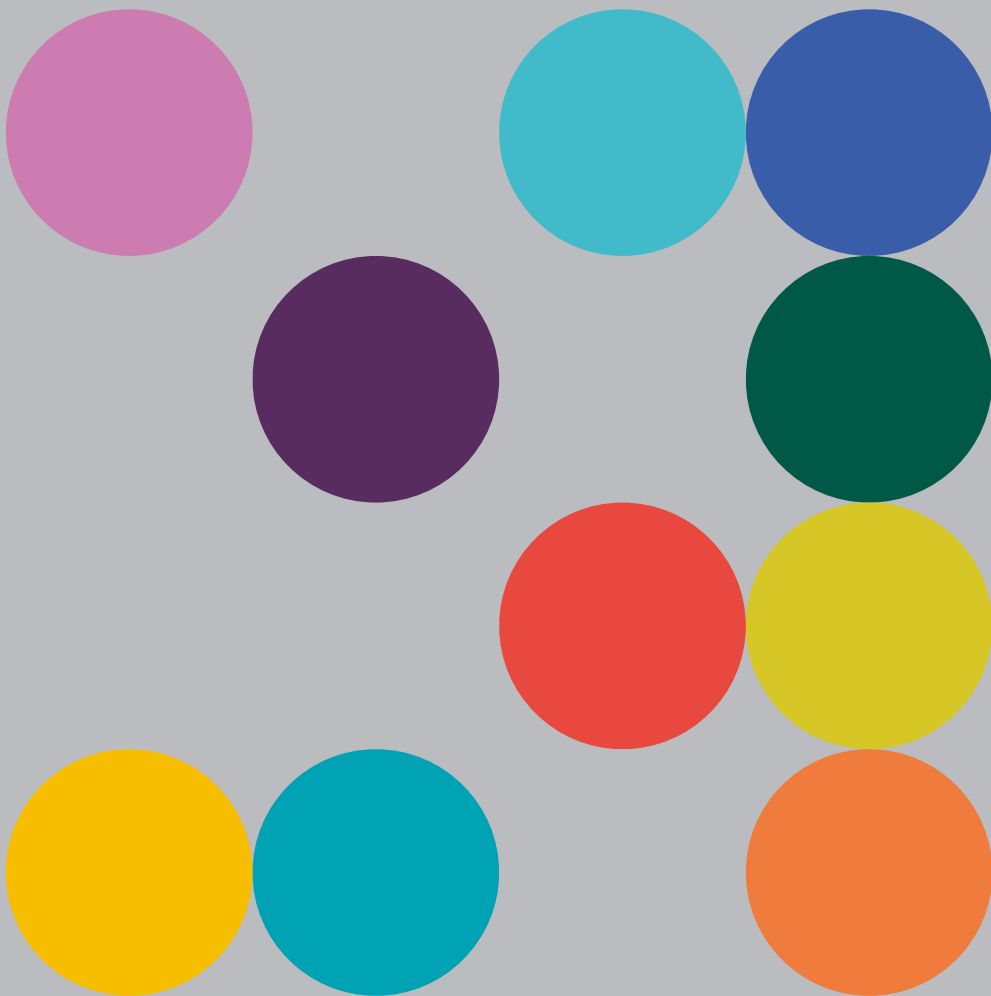




EDIB ANNUAL REPORT 2024-25



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INTRODUCTION



Introduction

As part of our duties under The Equality Act (2010), Marches Academy Trust is required to produce and publish an annual report outlining the progress that we have made against our objectives which are set out in our EDIB Strategy 2022-25.

This report sets out a summary of the work undertaken in 2024 - 2025 against our objectives and outcomes, an update on work to meet each objective and finally, our workforce equality data which is also a publishing requirement under The Equality Act (2010).

Investing in embedding EDIB as a golden thread across the work of the Trust.

Equality, diversity, inclusion and belonging is essential for both our workforce and our children and young people. Our vision of Achievement through Caring means we want to make sure all our staff and learners can thrive and reach their full potential. By raising awareness of the many aspects of diversity, how to eliminate discrimination, promote equality of opportunity and foster good relations, we are empowering our workforce and preparing our children and young people to become good global citizens.

The Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking, ensuring we collaborate more effectively and achieve better outcomes.



Annual Report 2024 - 2025

This report reflects the work of our EDIB Ambassadors, our schools and our Trust, under the lead of The Executive Director of People and Development, during this reporting period. It will evidence how, as a Trust, we have considered our Equality Act and Public Sector Equality Duty (PSED) responsibilities.

The Equality Act 2010 (Specific Duties) Regulations 2011 require The Marches Academy Trust to:
Publish information to show compliance with the PSED, at least once a year.
Produce Equality Objectives at least every four years.

The Public Sector Equality Duties state we must have 'due regard' to :

Eliminate discrimination, harassment, victimisation, and any other conduct prohibited within The Equality Act 2010

Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who don't

Fostering good relations between persons who share a relevant protected characteristic and those who don't.

Advancing equal opportunities means:

Removing or reducing the disadvantage people with protected characteristics face

Taking steps to meet the specific needs of people with protected characteristics

Encouraging people with protected characteristics to participate fully in all activities, especially when they are underrepresented.

Other Considerations:

The Children's and Families Act 2014

Reinforces wider reforms to ensure that all children and young people can succeed, no matter what their background. The act will reform the systems for adoption, looked-after children, family justice and special educational needs. It will introduce changes to support the welfare of children. 13 Mar 2014



General information



Ofsted inspections, updated in 2025, will focus on how schools teach about the protected characteristics as part of the broader "personal development" judgement. This includes ensuring schools promote equality and tackle discrimination based on characteristics like age, disability, gender reassignment, and more. Schools need to demonstrate how they embed this teaching throughout the curriculum, rather than in isolated lessons, and ensure pupils understand the importance of these characteristics in a way appropriate for their age.

Key Aspects of Ofsted's Approach:

Integration into the Curriculum:

Ofsted emphasises that teaching about protected characteristics should be woven into the curriculum, rather than treated as separate topics or one-off lessons.

Age-Appropriate Content:

The guidance requires schools to tailor the content and depth of discussions about protected characteristics to the age and developmental stage of their pupils.

Promoting Equality and Tackling Discrimination:

Schools are expected to actively demonstrate how they create a culture where discrimination is not tolerated and how they promote understanding and respect for all individuals, regardless of their protected characteristics.

Personal Development Judgement:

The teaching of protected characteristics is a key component of Ofsted's "personal development" judgement, which also includes areas like well-being, character development, and spiritual, moral, social, and cultural development.

Five Key Judgement Areas:

Ofsted will continue to make graded judgments on Overall effectiveness, Quality of education, Behaviour and attitudes, Personal development, and Leadership and management.

Specific Examples:

Primary Schools: Could integrate conversations about family diversity into lessons.

Secondary Schools: Could delve deeper into topics like gender identity.

Government Publication – inspecting the teaching of the protected characteristics

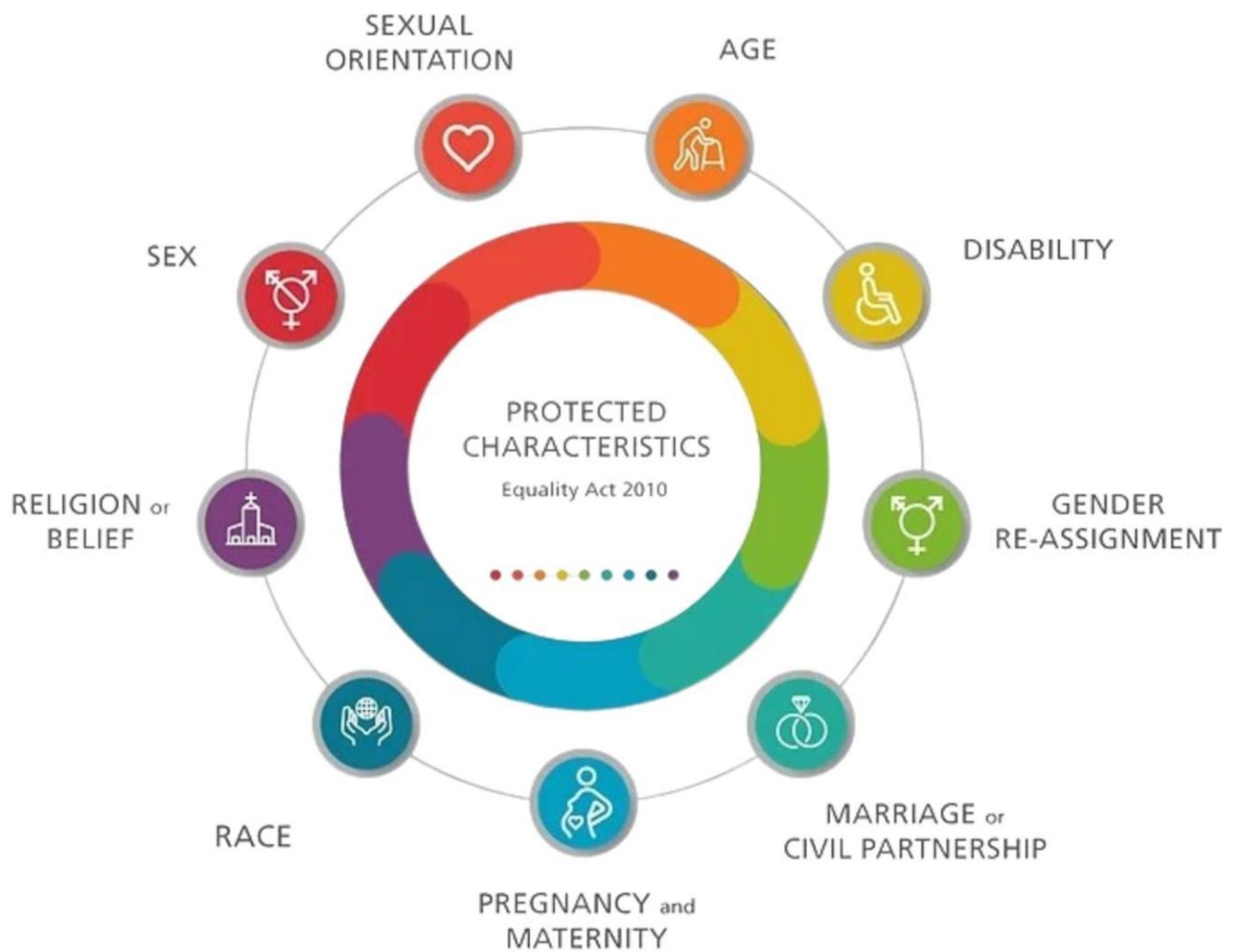
Faith teachings on protected characteristics

Schools can choose to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.

Consequences of Inadequate Provision:

Requires Improvement: Schools that do not effectively promote awareness and understanding of protected characteristics may receive a "requires improvement" rating.

Nine protected characteristics




Nine protected characteristics

The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, race, sex, and sexual orientation.

In delivering the first phase of the EDIB Strategy it has provided us as a Trust with an opportunity to make change, transform systems, processes and engage in a fully inclusive way as we strive to listen, adapt and make changes where we can.

We acknowledge that whilst we have a strong foundation of work embedded since the inception of the strategy in 2022, we have a significant journey ahead to enable our objectives, culture and engagement work. The challenge is being met with enthusiasm, passion, commitment and resource to fully and effectively implement the changes we want to see.



EDIB MATTERS
Equality · Diversity · Inclusion · Belonging

THE EQUALITY ACT

The Equality Act 2010 is to protect people with certain characteristics from discrimination and make sure they are not treated differently based on:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnerships
5. Pregnancy or maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

BE AN ALLY

Allies acknowledge the oppression of groups other than their own and use their privilege to advocate for, and support, them.

SHROPSHIRE DEMOGRAPHIC PROFILE



Shropshire demographic profile

2021 ONS Census (Fully released 2023)

Gender In the 2021 census the population of Shropshire was 323,600 and is made up of **approximately 50.7% females and 49.3% males**.

The average age of people in Shropshire is 48, compared to 40 in England.

5.9% of people living in Shropshire in 2021 were born outside of the UK, compared to 17.4% nationally.

The religious make up of Shropshire is 55.5% Christian, 37.0% No religion, 0.5% Muslim, 0.3% Buddhist, 0.2% Hindu, 0.2% Sikh, 0.1 Jewish, 0.5% other religion.

Sexual Identity 90.6% within Shropshire identify as straight or heterosexual, 1.2% identify as gay or lesbian, 0.96% identify as bisexual, 0.12% identify as pansexual, 0.04% identify as asexual, 0.01% identify as queer, and 0.01% identify as another sexual orientation.

93.98% of people have a gender identity the same as their sex registered at birth, 0.11% of people have a gender identity different from their sex registered at birth but no identity given. 0.05% are registered as a trans woman and 0.06% are a trans man. 0.04% are non-binary.

Within Shropshire 18.5 are classified as disabled under the Equality Act 2010 and 81.5% not disabled under the Equality Act 2010.

Ethnicity and Diversity:

- In 2021, 96.7% of Shropshire's population identified as white, according to the 2021 census.
- This is higher than the proportion of white people in England (81%) and the West Midlands (81.7%).
- Shropshire has a lower proportion of ethnic minority groups compared to England and the West Midlands.

Other Notable Demographics:

- The median age in Shropshire increased from 44 to 48 between the last two censuses, according to the ONS.
- The most common religious group is Christian, with 52.6% of residents identifying as such.
- 38.4% of residents reported having no religion.
- The Muslim population has increased from 700 in 2011 to 1700 in 2021 according to a Shropshire Council report.



WORKFORCE DIVERSITY PROFILE



Workforce diversity profile

Data available from HR: Gender distribution and Age Band Demographics:

Data available from							
Employees	881						
Number of Schools	13						
Gender Distribution							
Female	644						
Male	237						
Unknown	0						
Age Ranges at Marches Academy Trust							
School Name	11–20	21–30	31–40	41–50	51–60	61–70	71–80
Grange Primary School	0	3	8	7	2	7	0
Idsall School	2	9	37	35	34	11	2
Longlands Primary School	0	4	10	12	6	2	0
Lower Heath CoFE Primary School	0	3	3	5	4	3	0
MMAT Team	1	7	9	18	7	0	0
Oakmeadow CoFE Primary and Nursery School	1	13	18	15	10	5	0
Outreach Services	0	0	0	4	3	0	0
Shrewsbury Academy	0	13	23	34	20	16	7
Sir John Talbot's School	3	18	29	24	30	12	10
The Grove School	1	12	23	31	16	13	5
The Marches School	4	20	54	44	26	15	4
Tilstock CoFE Primary and Nursery	0	2	6	5	4	2	0
Woodlands School - MMAT	0	4	6	10	10	5	0
Total 881	12	108	226	244	172	91	28

* There is no further data in the HR system to date

The workforce and Diversity Survey was carried out on Microsoft forms in September 2024 by Executive Director of People and Development to ensure additional robust data to benchmark against census and inform the Trust's practice.

For 2025 – 2026:

HR will be gathering/have all the demographics

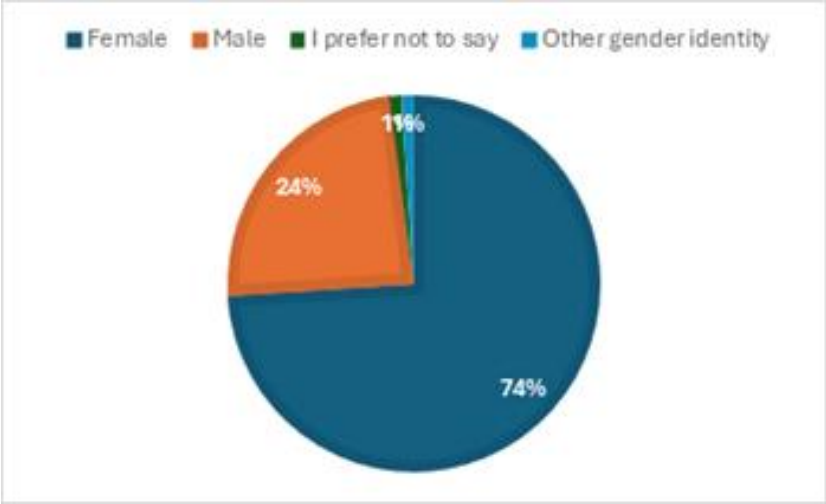
HR will report on the Trust demographics in full to the Board of Trustees.

Feedback from the staff diversity indicators survey

Autumn term 2024:

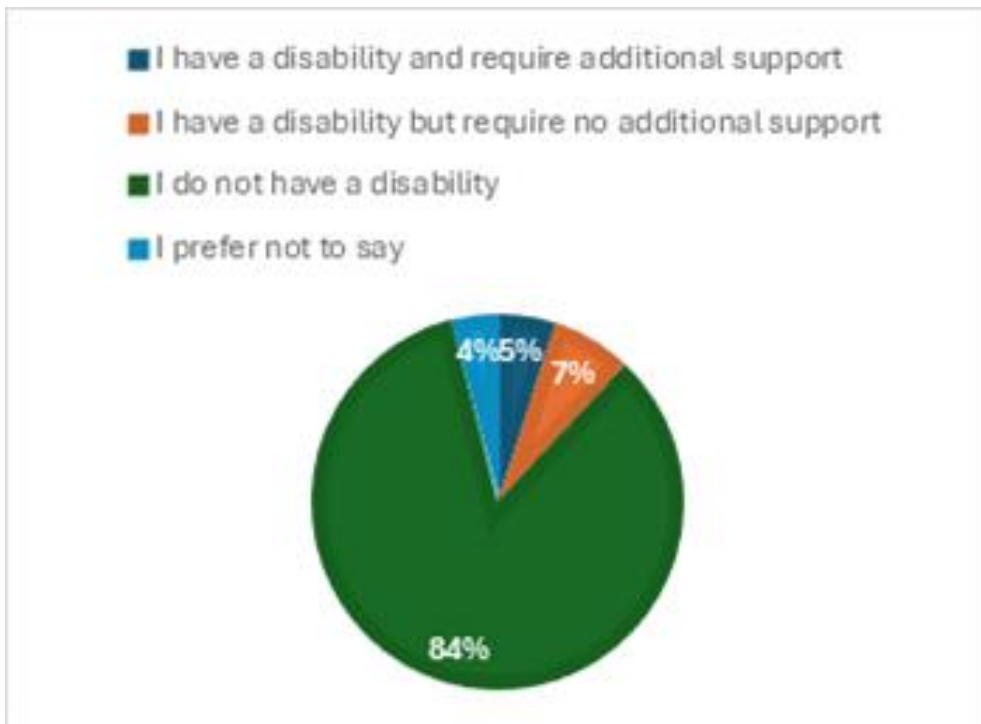
Grange Primary School	22
Idsall School	117
Longlands Primary School	24
Lower Heath C of E Primary School	14
MATi - including Outreach	4
Oakmeadow C of E Primary School	45
Shrewsbury Academy	49
Sir John Talbot's School	39
The Grove School	48
The Marches School	109
Tilstock C of E Primary School	11
Trust	30
Woodlands School	1
Other	15

What is your gender?

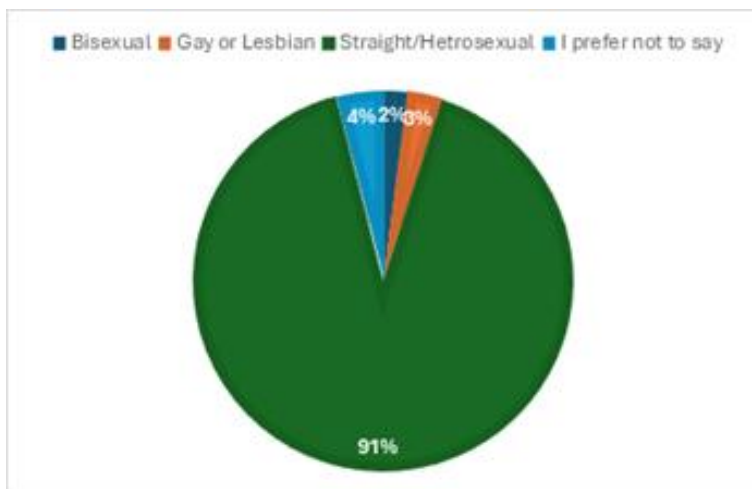


Feedback from the staff diversity indicators survey

Do you have a disability?



Which of the following best describes your sexual orientation?

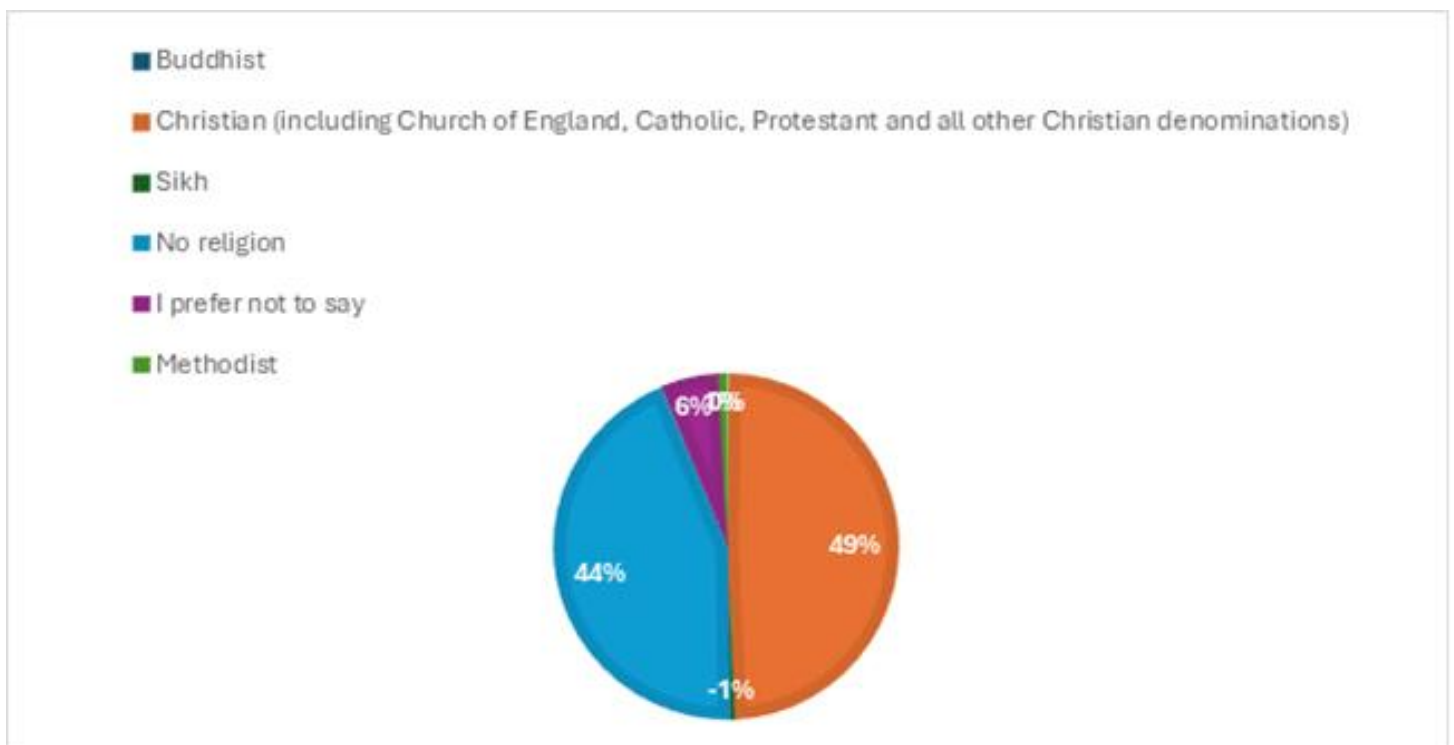


Feedback from the staff diversity indicators survey

What is your ethnic group?

Indian	0.5%
African background	0.5%
Caribbean	0.5%
White and Asian	0.3%
White and Black African	0.5%
White and Black Caribbean	0.5%
English, Welsh, Scottish, Northern Irish or British	94%
Gypsy or Irish Traveller	0.3%
Irish	1%
Arab	0.5%
I prefer not to say	2%

What is your religion?



Feedback from the staff diversity indicators survey

Additional key data collected on Trust Survey on Learning Impairments and Neurodiversity. To Create a More Inclusive Workplace

- Knowing the makeup of our workforce helps us create policies, practices, and environments that are accessible and inclusive.
- It allows us to identify and remove potential barriers that may be affecting staff with neurodiverse conditions or learning impairments

To Inform Training and Awareness

- Data enables us to provide more relevant training for leaders and teams to raise awareness of neurodiversity and learning differences.
- This fosters a more understanding and respectful culture where everyone feels valued and seen.

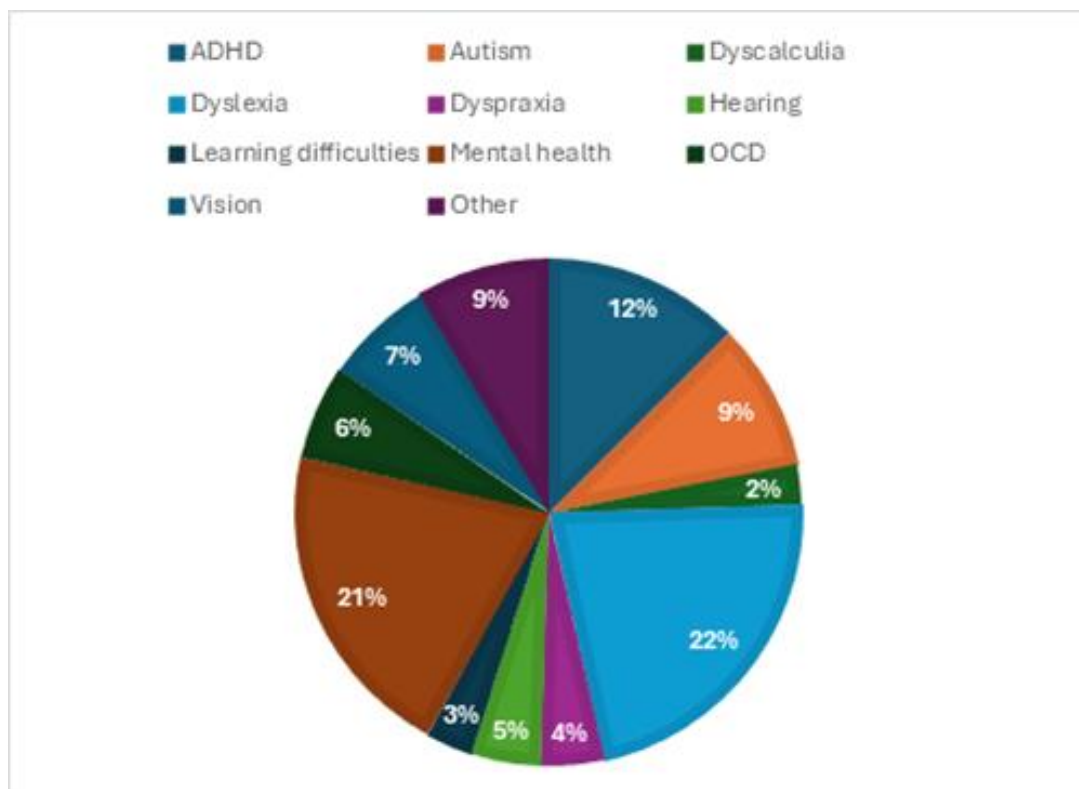
Because Representation Matters

- When people with neurodiverse conditions and learning impairments see themselves represented in our data and in our conversations about diversity, it affirms their place in our community.
- It encourages openness, reduces stigma, and helps build a culture where everyone feels safe being themselves.

Supporting Our Students Starts with Supporting Our Staff

- As a Trust that serves diverse learners — including many with neurodiverse conditions — it's vital that our workforce reflects, understands, and champions this diversity.
- When our staff feel supported, they are better able to support students, model inclusion, and contribute to a culture of belonging throughout our schools.

Any learning impairments or neurodiversity conditions?



Feedback from the governor diversity indicators survey

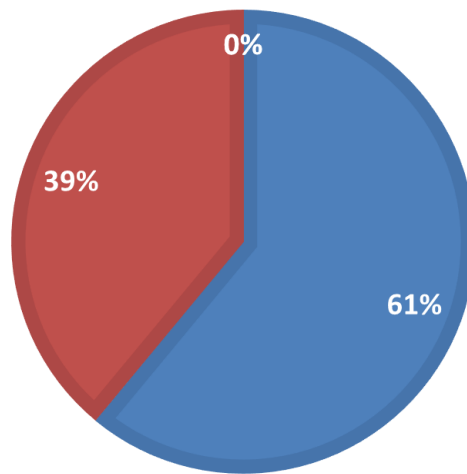
Autumn term 2024

● Board of Trustees	6
● Grange Primary School	3
● Idsall School	6
● Longlands Primary School	5
● Lower Heath C of E Primary School	6
● Oakmeadow C of E Primary School	4
● Shrewsbury Academy	8
● Sir John Talbot's School	6
● The Grove School	7
● The Marches School	3
● Tilstock C of E Primary School	2
● Woodlands School & Outreach	3

Feedback from the governor diversity indicators survey

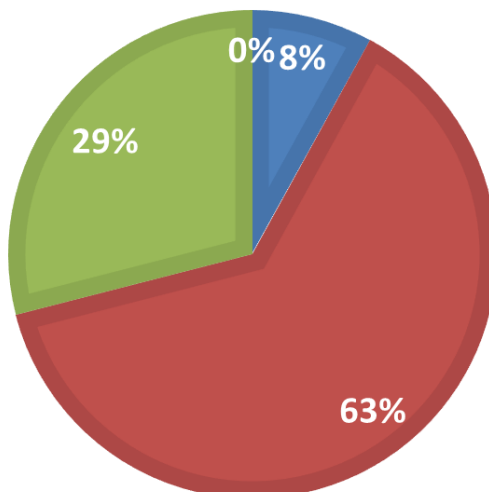
WHAT IS YOUR GENDER?

■ Female ■ Male ■ I prefer not to say ■ Other gender identity



WHAT WAS YOUR AGE GROUP ON YOUR LAST BIRTHDAY?

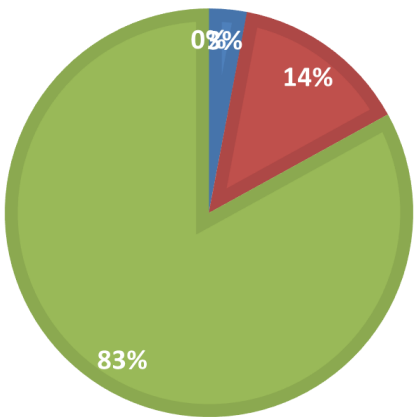
■ 18-40 ■ 41-60 ■ 61 or over ■ I prefer not to say



Feedback from the governor diversity indicators survey

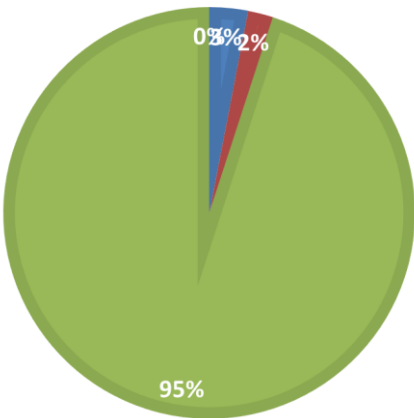
DO YOU HAVE A DISABILITY?

- I have a disability and require additional support
- I have a disability but require no additional support
- I do not have a disability
- I prefer not to say

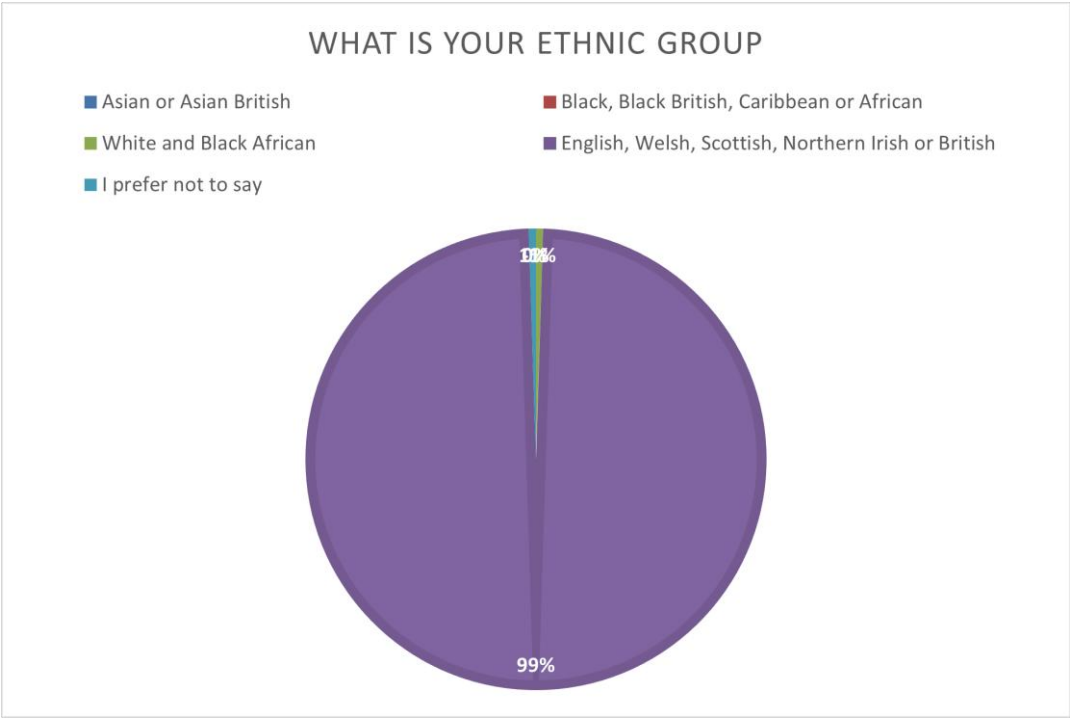
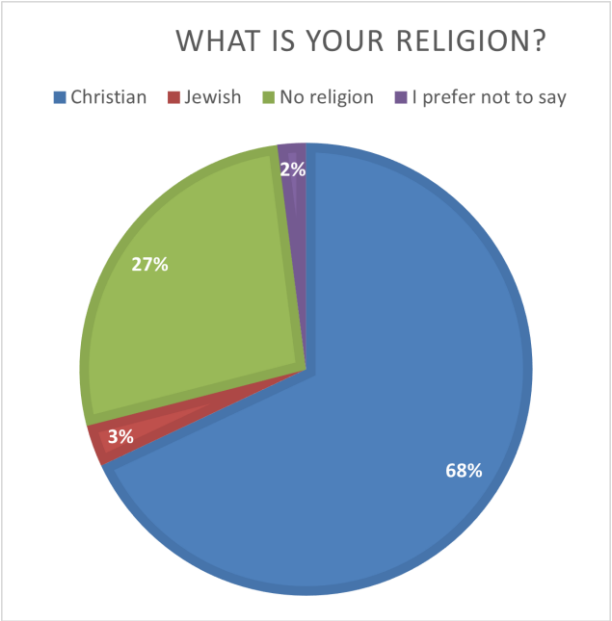


WHICH OF THE FOLLOWING BEST DESCRIBES YOUR SEXUAL ORIENTATION?

- Bisexual
- Gay or Lesbian
- Straight/Hetrosexual
- I prefer not to say



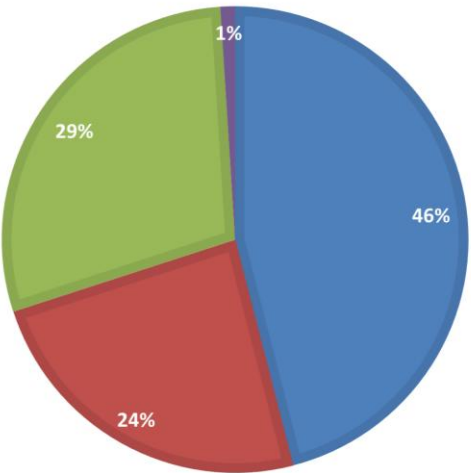
Feedback from the governor diversity indicators survey



Feedback from the governor diversity indicators survey

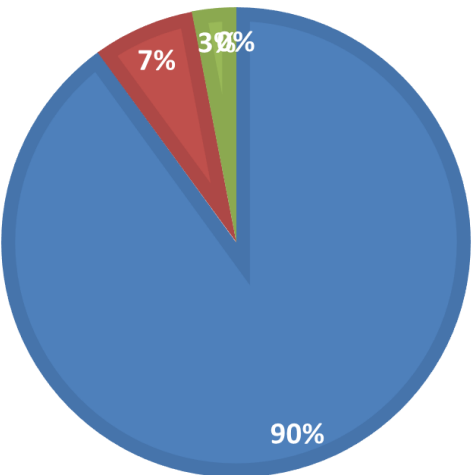
WHAT IS YOUR EXPERIENCE OF SCHOOL AS A PARENT OR CARER?

- I am a parent or carer of a child/children currently of school age
- I am a parent or carer of a child/children who have completed their education
- I am not a parent or carer
- I prefer not to say



WHICH TYPE OF SCHOOL DID YOU ATTEND BETWEEN THE AGES OF 11 AND 16?

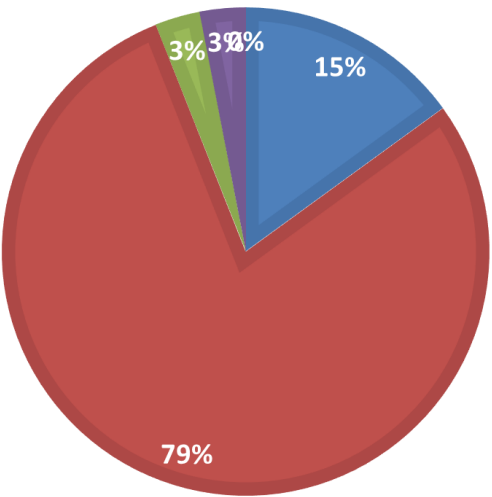
- State-run or state-funded school
- Independent or fee-paying school
- Attended school outside the UK
- I prefer not to say



Feedback from the governor diversity indicators survey

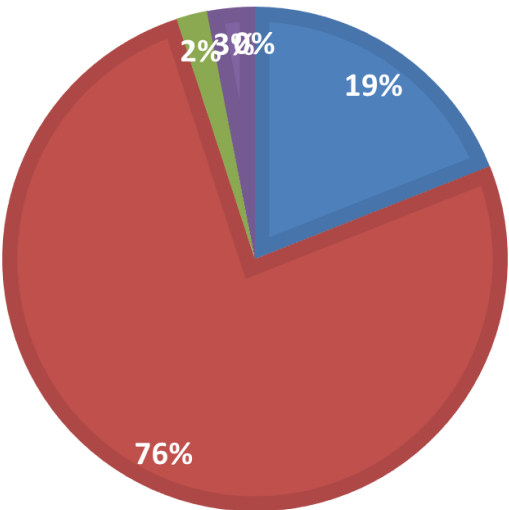
DID YOU CONTINUE YOUR EDUCATION AFTER LEAVING SCHOOL?

- Further education (sixth form/college)
- Higher education (university)
- An apprenticeship route
- I did not continue my education
- I prefer not to say



WERE YOU ELIGIBLE FOR FREE SCHOOL MEALS AT ANY POINT DURING YOUR EDUCATION?

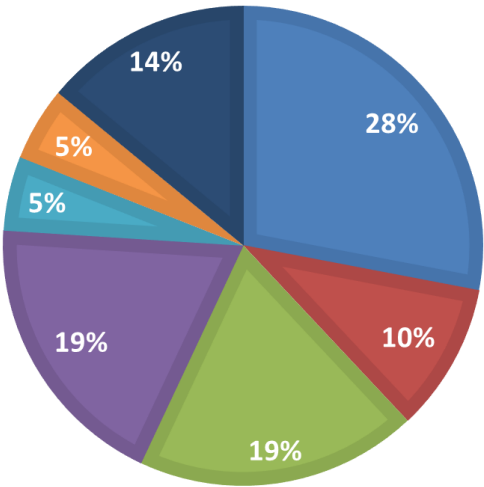
- Yes
- No
- I don't know
- Not applicable
- I prefer not to say



Feedback from the governor diversity indicators survey

ANY LEARNING IMPAIRMENTS OR NEURODIVERSITY CONDITIONS

■ ADHD ■ Autism ■ Dyslexia ■ Hearing ■ Mental health ■ OCD ■ Vision



TRUST AND SCHOOL OBJECTIVES



Marches Academy Trust EDIB Objectives 2022–25

Reporting on the EDIB Objectives

The Equality Act 2010 (Specific Duties) Regulations 2011

Marches Academy Trust is required to publish information annually to evidence compliance with the Equality Acts Public Sector Equality Duty (PSED). This annual report provides summary information on progress against our equality objectives along with other activity, good practice or associated mechanisms used to demonstrate compliance with the PSED three aims and other statutory requirements. Information on our EDIB strategy will be published throughout the year, internally and on MMAT and individual school's website.

Marches Academy Trust are embracing its EDIB responsibilities along with providing assurances that our schools are progressing and are supported in meeting these responsibilities. The Trust's Executive Director for People and Development leads our schools to set EDIB priorities and objectives to support the Trust's vision of being an inclusive organisation.

EDIB Priorities for 2024/25

School Objectives:

Objective 1: All members of our school community create a positive, safe environment in which everyone is treated respectfully.

Introduce Ban the Banter and a four tier system to support our children and young people to understand the importance of treating everyone with kindness and respect

Objective 2: Our curriculum will develop and reflect the diverse society we live in.

School Objectives Final Review

Marches Academy Trust EDIB Objectives 2022–25

Building Respectful, Inclusive Communities: A Review of School Objectives 2024 - 2025 Progress, Milestones, and Impact Across Our Schools

In the academic year 2024–2025, schools across the trust committed to transformative objectives centred on respect, inclusion, diversity, and a positive community ethos. Through collective effort, innovative programmes, and ongoing reflection, each school has contributed to a culture where every member feels valued and empowered to thrive.

Objective 1: All members of our school community create a positive, safe environment in which everyone is treated respectfully

The foundational goal for every school was to create a positive, safe environment in which all individuals, children, staff, and families are treated with respect and dignity. While each school adapted its approach to its unique context, common threads of restorative practice, awareness campaigns, and policy development wove the fabric of this shared mission.

Celebrating Differences and Promoting Kindness

Across the schools, celebrating difference was central to daily life. Children and staff alike engaged in programmes and discussions exploring neurodiversity, protected characteristics, and the power of language. Initiatives such as The Kindness Project and "In the Eyes of..." sessions exposed students to a broad spectrum of identities and experiences, cultivating empathy and understanding. Schools marked key awareness events - Pride Month, Black History Month, Holocaust Memorial, International Men's and Women's Days, Neurodiversity Celebration Week bringing external speakers, workshops, and themed assemblies to widen perspectives.

Ban the Banter: Embedding Respect in Language and Action

A pivotal initiative was the introduction and embedding of the "Ban the Banter" (BtB) policy alongside a four-tier system for addressing discriminatory language and incidents. Students, staff, and families were informed through assemblies, letters, and training. Personal Development lessons, restorative workshops, and targeted interventions reinforced the message: discrimination is never "just banter." Data-driven approaches played a crucial role. Incidents were meticulously logged via Arbor, CPOMS, and other reporting systems, enabling rapid intervention and trend analysis. Regular reviews and pupil voice surveys indicated a marked decline in discriminatory incidents, with students increasingly holding each other to account and understanding the impact of their words.

Marches Academy Trust EDIB Objectives 2022–25

Restorative Practices and Staff Empowerment

Restorative practice workshops for students and CPD for staff ensured that incidents were addressed constructively. Staff confidence in intervention and reporting grew, as evidenced by high percentages of staff expressing trust in systems for support and a clear reduction in incidents.

Schools made strides in involving parents and the wider community. Newsletters, open-door policies, and community links fostered transparency, while ambassadors and student councils championed respect and belonging. Initiatives like Mental Health Heroes and Respect Ambassadors offered leadership and peer support opportunities, further embedding positive values.

Data and Impact Highlights

Year 9 students (147 individuals) completed a Level 2 Mental Health Qualification, equipping them to support themselves and peers.

Targeted recording and follow-up of slur and discrimination incidents enabled identification of gaps and informed curriculum adjustments.

Consistent decreases in discriminatory incidents were reported, with some schools noting up to 60% reduction since the autumn term. For example, Marches recorded a reduction from 86 incidents in Autumn to 30 in Summer.

Restorative booklets, assemblies, and student-led surveys provided qualitative evidence of growing understanding and respect.

Accreditation progress included achievement of the "Student Voice" and "Pastoral Support" badges of the Rainbow Flag Award.

Objective 2: Developing a Curriculum Reflective of Diverse Society

Parallel to fostering a respectful environment, schools committed to reviewing and enriching their curricula to recognise and celebrate the diversity of modern society. This work was visible in both the content taught and the methods used to engage students in meaningful learning.

Curriculum Audits and Subject Development

Subject leaders and faculty directors undertook audits and action plans with an "EDIB lens", ensuring that resources, examples, and discussions represented minority groups and a range of experiences.

New resources were purchased and adapted to fill gaps, particularly in PSHCE (Personal, Social, Health, and Citizenship Education).

Assemblies and lesson plans highlighted national and global diversity, with increased staff CPD time allocated for developing inclusive materials. Student and parent voice played a vital role, informing content and calendar events, such as Culture Con, Neurodiversity Week, and visits from diverse faith communities.

Student Parliament and Inclusive Leadership

Student participation was further strengthened through the formation of parliaments and councils dedicated to inclusion and diversity. Shrewsbury Academy, for instance, launched a Student Parliament with positions focused on representation across year groups, amplifying voices and fostering ownership of school culture.

Marches Academy Trust EDIB Objectives 2022–25

Celebrating Religious and Cultural Difference

Religious Education (RE) curricula were reviewed and developed, with schools planning and delivering lessons and assemblies on a wide variety of faiths, cultures, and traditions. Visits to places of worship, guest speakers from different backgrounds, and cultural festivals—such as Diwali dance workshops and trips to Gurdwaras—enriched students’ understanding and appreciation.

Measuring Progress and Looking Ahead

Regular audits, surveys, and feedback mechanisms ensured that progress was tracked and objectives adjusted as needed. Some key achievements included:

Awarding of the "Inclusive Curriculum" badge of the Rainbow Flag Award following enhanced lesson resources and diversity audits.

The creation of EDIB calendars and MAT NAVs (Multi-Academy Trust Navigation documents) to guide and embed inclusion across departments and years.

Integration of global and community links, such as the International School Award and partnerships with schools abroad, broadening students’ horizons beyond local boundaries.

School reading and art curricula incorporated a greater variety of authors, artists, and historical contexts, reflecting Britain’s multicultural society.

Pupil voice surveys consistently indicated that children could articulate the importance of difference and felt their experiences were represented in lessons.

Shared Services and Trust-Wide Initiatives

Across the trust, Shared Services undertook parallel objectives to foster a culture of respect and EDIB among staff.

Banning the Banter sessions were adapted for an adult audiences, staff-specific posters were created demonstrating that inclusion is not just a student issue, but a cornerstone of the entire educational community.

Challenges, Adaptations, and Reflections

While progress has been made, in our end of year review the ambassadors highlighted ongoing challenges and opportunities for growth:

- Ensuring consistency in logging and addressing incidents—some schools identified gaps in CPOMS usage and are working to improve fidelity and training.
- Embedding new initiatives, such as restorative booklets or multi-faith visits, in a sustainable way amid funding and logistical constraints.
- Continuing to strengthen community links and representation, particularly in less diverse contexts, through innovative partnerships and targeted outreach.
- Maintaining momentum and visibility for EDIB objectives as student cohorts and staff teams evolve year to year.

Conclusion: Towards a Culture of Belonging

The 2024 - 2025 final review illustrates a vibrant picture of schools not only meeting, but in many cases exceeding, ambitious objectives for respect, inclusion, and diversity. Through clear policies, embedded restorative practice, dynamic curricula, and the authentic involvement of students, staff, and families, the trust lays a foundation for continued progress.

Marches Academy Trust EDIB Objectives 2023–25

EDIB Objective 1 Inclusive and Diverse Workforce

The Trust has a culture of an inclusive and diverse workforce - enabling us to draw upon the widest possible range of views, experiences, and opinions. The Trust and schools are clear about its workforce profile being representative of the communities it serves and there is equality of opportunity for all staff.

Comparison of our Workforce data and the Shropshire Census confirms our staff are representative of the community we serve.

Category	Shropshire Census 2021	Marches Academy Trust
Total Population/Employees	323,600	881
Gender Distribution	50.7% Female, 49.3% Male	73.1% Female, 26.9% Male
Average Age	48 years	45 years.
Age Distribution	Not specified	11-20: 1.4%, 21-30: 12.3%, 31-40: 25.7%, 41-50: 27.7%, 51-60: 19.5%, 61-70: 10.3%, 71-80: 3.2%
Religion	55.5% Christian, 37.0% No religion, 0.5% Muslim, 0.3% Buddhist, 0.2% Hindu, 0.2% Sikh, 0.1% Jewish, 0.5% Other	49% Christian, 44% No religion, 1% Other, 6% Prefer not to say
Sexual Identity	90.6% Straight, 1.2% Gay/Lesbian, 0.96% Bisexual, 0.12% Pansexual, 0.04% Asexual, 0.01% Queer, 0.01% Other	91% Straight/Heterosexual, 3% Gay/Lesbian, 2% Bisexual
Disability	18.5% Disabled, 81.5% Not disabled	5% Require support, 7% No support needed, 84% Not disabled, 4% Prefer not to say
Ethnicity	96.7% White, 3.3% Other	94% White British, 6% Other

EDIB Objective 2 EDIB Related Policies and Procedures

The Trust has a range of EDIB related policies procedures and initiatives in place which are reviewed regularly and assessed to ensure fairness and equity.

EDIB Objective 3 Governance Process

The EDIB governance structure provides robust and inclusive governance. The Trust has a structured and transparent process in place where the development of its EDIB agenda is shared with a range of stakeholders and their views are considered and can influence the EDIB priorities.

Marches Academy Trust EDIB Objectives 2023–25

Marches Academy Trust provide governance for EDIB through the following arrangements:

Board of Trustees provide the leadership and have overall decision-making responsibilities for MAT.

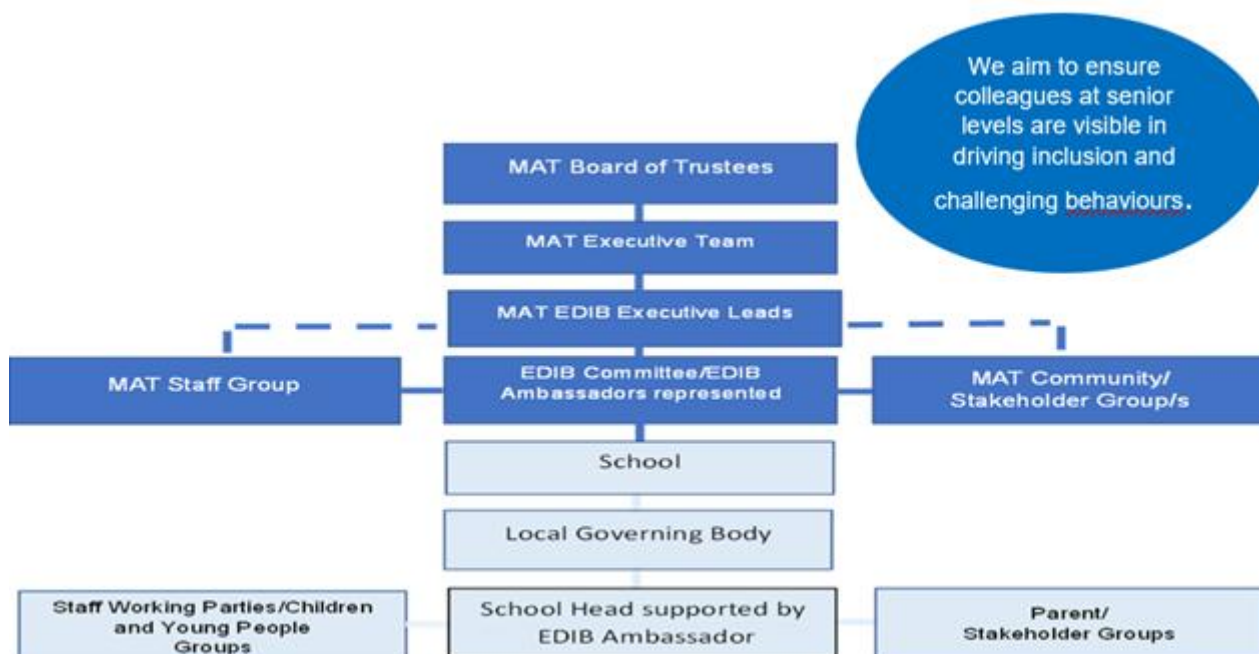
The Executive Team receive regular updates from the Executive lead of People and Development and ensure the EDIB strategic plan is achieving its identified aims and objectives within scheduled timeframes.

The EDIB committee represents the Trust, School Leaders and stakeholder groups who have recommendation and decision-making responsibilities. The committee brings together representatives from Head Teachers, EDIB Ambassadors, Trustees, Local School Governors, Teaching and Non-Teaching Staff, Children and Young People, Unions, Parents and other stakeholders.

Local Governing Body – each school has a Local Governing Body who have oversight of decision-making responsibilities for the School's EDIB agenda.

School Heads and EDIB Ambassadors – play a crucial role and are the glue that binds the EDIB governance structure. They foster good relations and are key influencers between the diverse groups that make up the governance structure.

The Staff Working Parties are in various stages across our schools stage. In 2025 – 2026 these will be developed to provide a platform for staff at all levels and from a range of areas and departments. Through EDIB CYP related groups set up in schools, we are developing a platform for our Children and Young People to be involved in the way the schools develop the EDIB Strategy.



Marches Academy Trust EDIB Objectives 2023–25

EDIB Objective 4 Leadership, Compliance and Organisational Development

Governing Bodies/Trustees and Senior Managers take responsibility for promoting EDIB.

The Trust produces and publishes information to demonstrate compliance with the Equality Act and its duties.

Regular reports are shared with local Governing Bodies and Trustees.

An Annual report publishes information to demonstrate compliance with the Equality Act and its duties.

CULTURAL COMPETENCY ASSESSMENT



Cultural competency assessment



The implementation of the Cultural Competency Framework has underpinned the development of the EDIB strategy and the formulation of school-specific EDIB objectives. Each thematic area is evaluated through clearly defined outcomes corresponding to four progressive stages: Beginning, Developing, Embedding, and Leading.

Baseline assessments conducted in September 2022 provided grade ratings across schools, which have since been revisited in the 2025 Cultural Competency Assessments. These assessments reveal a natural variation in progress across schools, ranging from the Developing to Embedding stages, as anticipated with the ongoing rollout of the strategy. Notably, the overall average ratings have shown improvement, with a significant increase in instances of Embedding particularly evident within Leadership and Curriculum Design and Delivery.

Baseline Assessment: Cultural Competency Assessment Grade Ratings across Schools September 2022

Cultural Competency Framework Assessment Report Ratings/Findings

Themes	Constant grade across all Schools	Ratings averaged across all Schools
1. Leadership, Compliance and Organisational Development	Developing	Developing
4. Inclusive and Diverse Workforce	Beginning	Beginning
5. EDIB HR/OD Related Policies, Procedures, and Functions.	Developing	Developing
Themes	Variation across all Schools	
2. Governance Process	Beginning - Developing	Beginning
3. Curriculum Design and Delivery	Beginning - Embedding	Developing
6. Community Stakeholder Engagement and Partnerships	Beginning - Developing	Developing

Cultural competency assessment

Cultural Competency Assessments 2025 – by school

	SJT	Marches	SA	Ids	Oak	Tilstock	Grange	Longlands	Lower Heath
Leadership and Organisational Development	Embedding	Embedding	Developing	Embedding	Embedding	Embedding	Embedding	Embedding	Developing
Governance Process	Developing	Developing	Embedding	Embedding	Developing	Embedding	Developing	Embedding	Developing
Curriculum Design and Delivery	Embedding	Embedding	Embedding	Embedding	Embedding	Embedding	Developing	Embedding	Embedding
Inclusive and Diverse Workforce	Developing	Developing	Developing	Embedding	Developing	Embedding	Developing	Developing	Developing
Community / Stakeholder engagement and partnerships	Developing	Developing	Embedding	Developing	Developing	Developing	Developing	Developing	Developing

Themes	Ratings averaged across all schools
Leadership and Organisational Development	Embedding
Governance Process	Developing
Curriculum Design and Delivery	Embedding
Inclusive and Diverse Workforce	Developing
Community / Stakeholder engagement and partnerships	Developing

EDIB AMBASSADORS



EDIB ambassadors



Our Ambassadors promote and advocate for Equality, Diversity, Inclusion, and Belonging in their schools and across the Trust; helping to create a culture of collaboration, innovation, and belonging. Their role is to ensure that staff are aware of their responsibility to support inclusion, and to help drive cultural and behavioural change. A key part of their role is to monitor and evaluate the impact and effectiveness of progress and identify areas for improvement.

EDIB Ambassador Training

Our Trust training equips our ambassadors with the skills required to deliver the EDIB strategic objectives. Training to date has explored and clarified the role of the ambassador, discovering how to unlock the influence and impact that ambassadors can have in achieving an inclusive culture.

The training run by the Executive Lead for People and Development has supported ambassadors to:

- Set school EDIB objectives and map these against their SDP and the Trust's EDIB objectives
- Confidently influence and have impact
- Measure their success and share that knowledge with stakeholders
- Be an Influencer and develop EDIB
- Understand strategy and set direction
- Understand Resistance
- Utilise basic coaching skills
- Have facilitator training to run workshops in school and at our MAT Conference
- Develop in confidence to have a voice

Supporting and empowering our ambassadors:

- We provide regular feedback, recognition, and appreciation for their efforts and achievements.
- Create a safe and supportive space for them to share their experiences, challenges, and learnings with each other.
- Give them autonomy, authority, and resources to implement their ideas and actions.
- Involve them in decision-making and planning processes, and solicit their input and feedback on diversity and inclusion issues and opportunities.
- Most importantly we show them how their work matters and makes a difference for their colleagues, stakeholders, and communities.
- Our Ambassadors regularly self-evaluate their school's performance against their school objectives and share with their governing bodies and staff.

Our EDIB Ambassadors have:

- A passion for inclusivity
- The ability to working effectively with their teams and lead on driving sustainable improvements.
- Commitment to developing the effective practice of others.
- The opportunity to:
- Be part of a working party of dedicated and enthusiastic colleagues driving change.
- Receive training in coaching and how to deliver training.
- Develop and share experience; and learn from effective practice Deepen leadership skills
- Gain excellent experience to support career development

EDIB ambassadors



Sian Newey - Marches School

I wanted to become the EDIB lead because I am passionate about creating a positive and supportive environment where every student and member of staff feels valued and respected. I believe that by celebrating diversity and promoting inclusion, we can help all students reach their full potential, both academically and personally. I am committed to challenging inequalities, raising awareness, and ensuring that everyone in our school community feels a true sense of belonging. Through this role, I aim to make a meaningful impact and create lasting change that benefits both our school and wider community.



Hannah Webb- Sir John Talbot's School

I've always been passionate about equality and was lucky enough to see the work of The Proud Trust during my Teacher Training which really inspired me to champion equality and safe places where students felt they had the freedom to be themselves. From there I have set up an equality driven student group who proudly call themselves The ADC (Anti-Discrimination Club) and together we celebrate awareness days and work to educate the wider school on important topics.

EDIB ambassadors



William Paterson – Tilstock CofE Primary School

EDIB is something close to my heart as I come from a religiously diverse background and grew up in a multi-cultural, LGBTQA+ safe environment. With every change and impact we make on our school community, the world changes for the better – EDIB really does change the world. Whenever we involve EDIB our pupils leap at the chance to take their learning further. They adore the real life impact of their learning and as they progress through our curriculum they begin to flourish into empathetic, understanding and compassionate members of a global community.

Personally, to be the EDIB ambassador is one of the proudest aspects of my career.



Claudia Winstanley – Grange Primary School

I became an EDIB ambassador this year where I have been welcomed by my colleagues into an amazing team. I wanted to become an EDIB ambassador as I feel its promotion of inclusion for all to foster that true sense of belonging not only in your school but in the wider world is one of the most important lessons we can endeavour to foster in children. Belonging and feeling comfortable in yourself, with your place in the world and having the confidence to celebrate that is a lesson which can shape a child as a person. I am also sight impaired myself and understand the impact being different can have on the way you view yourself and others perceive you.

EDIB ambassadors



Miriam Marais – Alliance of Leading Learning / Marches Academy Trust

As an Ambassador for Shared Services, I am passionate about the work we do and the positive, tangible changes we are driving in our organisation and communities. Witnessing this growth firsthand is inspiring.

Growing up in a predominantly white market town, I learned early on to advocate not just for myself, but for others. Seeing this work now embedded as a trust-wide initiative feels incredibly powerful—especially for the benefit of our children, young people, and staff. This mission is deeply personal to me. My father and his family grew up in South Africa during Apartheid. Their courage and commitment to justice have shaped my own purpose: to champion equality, diversity, inclusion and belonging for all—ensuring every group is not only safe, but celebrated.



Lindsay Kelly – Shrewsbury Academy

As the EDIB Ambassador, my goal is to help create a school environment where everyone feels valued, respected, and empowered to be themselves.

I believe that when young people learn to understand their emotions and appreciate the uniqueness of others, they grow into confident, compassionate individuals – and that's the kind of world we want to build together.

EDIB ambassadors



Jill Leighton – Lower Heath CofE Primary School

I believe that every child, young person and adult deserves to feel seen, heard, and valued. My passion for the role of EDIB ambassador stems from personal experiences and a deep desire to help create a school environment where everyone feels a true sense of belonging. I want to be part of the change that ensures our school celebrates diversity in all its forms—whether that's culture, identity, ability, or background.

As an EDIB Ambassador, I'm committed to listening with empathy, learning continuously, and helping to amplify voices that may not always be heard. I believe that small actions can lead to big changes, and I'm excited to work with others to build a more inclusive and respectful school community.



Sarah Ryan – Oakmeadow CofE Primary School

As both an EDIB Ambassador and Senior Mental Health Lead for Oakmeadow, I am passionate about creating a school environment where every child feels a true sense of **belonging** – the heart of equality, diversity, and inclusion. I believe that when children feel seen, heard, and valued for who they are, they thrive both emotionally and academically. My goal is to help build a community where differences are celebrated, voices are respected, and every child knows they matter. By championing belonging, I hope to inspire kindness, empathy, and unity across our school.

EDIB ambassadors



Steven Cross – Longlands Primary School

I wanted to become the EDIB ambassador because I believe that all children have the right to an equitable and inclusive education. Providing a positive learning environment for all is vitally important when trying to cultivate socially aware citizens of the future. I am dedicated to challenging inequality and this is something that I promote daily within our school community to ensure that every stakeholder within our community feels a sense of belonging. Through this role, I aim to make lasting meaningful change across our school community.



Charlotte Martin – Idsall School

In January 2024 I took on the role dedicated to leading on EDIB (Equality, Diversity, Inclusion & Belonging) across the school. The moment I saw the advert, I was drawn to such a unique opportunity—where EDIB is clearly prioritised and embedded into the school's culture. I quickly discovered this commitment extends across the entire trust, and I proudly became an EDIB Ambassador, joining a team united in championing equity for both students and staff. I'm passionate about breaking down barriers—especially those linked to protected characteristics—and fostering a school environment rooted in empathy, understanding, and kindness.

EDIB ambassadors



Cat Salt – Grove

**School New EDIB Ambassador
September 2025**

It's with genuine enthusiasm that I became the new EDIB Ambassador at The Grove School. This role is particularly meaningful to me, as I navigate the world as an autistic and ADHD person. In the past, I've often felt the pressure to "mask" my authentic self to conform, a common experience for many neurodivergent individuals. However, I've come to understand that true belonging isn't about fitting in; it's about being your genuine self and being celebrated for it. When we embrace our individual strengths and perspectives, we all thrive. I'm truly excited to embark on this journey with the entire school community.



**Chloe McInnis New EDIB Ambassador
September 2025**

EDIB is something that will always be close to my heart due to my own personal challenges and feel it is vital to allow learners and staff to feel not only respected but also valued. By allowing all to have a safe environment to work and learn will enable us all to reach our full potential. By celebrating Equality and Diversity it will allow our young people to treat everyone as equals. I am committed to challenging areas to ensure that we are raising awareness so that everyone within our school community feels included with a sense of belonging. My aim is to ensure that through EDIB we can make a meaningful impact to ensure better outcomes for both our school and the wider community...

EDIB TRAINING AND DEVELOPMENT



EDIB training and development

All school teaching staff completed the EDIB training sessions set out on the MMAT Professional Learning Plan 2024– 2025.

EDIB 1 - MAT Professional Learning Banning the Banter 5th December 2024

Will this session impact on your work-based practice

Overall:

Strongly agree/ Agree – 99%

Key Learning Points that I will take into everyday practice:

How to deal with different types of parental responses to phone calls home about discriminatory talk, Trans is the most common group left out of representation, talk that happens in staff spaces is as important as talk that happens in student spaces

Being clear about exactly what 'banter' is and how it can be observed in our context. Having clarity about how the conversation can be had with children. We also had a great discussion about how to have conversations with parents. Discussing this as a group helped us to workshop and share experiences of potentially tricky conversations.

The difference between banter and unkindness. Key phrases for difficult conversations. Reminder why the characteristics are protected.

EDIB 2 - Reach, Teach, Include: Tackling School Avoidance and Neurodiversity Together

This workshop enhanced staff understanding of Emotional Based School Avoidance and its effect on students and reflected on attendance data for each school to identify patterns and areas for improvement. It provided staff with inclusive strategies to support students at risk of EBSA and equipped them with practical classroom adaptations to create a more inclusive and supportive learning environment for everyone.

Will this session impact on your work-based practice.

Overall:

Strongly agree /Agree 99%

Key Learning Points that I will take into everyday practice:

- Understanding link between attendance and protected characteristics and being curious about each young person at a human level.
- To ensure pupils with sensory needs are considered. Small changes in class can make a difference
- Reflection on bringing equity, reasonable adjustments and emotional wellbeing into the classroom and recognising the difference between reasonable adjustment and lowering standards.

Our focus is on developing training that is hard-wired to the EDIB agenda's purpose, values and frameworks.

Our EDIB staff training focuses on behaviour change and has tips, techniques and practical take-aways to impact on work-based practice.

EDIB training for Shared Services

In 2024 – 2025 we ran specific EDIB training for our Shared Services team.

Shared Services PD Day: Inclusive Language & Identity Session

Thursday 5th September 2024

This workshop reflected on the significance of using inclusive language and its impact on identity. The workshop encouraged open-mindedness, awareness, and ongoing learning to foster respectful communication. Emphasis was placed on appropriate terminology, conscious inclusion, and ensuring all voices are heard, highlighting the importance of language in shaping perceptions.

Survey Feedback – Key Learning Points that I will take into everyday practice:

- Awareness of change and the need for open-mindedness and relearning.
- Think before speaking, be prepared to speak up and correct what's not acceptable.
- Really brilliant to consider the power of language, especially when using common phrases like blind as bat, deaf as post, paranoid. Also, language around gender chairman, manning, etc. It gave food for thought of the way language ingrained in us can be inappropriate & make others feel excluded.

Shared Services PD Day: Unconscious Bias

Friday 18th October 2024, Trust Central

This workshop explored the importance of recognising and understanding different forms of discrimination, bias, and assumptions in the workplace. Participants engaged with real-life scenarios, developed greater awareness of unconscious bias, and reflected on the impact of quick judgments.

Survey Feedback – Key Learning Points that I will take into everyday practice:

- Types of discrimination & real-life scenarios where they are applied, types of bias & assumptions, how to be more conscious of own discrimination.
- The need to have a workforce that is resilient and will provide professional challenge.
- Understanding that everyone has unconscious biases that influence our perceptions, judgments, and decisions. By recognising your own biases, you can take steps to reduce their impact on interactions, especially in diverse environments. Need to continuously self-reflect and acknowledge that biases can shape behaviour in unintended ways.

Banning the Banter Session

Friday 14th February 2025

This workshop document emphasised that inappropriate banter not all banter is discouraged. It highlighted the importance of understanding our EDIB policies, recognising the impact of language, encouraging employees to speak out against unprofessional behaviour, and promoting inclusive, respectful communication in the workplace.

Survey Feedback – Key Learning Points that I will take into everyday practice:

- Helped me understand where the Trusts stance sits more precisely on this matter and where other colleagues in the organisation sit in terms of understanding. It did also prompt me to realise that while I myself am quite proficient with my understanding, the key factor for myself and others will always be that extra little push to actually speak out against unprofessional banter.
- Others' opinions may be different to your own.
- There were some useful examples of ways to tackle people when they say something you feel is inappropriate.

FEEDBACK FROM STAFF SURVEYS



What our staff are saying...

I feel there is a safe space to voice our thoughts and worries. Our work on EDIB is thought provoking and gives us the opportunity to see where we can adapt our curriculum to be more inclusive. Our EDIB ambassador is brilliant and so helpful.

Really informative and thought provoking. I am now respectfully curious about other backgrounds and perspectives and how this frames their learning.

Through the Trust work on EDIB I have made a concerted effort to engage students and try to be more equitable – without having bias judgements on their background based on their ability.

The work on EDIB has enabled staff to reflect and have a professional dialogue with one another to provide an inclusive environment for the children and families.

It is vital that we focus on all the facets of EDIB and not do this as a token gesture.

The EDIB work has concrete strategies to apply to teaching. It has supported me to self-assesses my own bias and to make more meaningful connections with the children and their families.

I am more aware of different cultures and religions. Also, I'm more aware of disabilities and how we can share these with the children and have class discussions openly about them.

KEY DRIVERS FOR CHANGE 25-26



Key drivers for change 2025-26

To collaborate effectively and empower our staff and CYP to embrace our Equality, Diversity Inclusion and Belonging approach

- To build confidence & skills in our colleagues and future CYP working parties leading on EDIB work
- To ensure regular updates on workforce EDI data (in line with current GDPR, privacy policy and Data Protection)
- To collate feedback on impact and a “You said, we listened, change happened” culture.
- To ensure all communications promote inclusion and belonging
- To ensure our diverse current and potential workforce are valued, respected, and celebrated.
- To develop and deliver a fully inclusive curriculum
- To share and embed the EDIB initiative with our communities



The majority of what we do as a Trust requires us to be collaborative to ensure we effectively deliver relevant and inclusive services to all stakeholders. We know that creativity, innovation and equality, diversity and inclusion go hand in hand when it comes to supporting our staff, CYP and communities in our drive to become a fully inclusive organisation.

The work we have completed and committed to since launching the EDIB Strategy needs to be supported at every level and led and driven through proactive teams and passionate individuals. We have an EDIB Policy that establishes our purpose and processes for those who face discrimination, and we aim to consistently address inequality at given opportunities.



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