

# City Academy EDI Statement

## Introduction

City Academy is committed to the promotion of equality, diversity and inclusion for all. Our commitment to achieving these objectives is resolute. The principles of EDI are central to supporting and are reflected in our culture, ethos and values and are embedded in our practises and behaviours. Our approach to teaching EDI is marked by sensitivity and respect, ensuring that we respect and acknowledge the nine protected characteristics. We believe EDI is integral to delivering successful learning, teaching and personal development. Every person within the CAB community has a responsibility for making the school an inclusive environment where all staff and students feel welcome and can be themselves.

**Equity:** As a school, everything we do is founded on an understanding that we do not all start from the same place. By acknowledging this, we endeavour to consider what individuals need to make things a level playing field.

**Diversity:** As a school, we believe true inclusion means we recognise, respect, and celebrate diversity. We have embarked on a journey to raise awareness and understanding of various aspects of diversity within our curriculum.

**Inclusion:** In order for our CAB community to have a sense of belonging and feel safe and secure and able to participate in, we proactively remove barriers to inclusion and empower people.

**Our Community:** We will value our differences and benefit from our diversity of thought, background, and experience. We will reflect the diversity of those that we work with and for.

**Our Behaviours:** all staff will act as role models and champions. Individually and collectively, we will uphold our shared vision and challenge behaviours that don't reflect it.

## Commitment to Equalities Act

We recognise the following duties under the Equality Act 2010:

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it.

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• Regardless of the statutory responsibilities the CLF recognises the positive impact that a cohesive and inclusive EDI strategy can achieve. This includes but is not limited to:

- a) Ensuring that all students maximise their potential regardless of their background or characteristics.
- b) Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.
- c) Addressing under representation within the workplace and in particular within leadership positions. Broad representation is key to ensuring that both pupils and staff have positive role models to provide inspiration and ambition.
- d) Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
- e) Harnessing the power and leverage of leadership within the Academy
- f) Celebrating the opportunities created through EDI.

## **EDI work and Success at your Academy**

- We have established an EDI Steering Group including an EDI Belonging Coordinator
- Identified the ethnicity of staff by asking staff so that we had a baseline of who works at the Academy and which type of jobs they are doing.
- Ensured that we make as many recruitment panels have diverse panels to interview applicants. This has not been done in every recruitment but we have made sure that it happens for every Senior Leadership role. This has involved having staff from other academies help where needed.
- We have shared advertised roles with community groups and networking groups in order to increase the diversity of applicants
- We have provided career support to our Adult ESOL groups which has led to recruitment within the Academy
- Made plans to deliver whole school CPD on EDI, Calling Out Racism (April INSET)
- Started our journey to complete the Anti-Racist School Award
- SEND K outcomes in 2023 were  $-0.07$ , up from  $-1.15$  in 2019

## **Aims:**

- To agree and produce an annual EDI data set to be used to produce the priorities for each year.
- To review the recruitment and selection process for CAB, to further develop positive action to diversify the workforce, including increasing the diversity of the number of applications
- To further develop a comprehensive CPD program on EDI, Anti-Racism and Cultural Confidence to develop a culture where staff feel confident in discussing and reflecting on EDI issues.
- To reduce the number of prejudice related bullying and safeguarding incidents through whole school strategic work and the PSHE curriculum.
- To complete the Anti-Racist School Award

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- To complete an audit of the curriculum to explore opportunities for further diversifying and meeting the needs of our cohort
- To continue to improve the outcomes for SEND K and SEND E pupils.

## **How will this be achieved and by who?**

To ensure the success of these objectives, the EDI Co-ordinator will set up the EDI Steering Group which will be responsible for the monitoring and achievement of the above targets. These targets will also be reviewed through the Academy Improvement Plan and will therefore, be monitored by the Academy Council and Federation processes.

## **Closing statement**

To make the difference and serve those within our CAB community, we recognise the need to scrutinise the way we work and address questions of Equity, Diversity, and Inclusion head-on to ensure that everyone feels safe, valued and able to achieve to their full potential. We are committed to the ideas and actions set out in our EDI action plan and which underpin the Cabot Learning Federation's strategic plan and our Academy Improvement Plan.