



**Cabot**  
Learning  
Federation

EDI Statement  
King's Oak  
Academy

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Version 1.0 Sept 2024

**History of most recent statement changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Oct 23		Format	Change of format to CLF
Sept 24	<b>4</b>		Update to reflect previous year's work and current practice

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## 1 Introduction

King's Oak Academy, part of the Cabot Learning Federation (CLF), recognises and celebrates diversity within our student and staff populations and the communities we serve.

We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, sex, gender reassignment, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do.

## 2 Commitment to Equalities Act

2.1 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.

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:

- Ensuring that all students maximise their potential regardless of their background or characteristics.
- Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.
- 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.
- Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
- Harnessing the power and leverage of leadership within the Academy.
- Celebrating the opportunities created through EDI.

## 3 EDI work and success at our Academy

During the academic year of 2022/23 we have created an Associate Assistant Principal role with responsibility for equality, diversity and inclusion. We have started our work with student groups and a lower school EDI pupil group has been created, with a member of staff taking responsibly to lead, creating a celebratory and welcoming space.

Throughout all key phases and curriculum, the EDI agenda is being considered with it being embedded into PSHE. The CLF RE curriculum is being consistently used to deliver RE in the Lower and Middle School. In the Lower school the No Outsiders books have been introduced and delivered as part of the PSHE curriculum. Furthermore, in the Lower School writing curriculum texts and Treasure Texts have been embedded from Y1-6 with EDI opportunities clearly annotated.

Termly pop-up sessions, targeted around current data and need, give opportunities for a wider curriculum and EDI awareness events and initiatives to be taught to depth in addition to the formal curriculum.

Improvements for SEND provision (both universal and specific bespoke provision) has been a focus for all staff, driven by our SENDCO. Ensuring that student need is communicated clearly, and information is up to date to ensure all students are able to receive a bespoke education, no matter of year group or curriculum being taught.

We have continued to work to improve parent and staff communication, with termly voice being collected and feedback completed to identify strengths and areas for development.

Starting our work on effective communication and wider community focused projects, we have organised and continue to run Connecting Kingswood Partnership, Coffee Mornings, Parenting Sessions and Grown Here Town Hall. This has allowed us to develop better support for the local area and a greater understanding of the strengths and areas of need of our community.

#### **4 Objective/Actions for 2024-25**

##### **4.1 Communication**

Ensure communication method has clarity for staff and families and is accessible. This will ensure communications are able to reach all members of the KOA community and allow stakeholders from all groups to engage with the academy.

##### **4.2 Curriculum**

Raise awareness and understanding of EDI within subject and wider contexts with curriculum opportunities, within and beyond the KOA community identified.

##### **4.3 Celebration**

Create a sense of belonging for all members of our community by reflecting our community in the assemblies, curriculum, events and activities we provide.

This year EDI at King's Oak Academy will be focused through the lens of Racial Literacy.

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

Our AIP this year lays out the Four pillars (led by AAPs). These underpin the 2023-2028 vision so that King's Oak can serve as the community school of choice for Kingswood. These pillars also focus on the partnerships that King's Oak will seek to foster over time so that the academy achieves its long-term community educator and enabler ambitions. The 4th pillar is EDI – Recognising that King's Oak is an enabling environment that fosters a community which is welcoming, diverse and inclusive of all.

##### **5.1 Communication**

'Kind and Clear' Communication is our focus. We continually review our current communication practice with questionnaires to staff and families and will work with all staff to ensure it is accessible for all. Staff training and clear processes have been created in response to our stakeholder voice.

Within our curriculum we are aiming to close the gender gap for reading where it exists in some year groups. Working with Phil Spring as the Literacy AAP to ensure reading is a part of our culture at KOA and texts reflect our cohort and celebrates their experiences.

Using the exemplar from lower school reading and writing templates, we are rolling out annotated curriculums across the academy. Allowing us to recognise and flag up opportunities and links for the EDI agenda within the wider curriculum areas. This work will begin within the History curriculum in middle and upper school in the first instance.

We are committed to raise the attendance and attainment of pupils with SEND. Working with Lou Roscoe to ensure communication of student needs and opportunities for training and development are available to all staff. We are focusing our work on trauma informed practice to ensure a sense of safety and belonging for all students and their families.

As a school we will strive to gain a recognised equality award by the end of the academic year, such as the EDI quality mark. This will involve an audit of our current practice as well as tailored training for staff.

## 5.2 Celebration

Celebration of our community both in and out of the school setting will allow us to explore EDI and protected characteristics through assemblies, pop up days and tutor times. We hope to raise understanding and education around the protected characteristics to reduce the incidence of prejudice related bullying. This increased awareness will lead to the decrease in prejudiced based bullying.

## 6 Closing Statement

At King's Oak Academy we are committed to building a diverse, equitable and truly inclusive academy. We will proactively be addressing these to the best of our abilities, whether this be in respect of recruitment, the curriculum or culture

- Through the implementation of transparent policies, practices, and procedures.
- Through appropriate training, development and experiences of all parties involved.
- Through promoting these principles across the curriculum.

At King's Oak Academy we recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key.

We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important; alongside delivering equity of opportunity for our students, staff and families whilst fostering an inclusive culture where differences are valued and enhanced. This is a continuous process where long term and sustainable plans are key.

King's Oak Academy holds a long and deep commitment to welcoming diversity, examples of which are embedded within our culture and demonstrated on a day-to-day basis throughout the Academy.