Cabot Learning Federation

EDI Statement King's Oak Academy

Implemented: October 2023

Updated: April 2026
Review Period: Annually
Review Date: April 2027
Noted by Academy Council:

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	**4**		Update to reflect previous year's work and current practice
April 26	**4**		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 pursing 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 2025/26, EDI has moved from a discrete leadership responsibility to embedded core practice across the academy.

EDI is now integral to:

- Pastoral systems and student support
- Continuous Professional Development (CPD) for staff
- Communication with families
- Curriculum design and delivery

3.1 Curriculum and Teaching

EDI is embedded across all phases:

- PSHE continues to provide structured opportunities to explore identity, diversity and inclusion
- The CLF RE curriculum is consistently delivered across phases
- "No Outsiders" texts remain embedded in Lower School
- Writing and reading curricula continue to reflect diverse voices and lived experiences

In 2025/26, we have strengthened our inclusive teaching practice through targeted CPD to support the growing number of students with English as an Additional Language (EAL). This ensures adaptive teaching approaches that improve access, participation and outcomes for all learners.

Annotated curriculum planning—highlighting EDI opportunities—continues to be rolled out across subject areas.

3.2 SEND and Inclusive Practice

Continuing to improve SEND provision remained a key priority so that all students continue to receive a high-quality, inclusive education regardless of need. In 2025/26 King's Oak focused on:

- Ensuring that student needs are clearly communicated and regularly updated
- Adaptive teaching strategies become embedded across classrooms
- Trauma-informed approaches are used to support belonging, safety and engagement

3.3 Student Voice and Belonging

- Student EDI groups continue to provide platforms for voice and leadership
- Termly "pop-up" curriculum opportunities respond to emerging needs and current issues
- Assemblies, tutor programmes and enrichment activities promote awareness of protected characteristics and inclusion

3.4 Community Engagement and System Leadership

In 2025/26, King's Oak Academy has significantly expanded its community-facing work.

We are proud to be one of four national schools participating in the Reach Foundation **Cradle to Career Accelerator programme**, strengthening our role as a community anchor institution.

Our approach is guided by a **Cradle to Career theory of change**, focused on:

- Building long-term, trust-based relationships with families
- Aligning education, community and support services
- Addressing barriers beyond the classroom that impact life chances
- Creating coherence across a child's educational journey

To support this work, we have introduced new leadership capacity:

- **Primary School Partnerships Lead** – strengthening transition and alignment with nurseries and partner primary schools
- **Community Development Leader** – expanding engagement, outreach and proactive support for families

Ongoing initiatives include:

- Connecting Kingswood Partnership
- Community coffee mornings and parenting sessions
- Town Hall events and local engagement forums

These initiatives deepen our understanding of community strengths and needs, enabling more responsive and equitable provision.

3.5 Communication

We continue to prioritise clear, inclusive and accessible communication:

- Stakeholder voice (staff, students, families) is collected termly
- Communication systems are regularly reviewed and refined
- Staff training ensures communication is "kind and clear" and accessible to all

4 Objective/Actions for 2025-26

4.1 Communication

- Ensure all communication is clear, inclusive and accessible, enabling full engagement from all stakeholders.

4.2 Curriculum

- Embed EDI across all subject areas, ensuring representation, relevance and opportunity for deep understanding and awareness.

4.3 Belonging and Celebration

- Strengthen a sense of belonging by reflecting and celebrating the diversity of our community through curriculum, assemblies and events.

4.4 Community and System Alignment

- Further develop our Cradle to Career model to strengthen partnerships, improve transitions and align support for families across the local system.

5 How will this be achieved and by who?

EDI is no longer confined to a single role; it is a shared leadership responsibility across the academy.

Our Academy Improvement Plan (AIP) is structured around four strategic pillars aligned to the 2023–2028 vision. EDI is embedded within these pillars as a core principle, ensuring that King's Oak Academy continues to develop as:

- A welcoming and inclusive environment
- A community hub that supports families beyond education
- A system leader within the local area

Leadership at all levels is responsible for embedding EDI within their practice, teams and areas of influence.

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.