

Sept
2023

CLF Equality, Diversity and Inclusion Statement

John Cabot Academy, part of the Cabot Learning Federation (CLF), recognises and celebrates diversity, including that which exists within our pupil 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, gender, gender identity, age, 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.

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:

- 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.

At John Cabot 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 pupils whilst fostering an inclusive culture where differences are valued and enhanced.

John Cabot Academy holds a long and deep commitment to welcoming diversity, examples of which are demonstrated on a day-to-day basis throughout the Academy. The culture of the John Cabot Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements include:

Recruitment enabled us to appoint a strong, permanent senior leadership team which has a good gender balance. At middle leadership level, there is a strong and stable team which likewise has a good gender balance.



In 2021-22 we established a group of 'Champions'; individual members of staff who lead on a whole-school theme, with the support of SLT. Each Champion establishes their own rationale and goal, and then writes their own development plan, which sets out the actions they will take in the pursuit of that goal. We currently have:

- An LGBTQ+ champion
- A racial equality champion
- A mental health and wellbeing champion
- A gender equality champion

During 22-23:

- 1. The different EDI Groups (Race, Gender, LGBTQ, Mental Health & Wellbeing) have brought about significant change to the school e.g. Uniform policy; have introduced wonderful events to the school calendar e.g. Culture and Pride days; and have delivered training to staff and assemblies to students.**
- 2. All staff have undertaken the Show the Red Card to Racism Course. There has been a significant impact, for example:**
 - **38% increase in staff who can define overt vs Covert Racism**
 - **42% rise in staff confidence in dealing with a racist incident between students**
- 3. The implementation of more formal support for our EAL students. Upon entry a student is now assessed for proficiency in EAL against the Bell Foundation Assessment Framework. Those deemed to be bands A or B now receive a programme of New to English work, planned and delivered by Specialist staff, in order to support their transition into Education at JCA.**

Principal: Kate Willis

The pursuit of the EDI agenda is a continuous process and our next objectives (as of September 2023) are:

1. Pursue the South Gloucestershire Equality Mark to formally recognise our EDI work. A baseline assessment identified the need to work on 3 key areas:
 - Microaggression & the n-word
 - Promote and instil value system
 - Review of employment practices to improve representations and retention

Kate Willis
Principal

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