



Cabot
Learning
Federation

**Equality, Diversity
and Inclusion (EDI)
Policy**

Academy Name: City Academy

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History of Policy Changes

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City Academy Bristol Equality Diversity and Inclusion Policy

1. Context

- 1.1 City Academy Bristol (CAB) is a very diverse school with a high proportion of disadvantaged students (51% PPI, 18% SEND and 42% EAL) serving its community in the heart of Bristol. It was the first academy in the South West, opening on the site of the St George School in 2009. The main catchment area for the Academy is the Lawrence Hill ward which is one of the 10% most deprived in the country where over 50% of children under 16 are living in poverty. It also has a Resource Base for students with learning difficulties who come from all over the City. Latest data indicates that the Academy is in the highest percentile nationally for deprivation, and has the highest percentage of pupils on Pupil Premium in the City.
- 1.2 Students arrive in the Academy with very low average prior attainment, and 73% of Y7 students had a reading age below their chronological age in 2019, and 24% had a reading age of less than 9 years old on entry. Due to its location in Bristol, a large number of refugee and migrant students attend the Academy and so 26% of the Academy have been “in year “ admissions; this increases in the older year groups to 40% of current year 11.
- 1.3 At City Academy we are committed to creating a safe, purposeful, calm and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life. We also want our students to understand their role in developing a common purpose across our Academy community and beyond. ‘The Academy Way’ provides a framework to ensure our core values (Grit, Pride and Team Spirit) are embedded within our daily practice and routines in order for ‘every child to have the right to go to university, choose their career and improve the world.’
- 1.4 CAB has been on a rapid improvement journey in the last two years which has seen outcomes improve to be consistently above national floor targets and Progress 8 was +0.26 in 2018. The Academy was inspected by Ofsted in April 2019 and was rated ‘Good’ for overall effectiveness and in all key areas.
- 1.5 City Academy sees itself as being an integral part of the local community and is proud to have such a diverse student population, and to be located in an area of the City populated by a people from a wide variety of ethnic and other backgrounds and different faiths. CAB recognises the contribution that the wide range of local equality and community cohesion initiatives make to our families’ lives, and values the partnerships that have been established with community groups, particularly those which help to improve students’ outcomes and life chances.

1.6 City Academy recognises that due to its diversity and location it has a responsibility to develop best practice on EDI issues and intends to become a centre of excellence.

2. Purpose of the Policy

2.1 The purpose of this policy is:

- To ensure that the Academy complies with all relevant statutory legislation and guidance, including the Equality Act (2010) and its general and specific Equality duties;
- To ensure that students, parent/carers and the all other stakeholders can understand the Academy's commitment to EDI and can access its published objectives;
- To ensure that prejudice and stereotyping, discrimination and harassment and indications of oppression are challenged and addressed;
- To ensure the curriculum is relevant, reflects equality, diversity and inclusion and is accessible to all;
- To ensure the student and parent voice in central to all EDI work;
- To ensure that individual student needs are met through a wide and responsive range of provision;
- To ensure that all information and the built environment is accessible to all students, parent/carers and visitors;
- To reduce any gaps in the outcomes of different groups of students;
- To ensure equality of opportunity and participation for students with additional needs, as well as good levels of achievement and positive outcomes;
- To strive towards high levels of satisfaction from all students, parents and carers;
- To develop an Academy that is inclusive and meets the needs and aspirations of all its students.

2.2 CAB will carry out this purpose by:

- Celebrating and promoting equality and valuing diversity and developing an inclusive culture and ethos;
- Recognising and articulating the value of diversity in our Academy community when we are planning teaching and learning activities, trips, visits and projects;



- Seeking to foster good relations and mutual respect between all of our groups of students;
- Taking steps to address prejudice and discrimination against students and staff, and striving to eliminate them in our Academy community;
- Regularly monitoring the progress of all students, identifying needs as they arise and providing support or personalised provision as early as possible;
- Making reasonable adjustments for all disabled students, staff members parent./carers and visitors to ensure they can take a full part in Academy life ;
- Listening to the voice of the student and of their parents/carers in as much decision making as possible, in relation to their provision and education, and taking positive action to ensure the voices of those with protected characteristic are heard and acted on;
- Supporting the high aspirations of students and their families and preparing students to meet the demands of work, training and further education when they leave school;
- Maintaining a high level of staff expertise to meet the needs of all groups of students, through well targeted continuing professional development;
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure that, where necessary and appropriate, there is a multi -professional approach to meeting students' needs;
- Providing a secure environment in which all of our students can flourish and in which all contributions are valued;
- Including and valuing the contribution of all families and the local community to our understanding of equality, diversity and inclusion;
- Challenging and addressing discrimination, harassment and victimisation and any institutional discrimination within strategies, policies or practices;
- Providing positive non-stereotyping information about people with all the protected characteristics;
- Continuously reviewing our knowledge and understanding of issues of anti-discriminatory practice, and ensuring EDI is central to our continuing professional development programme;

- Continually reviewing the curriculum to ensure it is inclusive, broad and balanced and is also culturally relevant and addresses past injustices and inequality;
- Auditing the Academy to ensure that the work on Equality, Diversity and Inclusion, is intentional and not incidental;
- Ensuring that EDI principles and practice underpin all processes monitoring classroom practice, teaching, learning and assessment;
- Working with the Cabot Learning Federation to take positive action to secure a more diverse workforce, Council and Leadership;
- Making Equality, Diversity and Inclusion the golden thread that runs through all of the activities at City Academy.

3. Cabot Learning Federation EDI Statement

3.1 City Academy Bristol, as 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 (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics under the Equality Act) so that equality, diversity and inclusion (EDI) underpin all we do.

3.2. We recognise and will implement the following duties that academies have 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.**

3.3 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 work place 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

3.4 At City Academy Bristol 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 whilst fostering an inclusive culture where differences are valued and enhanced.

3.5 CAB holds a long and deep commitment to welcoming diversity, examples of which should be demonstrated on a day-to-day basis. The culture of the CAB will support our aim to positively encourage EDI. Our recent specific diversity related achievements and our current EDI objectives are outlined in Appendix 2. CAB will refresh these annually and publish them on the website.

4. Policy Statement for Learners who have English as an Additional Language (EAL)

To promote the inclusion and achievement of our students with EAL we will:

- 4.1 Strive to recognise, welcome and celebrate linguistic and cultural diversity, and have high expectations of all students regardless of ethnic, cultural or linguistic heritage;
- 4.2 Aim to include all students and parents/ carers in our Academy by respecting that diversity and reflecting it in our Academy environment, curriculum, learning resources and partnership with parents and carers. We welcome the enrichment that linguistic and cultural diversity brings to our Academy community;
- 4.3 Ensure that no student will be refused admission on the basis of ethnicity, EAL or immigration status;

- 4.4 Ensure that every student who has EAL has a full initial assessment of their language needs and a programme to follow, which is regularly monitored to ensure they progress, and has an induction programme to ensure they feel included in the Academy;
- 4.5 Recognise that some parents/carers who are learning English may find it difficult to communicate with the Academy and approach staff regarding any concerns they may have on their child's progress. We will endeavour to fully include these parents/carers in the life of the Academy by, wherever possible, providing ESOL classes, interpreting facilities at parents' evenings and other Academy meetings and by providing key academy information in a first language format;
- 4.6 Recognise the specific needs of asylum seeker and refugee children; liaising with specialist refugee agencies and also the HOPE Virtual School to ensure that their needs are met;
- 4.7 Ensure that students with EAL are perceived positively by all members of the Academy community, and that EAL and inclusive provision is positively valued and accessed by staff and parents/carers;
- 4.8 Provide regular opportunity for engagement with first languages, including discussion and dialogue in the classroom; displays and activities which celebrate first languages; and the opportunity to achieve first language accreditation;

5. Equality Responsibilities

5.1 All members of the Academy community (students, staff, councillors, parents/carers) have a responsibility for supporting the EDI agenda and for challenging any discrimination, stereotyping or harassment that they witness.

5.2 The Academy Council is responsible for ensuring that:

- The Academy complies with all relevant equalities legislation;
- The Academy Council has an overview of equalities issues and receives regular reports;
- The Academy Council has a link councillor for EDI;
- EDI issues are raised and highlighted at meetings and in reports and policies;
- That any gaps in outcomes for particular groups are addressed in improvement plans;
- The Equality Statement, Equality Policy and Objectives are maintained and updated regularly;
- Procedures and strategies relating to equality are implemented on behalf of the Academy Council.

5.3 The Principal and Senior Leadership Team are responsible for:

- Providing leadership and vision in respect of equality, diversity and inclusion together with the Academy Council;
- Overseeing the implementation of this Equality Diversity and Inclusion Policy and ensuring annual objectives are an integral part of the Academy Improvement plan and a part of all academy policies and procedures;
- Co-ordinating the activities related to Equality, Diversity and Inclusion and evaluating impact;
- Ensuring that the whole Academy Community are aware of, and comply with, the Equality, Diversity and Inclusion Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support to take appropriate action in response to discriminatory incidents;
- Ensuring that any discriminatory incidents or actions are dealt with appropriately and quickly and that lessons are then learnt;
- Ensuring there is a culture of continuous improvement and reflection on EDI issues;
- Ensuring the development of an Academy culture where different cultures and languages and the skills of multi-lingualism are celebrated;
- Ensuring that EDI underpins all processes for monitoring teaching learning and assessment.

5.4 Subject Teachers are responsible for:

- Providing an inclusive and relevant curriculum which celebrates the different ethnicities, cultures and languages, abilities and other differences in the Academy;
- Ensuring that there are no gaps in outcomes for different groups of students in their subject area, and that all students have the same opportunities to participate in lessons and other activities;
- Providing a good quality-first teaching for all students, including those with additional needs and EAL by providing differentiated teaching and learning opportunities in line with the advice on the Inclusion Register and from the EAL Team.

5.5 All staff are responsible for:

- Dealing swiftly with incidents of discrimination and challenging bias and stereotyping;

- Being aware of their own unconscious bias and not discriminating against groups or individuals with protected characteristics;
- Promoting equality of opportunity and positive action for groups with protected characteristics;
- Keeping up to date with relevant legislation and policy and seeking out relevant training and CPD on EDI;
- Ensuring that there are good relations between students with different protected characteristics.

6. Monitoring, Evaluation and Review

6.1 All students will be tracked to monitor gaps in attainment and progress. The resulting data is analysed in respect of Pupil Premium, SEND, Ethnicity and Gender.

6.2 Other areas such as attendance, sanctions, rewards, exclusions, student voice, setting etc. will be monitored by protected characteristics to ensure there is no over- or under- representation of any particular group.

6.2 Similarly, the policy will be monitored regularly to ensure that expectations of staff are met, as well as the expectations that staff should be treated fairly, in line with equalities guidance and legislation (e.g. recruitment, access to training, promotion and other opportunities). Staff views on EDI will be sought through staff surveys.

6.3 The Assistant Principal for Inclusion will monitor this policy termly and report to the Senior Leadership Team.

6.4 An Annual Report on its implementation will be presented to the Academy Council. The policy will be formally reviewed by the Council at least every three years.

7. Impact on Workload

The implementation of this Policy should not impact on staff workload beyond the usual requirements to ensure that they are aware of individual information via IEPs, and differentiated planning. However, should policy reviews reveal an impact the Policy will be rewritten to take account of this.

8. Related Policies

- Children in Care Policy
- City Academy Disability Access and Accessibility Plan



- City Academy SEND Policy
- Safeguarding Policy
- Supporting Students with Medical Conditions Policy
- Admissions Policy
- Exclusion Policy
- Behaviour Policy

Appendix 1

Definitions

Types of discrimination

Direct discrimination is always unlawful. It occurs when a person is treated less favourably than others in the same circumstances because of a protected characteristic. An example of direct discrimination would be refusing to admit a student because of their race. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination can occur when a condition or requirement is applied equally (in a policy or practice) but is such that the proportion of members with a particular protected characteristic who can meet it is considerably smaller than the proportion of others. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified.

Harassment is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership and pregnancy and maternity) that has the *'purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct'*.

Associative discrimination is where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic.

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so. However, an employee is not protected from victimisation if they acted maliciously or made or supported an untrue complaint.

Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled adult or child at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer or service provider has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

Inclusion is when an institution adapts its policies and practices to ensure that everyone can take a full part in all activities and feels fully included in the life of the school.

Sex discrimination - direct sex discrimination means that students cannot be treated less favourably according to their sex or gender.

Gender reassignment discrimination - The Equality 2010 Act states that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is in the main unlawful.

Sexual orientation discrimination- discrimination in connection with employment or the provision of education on grounds of sexual orientation is unlawful under the provisions of The Equality Act 2010.

Race discrimination - race is defined in the Equality Act 2010 as including colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with employment or provision of education on grounds of race is generally unlawful under the Act. Academies and schools have a statutory general duty to promote race equality and eliminate unlawful racial discrimination.

Religion or belief discrimination - religion means any religion or belief and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

Disability discrimination The Equality Act 2010 states that academies and schools must make reasonable adjustments for disabled students (as well as their parents./ carers or disabled staff) , but there are more specific requirements for students with special educational needs under SEND legislation and policy.

Accessibility for disabled students should be considered by academies who should look at access to the curriculum, information and the built environment. There is also an anticipatory duty so the Academy should plan to include the widest range of disabled children and adults in its community. There must be a written accessibility plan which should be implemented within a reasonable time. See Academy Admissions Policy, Accessibility Plan, SEND Policy and Academy Exclusion Policy.

English as an Additional Language refers to learners whose first language is not English. They may already be fluent in several other languages or dialects, and may be advanced bi-lingual learners with good oral English skills. We do not consider English as an Additional Language (EAL) to be a Special Educational Need, and we recognise that learners with EAL benefit from the ability to live and learn in more than one language.

Note: City Academy is a diverse school with 50% population of EAL (English as an Additional Language) students. Due to its location City Academy has a high level refugee, asylum seeking and migrant communities. Therefore, reference to those groups is included in this policy.

Asylum seeker is someone who has submitted an asylum claim but whose claim has yet not been successful. This person would have applied for asylum on the grounds

that returning to his or her country would lead to persecution on account of race, religion, nationality or political beliefs.

Refugee is a person who has fled their country of origin as an asylum seeker but has been granted refugee status by the Home Office. It is likely that they are unable or unwilling to return to their home country because of a well-founded fear of being persecuted because of their race, religion, nationality, membership of a particular social group or political opinion.

Economic migrant is someone who leaves his or her country of origin for financial and/or economic reasons (although increasingly people are also fleeing poverty, disease or environmental disasters). Economic migrants do not fall within the criteria for refugee status and are not entitled to receive the same international protection.

Resettlement is the transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them. The refugees will usually be granted leave to remain or some other form of long-term resident rights and, in many cases, will have the opportunity to become citizens.

Appendix 2

City Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements include:-

- Challenging the lack of diversity in the teaching workforce

Since the first airing of the Bristol Inside Out West programme in September 2018 re the lack of Black teachers in Bristol, this programme and agenda has generated considerable media interest.

Aisha Thomas, Assistant Principal for Inclusion at City Academy has become a spokesperson for this agenda at local, regional and national level.

The programme is now a permanent feature on the BBC You Tube page and had received celebrity retweet from Sir Lenny Henry, Floella Benjamin and Maya Jama.

This has led to a commitment from the Cabot Learning Federation to prioritise the need to support the Recruitment and Retention of BAME teachers.

This platform has raised the profile of City Academy and the Cabot Learning Federation and provided the staff and students at City Academy with some amazing opportunities.

- Improvement of Black History in curriculum

City Academy took part in the Bristol Old Vic 'Year of Change' - 'City Conversations'.

We hosted the first event which was a fantastic event for City Academy, Cabot Learning Federation and the local community.

City Conversation made 5 pledges, two of which Aisha Thomas (Assistant Principal) was asked to support. City Academy and Cabot Learning Federation agreed to support these.

Pledge 1: #Bristol One Curriculum

Pledge 3: #Representation in employment

Students at CAB have since created films for Bristol Old Vic, been invited to attend shows and participate in after-school competitions.

City Academy have also agreed to participate in a three school pilot via PSHE. The aim of which is to demonstrate how schools can begin to support the work around empowering students with greater knowledge re BAME history and the building of resources that support decolonisation of the curriculum.

- Events, trips and activity specifically focused on Equality Diversity Inclusion (Race, Ethnicity and Religion).

Students have been involved in the following amazing projects this year (2018/19):

- Fearless Project – In partnership with Integrate UK and Merchants Academy – Tackling racism across the city
- Bristol University -Professor Steven Eichhorn, Chair in Materials Science and Engineering and Diversity lead for the faculty -getting more BAME boys pupils into engineering.
- University West of England –Dr Udonna Okeke, Lecture in Engineering and Diversity lead for the faculty -getting more BAME females pupils into engineering.
- HPV filming with the BBC London (October 2018) - Shanae Denis BBC News filmed a short film which explores the uptake of the HPV vaccination within black and Asian communities
- Romani Project with LPW (activity happening both in school and during evening sessions at ECC and Felix Road
- BAME student and Police round table discussion
- Trip to Watershed to watch 'Dear White People'
- Barbershop Chronicles theatre production – Bristol Old Vic
- Custody Play – Malcolm X Centre
- Chineke BAME Orchestra – Malcom X Centre
- Launch of a LGBTQ+ Lunchtime club
- Awards and nominations
 - 2019 Sharpshotz Winners #redtalks - Raising awareness re period poverty.

- Nomination - UWE Diversity Awards -Aisha Thomas, Assistant Principal at City Academy Bristol, for her nomination in the Positive Role Model Award: Race/Ethnicity

- Nomination - Race/Ethnicity, and to the whole staff team for the Cabot Learning Federation nomination in the Diversity in Education category

The pursuit of the EDI agenda is a continuous process and our next objectives are:-

- Ethnic Diversity Inclusion- Increase the number of BAME staff recruited into teaching and support roles at CAB. This forms part of the wider CLF commitment to increase BAME Recruitment and Retention in their schools.
- Disability- Increase academic outcomes and attendance for SEND students.
- LGBTQ- through the PSHE curriculum, raise the profile of this group and ensure that issues relating to intersectionality are addressed.
- Prejudice- Develop a robust system that will ensure that prejudicial incidents are dealt with. Ensuring there is support for the victims and education for the perpetrator.
- Romani Gypsy Traveller Communities- Develop a support program to support GRT students both with academic attainment and attendance.