



**Cabot**  
Learning  
Federation

EDI Statement  
CLF Post 16  
Academy

### History of most recent statement changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Sept 24	4		Update to reflect previous year's work and current practice
Sep 25			

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## 1 Introduction

CLF Post 16, as 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 2024/25 we have participated in the Leeds Beckett Award for Anti racism, this has been led by the equality, diversity and inclusion lead. We have also ensured we have given student opportunities to form student councils where they are able to discuss and have a voice on all matters, including EDI.

Our physical space has welcome signs in different languages, we regularly monitor the site for changes that may need to be made to ensure all reasonable adjustments are considered in our offer. We have celebrated with our community events such as Ramadan, Eid and Show Racism the Red Card. In addition, we have marked important dates such as Black History Month and LGBTQIA+. We have worked with organisations some as Equaliteach and SARI and reviewed all policies through an EDI and Anti Racism lens.

Throughout our PSHE and curriculum curation we have ensured EDI and Anti Racism specifically is considered and implemented where appropriate in teaching and learning and consider in all matters including behaviour logs and contact with parents/carers.

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. We have drop down days that have external partners attend the academy who represent EDI broadly.

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 support where applicable. We have also used an external partner for assessment (including Educational Psychologist) counsellors and mentoring services for needs that are related to social emotional and mental well-being.

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 and information communicated to parents in our main additional languages.

Our friends and family of Post 16 group is beginning in Term 2 and offers the opportunity for parents to attend coffee mornings and events giving the opportunity to forge stronger connections with our community.

#### Objective/Actions for 2025-26

##### 3.1 Communication

Ensure communication method has clarity for staff and families and is accessible. Our Friends and family of Post16 will be key to drive this. Along with reduction of barriers for parents and carers with communication and visits to the site.

##### 3.2 Curriculum

Embed EDI within curriculum areas, this is specifically important for students from marginalised backgrounds to be able to see themselves in the curriculum.

##### 3.3 Celebration

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

*We care with you, believe in and achieve with you.*

The focus for our EDI work will be driven through the lens of EDI broadly but with a unapologetic lens of Race and Culture.

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

Our AIP sets out our drive for anti-racism specifically to become an embedded feature of our academy.

Our three pillars have specific focus on **curriculum** Subset 1: Teaching and Learning, Subset 2: Assessment.

**Inclusion** - Subset 1: Meeting needs, safeguarding. Subset 2: House system, rewards etc .

**Communications** (Operations and exams).

All of which are connected to work across and through to ensure the goal is achieved.

#### 4.1 Communication

Communication in home languages where possible, use of short concise communication and 'less is more approach' to not flood families with large amounts of information to digest. This will reduce barriers and open the academy to more communicative approaches.

Curriculum audits and planning take place over the year to offer a critical lens to opportunities to use EDI within the curriculum and within the physical environment. Metacognition is also a feature this year. Do all students know why they are studying x, How to study x, the progress being made in X?

We are committed to raise the attendance and attainment of all students with a specific focus on students with additional challenges (SEND, SG, Disadvantage etc). Working with Lana Crosbie 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. This is a feature of CPD for the pastoral team.

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.

#### 4.2 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.

### 5 Closing Statement

At CLF Post 16 we are committed to building a diverse, equitable and inclusive academy. We will proactively be addressing these through examination and change to:

- Policies, practices, and procedures.
- Appropriate training, development and experiences of all staff.
- Promotion of excellence in our curriculum planning and delivery.

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.