

March 2023

## **Equality, Diversity and Inclusion Statement**

Bristol Metropolitan Academy, part of the Cabot Learning Federation (CLF), recognises, and celebrates diversity, including that which exists 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.

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 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

At Bristol Metropolitan 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. This is a continuous process where long term and sustainable plans are key.

Bristol Metropolitan 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 Bristol Metropolitan Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements in 2019-2020 include: -



**1. We addressed the opportunity of staff representation to provide role models to children**

- A member of the senior team is now leading on an EDI audit of staff to baseline our representation. An action plan will then be drawn up on how to try to use our already diverse staff body but also how to diversify further.  
We have also used Black History Month to produce staff profiles for students to learn about cultural heritage of some of our staff and are currently doing some “sporting background” profiles to demonstrate staff interests. We have added “Currently Reading” tags to our email sign offs to raise the profile of literacy.

**2. We raised the attendance of pupils whose English is not their first language and our most vulnerable learners, particularly those from financial disadvantage**

- 2019-20 has produced complicated data due to the Covid-19 pandemic and school closures. However, for the year to date upon closure:  
EAL Attendance = 94.4% which was favourable to non-EAL by 0.2%. This was broadly similar to the previous year.  
For PP students’ attendance = 93.1% meaning a 1.9% gap to their peers. Compared to the previous year this was an improvement by 0.3%.

**3. We raised the attainment of pupils who are financially disadvantaged (pupil premium)**

- Summer 2020 CAG outcomes put 9-4 Basics at 54% for PP (gap 18% v. a national gap of 27%) against a Summer 2019 outcome of 42% (gap 30%).  
A8 rose to an overall of 4.22 for PP compared to a value of 4.19 in Summer 2019. Although only a slight further rise this was 3.73 in Summer 2018 so the 2-year rise is significant.

**4. We explored further opportunities for inclusion group to complement the LGBTQ working group**

- The LGBTQ group has moved to an academy wide LGBTQ voice group. A dedicated email inbox has been implemented for two-way flow communication; information is sent out to all staff and students from this mailbox but staff and students are also encouraged to contribute thoughts back.

**5. We analysed our communications methods (newsletters, social media) to see who within our community is engaging and then reached out to those currently not engaging**

- Although the analysis of the engagement did not taken place in 2019-20 we have tried to diversify the methods used to disseminate information. In addition to written communication we have used video briefings and audio transcription of communications hosted on our YouTube channel. Information is sent by email, text message and our twitter feed.

The pursuit of the EDI agenda is a continuous process and our next objectives in 2020-21 are: -

1. Bias - To be conscious of the use of language that has an unconscious bias, especially around careers and gender stereotypes.
2. Disability - Increase academic outcomes and attendance for SEND students.
3. Prejudice - To train staff on how to respond effectively to prejudice-related bullying.





4. Equality - To raise awareness of the protected characteristics within and beyond the school community through the curriculum.
5. Governance - There is an EDI link on the Academy Council and the Academy council have appropriate training around EDI

Cameron Shaw  
Principal

