



# CLF Equality, Diversity and Inclusion Statement

Academy Name: Wicklea Academy

Implementation Date: May 2024

Approved By: CLF Board

Review Frequency: Annual

Date of Next Review: May 2028

*Equality information is updated annually and reviewed with the most recent review completed in September 2025. Equality objectives are set on a four-year cycle [2024-2028]\* and are reviewed annually to monitor progress. The next scheduled review is May 2028.*

Wicklea 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, 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:

1. Ensuring that all students maximise their potential regardless of their background or characteristics.
2. Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.
3. 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.
4. Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
5. Harnessing the power and leverage of leadership within the Academy
6. Celebrating the opportunities created through EDI

At Wicklea 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.

Wicklea 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 Wicklea Academy has supported the aim to positively encourage EDI.

Our specific diversity related achievements and activities include:

- 1. Opportunities within the curriculum to learn about cultural and religious customs and festivals, including local trips and speakers.**
- 2. Raise the attendance of pupils with SEND.**
- 3. Raise the attainment of pupils who are financially disadvantaged (pupil premium).**
- 4. The curriculum teaches children through key concepts within local and global contexts and for example, as geographers or as people who are religiously conscious, or as historians, and this will ensure they have had regular opportunities to begin understand their diverse world.**

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

1. To raise awareness of the protected characteristics within and beyond the WLA community through the curriculum.
2. To raise the attendance and attainment of learners who are disadvantaged.
3. Ensure there are clear links in all aspects of the curriculum and assemblies using 'No Outsiders' resources.
4. To develop policy and practice across the academy including ongoing monitoring

Heather Morris  
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May 2024