

# **Monkton Wood Academy**

## **EDI Statement 2025 - 26**

### **Introduction**

Monkton Wood 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.

### **Commitment to Equalities Act**

We recognise the following duties under the Equality Act 2010:

- Eliminating discrimination, harassment, victimisation and other conduct 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.

### **EDI work and success at your Academy**

Throughout the academic year 2025-26, We have worked to:

- Increase the feelings of safety for our staff and students.
- Increase the opportunities for staff and students to celebrate their diversity in a range of extra-curricular clubs and groups.
- Educate and inform students on historical events that have shaped the diverse community that we are a part of in the form of our personal development curriculum and assembly program.
- Develop the sense of belonging for every member of our academy community, highlighted and celebrating our similarities and differences through togetherness assemblies.
- Work with external agencies, such as the anti-bullying alliance to explore the roles associated with bullying and provide students with the tools to be able to report and challenge these harmful behaviours.
- Worked alongside the police to explore the consequences of hate speech, hate crime, homophobic/transphobic and racist language in our community.
- Worked alongside youth working groups, such as REACH to explore the impact of misogynistic views for a number of vulnerable student groups.

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- Improvements to SEND provision (both universal and specific bespoke provision) have been a focus for all staff, driven by our SENDCO. Ensuring that student needs are communicated clearly, and information is up to date to ensure all students are able to receive a bespoke education, no matter of year group or curriculum being taught.
- Staff champions and support groups created to support identified areas of need within the school such as supporting staff experiencing menopause.

### **Objective/Actions for 2025-26**

- To gather more student voice around the gaps that they see in our extra-curricular program, and to provide more opportunities for students to gather in their own communities to increase their sense of belonging to each other and to the school, whilst providing them with a platform to share their experiences with the whole school community.
- To identify other gaps in our offer amongst staff, via the wellbeing committee and provide more support for groups that we may not have previously identified.
- Continue to develop our PSHE and RPE curriculums to ensure wide coverage of awareness and understanding of EDI.
- To build on the success that we have encountered within our House system by increasing the celebration and rewarding active participation in community projects both in school and in the wider community.

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

- Feelings of safety for students continue to form one strand of our Academy Improvement Plan. This is overseen by the senior leadership team and will be implemented in a number of ways. We intend to increase the number of student leadership roles that we have in the academy and are continuing to develop effective communication platforms through our increased presence on social media.
- Staff welfare remains a key consideration amongst our leadership team, and regular meetings will continue to be conducted under the leadership of the vice principal.
- Our professional development cycle will look at the individual needs of our students and provide all members of staff with guidance in how to support students on the SEN register.
- Our academy employs a lead professional for our PSHE, who tailors our curriculum to the ever-changing need of our students and communities.
- School culture remains a focus of the academy. Our academy senior leadership team includes a role focusing on culture and ethos, which includes reflecting on our sense of belonging, house system and celebration and reward strategy.

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### **Closing Statement**

At Monkton Wood Academy we are committed to fostering a culture where equality, diversity, and inclusion are not only respected but actively celebrated. We believe that every student, regardless of their background, identity, or ability, deserves to feel seen, heard, and valued. Through our curriculum, community, and everyday interactions, we strive to create a safe and supportive environment where differences are embraced, and everyone is empowered to reach their full potential. Together, we are building a school where inclusion is not just a value — it is a lived experience.