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September 2025

CLF Equality, Diversity and Inclusion Statement

Wallscourt Farm Academy, part of the Cabot Learning Federation (CLF), continues to recognise and celebrate the diversity within our pupil and staff populations and the communities we serve. We remain committed to advancing equal opportunities for all and eliminating discrimination on any basis, including the Protected Characteristics defined by the Equality Act 2010. 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 Wallscourt Farm 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.

Wallscourt Farm 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 Wallscourt Farm Academy has supported the aim to positively encourage EDI. Our specific diversity-related achievements in **2024/25** include:

1. Embed diverse texts into enquiry and reading practice, with pupil-led reflection

- In 2023–24, we created a diverse and representative reading spine for each year group, mapping texts to enquiry questions and PSHE themes. These texts were selected to reflect the Protected Characteristics and promote identity, belonging, and respect. Learners engaged with stories that challenged stereotypes and celebrated difference — including Elmer, The Name Jar, Rumaysa, Wonder, and And Tango Makes Three.
- In 2024–25, we focused on embedding these texts more deeply into enquiry and reading practice. Staff engaged in curriculum enactment CPDL sessions that explored how curriculum is structured as narrative over time, with a strong emphasis on inclusive excellence and conceptual coherence. This included planning around substantive and disciplinary concepts, and ensuring that texts supported learners to build a sense of self, place, and agency.

- Texts were used intentionally to spark discussion around identity, neurodiversity, and belonging. For example, during Autism Acceptance Month, learners who identify as autistic led a whole-school gathering, sharing their lived experiences and introducing inspirational neurodivergent figures. This built on earlier work during Neurodiversity Week and reinforced the inclusive ethos of the academy.
- Pupil voice was central to this work. Learners reflected on how stories helped them understand difference, challenge stereotypes, and build empathy. Gatherings such as the story of Toby and Amos in KS1, and crime and consequence sessions in KS2, linked texts to real-life themes of friendship, respect, and accountability. These reflections were captured through pupil-led discussions, celebration charts, and feedback loops.
- Staff also engaged with trust-wide CPDL on reading, including insights from Mary Myatt, which emphasised the power of reading aloud, implicit vocabulary development, and equity in reading provision. These principles informed text selection and classroom practice, ensuring that all learners had access to high-quality, inclusive literature.
- The EDI lead and curriculum teams carried out learning walks, book looks, and pupil voice interviews to monitor impact. Staff reviewed library collections and enquiry texts to ensure continued alignment with our ethos and values. The use of new learning labels supported learner independence and reflection, helping children articulate what they were learning and how it connected to their identity and the wider world.
- This work has ensured that diversity is not only represented but actively explored and celebrated through reading and enquiry, with learners increasingly able to articulate their understanding of difference, empathy, and equity.

2. Use pupil voice to co-design inclusive practices and emotional safety strategies

- Throughout 2024–25, pupil voice has been central to shaping inclusive practices and emotional safety strategies at Wallscourt Farm Academy. This work has built on the foundations laid in previous years and has evolved into a responsive, co-designed approach that reflects the lived experiences of learners.
- In Term 3, we introduced a new regulation space called The Hive, designed in direct response to pupil feedback and behaviour data. Learners who experience dysregulation, many of whom are on the SEND pathway, contributed to the design of the space, which is used to Regulate, Recover and Reset. The Hive is staffed by trusted adults, including our Thrive Practitioner and Teaching Partners, and includes personalised Celebration Charts co-created with learners and families. These charts use ELLI characters and Real Nectar Points to help children reflect on their learning skills and emotional regulation strategies.
- Behaviour plans and Signs of Distress charts were also developed collaboratively with learners and families. These tools map out individualised responses to emotional triggers and outline steps for de-escalation, ensuring that learners feel heard, supported, and safe. The co-design process has strengthened relationships between staff, learners, and families, and has led to a reduction in behaviour incidents across the school.
- In response to pupil voice around friendship dynamics and emotional safety, particularly in Year 2 and Key Stage 2, we introduced structured interventions such as social stories, restorative conversations, and peer-led initiatives. These were supported by targeted gatherings and curriculum sessions focused on kindness, respect, and inclusion.
- The safeguarding team has embedded pupil voice into weekly meetings and strategic planning. Learners have contributed to the development of safeguarding priorities, including the creation of learner-friendly policies and the planning of responsive gatherings such as the Crime and Consequences session led by PCSO Sam Norster in Term 6.
- This year's work has demonstrated that when learners are actively involved in shaping the systems that support them, the outcomes are more meaningful, inclusive, and effective. The co-designed strategies have not only improved emotional safety but have also fostered a deeper sense of belonging and agency across the school.

3. Extend staff CPD to include identity-based safeguarding and inclusive communication

- In 2024–25, Wallscourt Farm Academy extended its staff professional development programme to include identity-based safeguarding and inclusive communication, ensuring that all staff — including lunchtime leaders and wraparound care staff — were equipped to respond to the diverse needs of learners.
- This CPD offer included:
 - Training on prejudicial incidents, with staff supported to respond consistently and restoratively to incidents involving racism, ableism, and gender-based harm.

- Safeguarding walkthroughs and audits, which identified areas for immediate improvement (e.g. supply staff induction) and longer-term development, such as mapping the safeguarding curriculum and strengthening quality assurance processes.
- Trust-wide collaboration days, where subject leaders shared inclusive curriculum enactment strategies focused on “meeting need,” including how to adapt teaching for learners with protected characteristics.
- The safeguarding team implemented a new structure for monitoring CPOMs logs, enabling leaders to spot patterns and respond to identity-based harm more effectively. DSLs and DDSLs received updated training, and new Assistant Principals shadowed safeguarding leads to build confidence in responding to complex cases.
- Staff were also supported to reflect on inclusive communication through peer review book looks, formative assessment workshops, and the development of simplified learning labels. These tools helped staff better understand how to give feedback that affirms identity, supports emotional regulation, and promotes learner agency.
- The scrutiny panel recognised the strength of WFA’s inclusive culture, noting the clear commitment to equity, belonging, and identity-based safeguarding. Staff were praised for their relational practice and their ability to use pupil voice and lived experience to shape provision.
- This year’s CPD programme has helped embed inclusive communication and identity-based safeguarding into the daily practice of all staff, strengthening the academy’s culture of care, respect, and equity.

4. Strengthen celebration systems and leadership pathways to challenge stereotypes

- In 2024–25, Wallscourt Farm Academy deepened its commitment to inclusive leadership and celebration systems, using pupil voice and identity-based reflection to challenge stereotypes and promote belonging.
- A key development was the expansion of peer-led leadership pathways, particularly through the lunchtime football initiative in Key Stage 2. In response to pupil voice, learners were trained as Peer Referees using the Premier League’s Play the Right Way values. These roles provided opportunities for older pupils to lead with fairness, emotional regulation, and sportpersonship. Learners reflected on the challenges and rewards of leadership, and their feedback directly shaped the next phase of the initiative.
- Celebration systems were also strengthened through the use of ELLI characters, Real Nectar Points, and Celebration Charts in The Hive. These tools helped learners recognise and celebrate their learning behaviours, emotional growth, and contributions to the community. Charts were co-created with learners and families, and used to affirm identity and promote success in a personalised way.
- Whole-school gatherings continued to challenge stereotypes and promote inclusive narratives. Highlights included:
 - Autism Acceptance Month, led by learners who identify as autistic, sharing their lived experiences and introducing inspirational neurodivergent figures.
 - Neurodiversity Week, which reinforced the message that difference is not deficit.
 - Gatherings on disability and friendship, using stories like Toby and Amos to model empathy and resilience.
 - Crime and Consequences workshop, delivered by PCSO Sam Norster, helping Year 6 learners understand accountability and challenge assumptions about behaviour and identity.
- These celebration systems and leadership pathways have helped learners see themselves as valued contributors to the school community. They have also provided platforms to challenge stereotypes, affirm diverse identities, and promote inclusive excellence.

The pursuit of the EDI agenda is a continuous process and our next objectives in 2025/26 are:

1. **Embed adaptive teaching strategies** to ensure inclusive and consistent practice across all zones, supporting learners with SEND, EAL, and those working at an earlier stage.
2. **Respond to prejudicial incidents and national concerns** around race, gender, and microaggressions through curriculum, restorative systems, and safeguarding education linked to British Values.
3. **Strengthen family partnerships** through the PINs programme and Cradle to Career (Reach Partnership), co-designing inclusive strategies and community-led solutions.
4. **Promote pupil voice and staff representation** by expanding oracy-rich leadership pathways for learners and continuing to diversify staff teams, ensuring visible role models across the academy.

Charlotte Black
Principal



“The correct analogy for the mind is not a vessel that needs filling, but wood that needs igniting.”

Plutarch