



Cabot
Learning
Federation

April 2025

CLF Equality, Diversity and Inclusion Statement

Heron's Moor 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 Heron's Moor Academy recognises the positive impact that a cohesive and inclusive EDI strategy can achieve. This includes but is not limited to:

1. Ensuring that all pupils maximise their potential regardless of their background or characteristics.
2. Responding to the changing diversity of our pupils, communities or colleagues and the opportunities this presents.
3. Addressing under representation within the workplace and 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

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At Herons' Moor 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.

Hérons' Moor 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 the Herons' Moor Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements in 2024 – 2025 include:

1. We have continued to embed the CLF curriculum and used money from our school fair to purchase books which had an EDI theme.
2. We ensured any trends such as gender issues were picked up in our data and any appropriate action was then taken. In this year, Y2 boys writing/reading data scores were low due to SEMH difficulties so we ensured the class reading books that were chosen would appeal to boys particularly. Whenever we have a new set of data published, we look for trends across a year group/class. This is done with class teachers in pupil progress or core team meetings so the teacher can then plan appropriate interventions such as Y6 writing breakfast booster groups which were very successful.
3. Our whole-school assembly plan has evolved to ensure EDI is represented regularly (eg equity v equality)

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

1. To reduce the gender gap between boys and girls especially in maths by building self-esteem and confidence as well as developing a positive attitude towards being a mathematician at HMA
2. To reduce the gap between PP children and all children in attainment and attendance measures. These children are always our priority and all staff know this.
3. To ensure our SEND children receive the best opportunities for learning as possible by ensuring their individual plans have detailed small, stepped targets to achieve.
4. To continue our close links with Baytree Special School, so the children from both schools' benefit from being in this shared building.
5. To embark on our 'No Outsiders' journey by investing in the work Andrew Moffat has carried out and deliver this learning experience through children's books