



Principal: Mrs Samantha Hodder

Uphill Village Academy, Old Church Road, Uphill, Weston-super-Mare BS23 4XH
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September 2023

Equality, Diversity and Inclusion Statement

Uphill Village Academy 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, race, gender, gender identity, age (except pupils), marriage or civil partnership, pregnancy or 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:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across characteristics - between people who share a protected characteristic and people who do not share it.

Regardless of the statutory responsibilities, Uphill Village Academy 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 workplace 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 school.
- f. Celebrating the opportunities created through EDI.

At Uphill 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 and fostering an inclusive culture where differences are valued and enhanced.



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Active Healthy Schools Award





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Uphill Village Academy holds a long and deep commitment to welcoming diversity, examples of which are demonstrated on a day-to-day basis throughout the school. The culture of the school supports the aim to positively encourage EDI. Our specific diversity related achievements in 2022-23 include: -

- a) To continue to extend curriculum opportunities to work with schools within the region, notably Bristol, to engage our pupils with other pupils of a similar age but different backgrounds.**

This year children across the school have taken part in a number of extra-curricular activities aimed at exposing them to different cultures, these have included:

- Taking part in a linking programme with Minerva Primary Academy, this involved year 5 taking part in a series of joint lessons and then meeting on the beach in the summer term for a celebration event.
- CLF events, including Big Bake, Pupil Parliament and sport competitions
- Sporting opportunities across North Somerset.

All of these have involved children from our school mixing with a wide range of different races and cultures across the CLF and other schools.

- b) To close the gender gap in writing across the academy**

- o The gender gap has closed for writing in most year groups. Below are figures against age related expectations for each year group

Year Group	Boys	Girls
Y6	75%	75%
Y5	64%	67%
Y4	82%	79%
Y3	65%	73%
Y2	74%	59%
Y1	84%	90%

- c) To ensure that there are opportunities for children to discuss and debate issues relating to EDI across the curriculum**

- o Council Crew remains the vehicle to discuss and debate EDI issues at a whole school level and has taken place throughout 2023. We have also spent time looking at our PSHE curriculum and ways in which EDI can be embedded across this curriculum.
- o Assemblies have had an EDI focus and books used with children have reflected a variety of cultures



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- We have invited visitors to run workshops/ assemblies for the children, these include: Kooth, Revealed Projects, Deaf Awareness, Young Carers etc.
- During terms 5 and 6 children took part in an after-school debate club which focused on debating issues relating to EDI.
- Talk Tuesday has been introduced in classes to encourage discussion and debate and build on oracy practices. This has involved themes centred around EDI issues
- Religious education teaching has been reviewed to ensure discussion and debate are a major part of each lesson. Themes within this address tolerance, beliefs, acceptance, diversity.

d) To embed an EDI theme when reading for pleasure with children, using this as an opportunity to discuss and debate issues.

- This year we have purchased more books, carefully selecting them so they provide challenge and address different EDI issues. These are used in rotation by year groups to ensure children have exposure to a wide range of EDI issues.
- This year's poetry slam was centred around EDI themes.

The pursuit of our EDI strategy is a continuous process and our current objectives in 2023-24 are:

- To continue to extend curriculum opportunities to work with schools within the region, notably Bristol, to engage our pupils with other pupils of a similar age but different backgrounds.
- To close the gender gap in writing in Y3 and to close the gap in maths in Y6
- To ensure that there are opportunities for children to discuss and debate issues relating to EDI across the curriculum.
- To extend the number of visitors into school in order for children to hear real stories around some of these issues.
- To embed an EDI theme when reading for pleasure with children, using this as an opportunity to discuss and debate issues.



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