

# DEIB Statement -MPA 2025-2026

## **Introduction**

Minerva Primary 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, gender, gender identity, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics). Diversity, equality, inclusion and belonging (DEIB) underpin all we do as we aim for a fully integrated academy where everyone can have pride in their identity.

## **Commitment to Equalities Act**

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, Minerva Primary Academy recognises the positive impact that a cohesive and inclusive DEIB strategy can achieve. We aim to:

1. Recognise that privilege exists and understand its impact on the academy and wider society. We actively work so that disadvantage can be overcome, and equity be reached so that all staff and students of all backgrounds maximise their potential, delivering equity of opportunity for all our staff and pupils
2. Ensure we promote an inclusive culture through our values and curriculum where all students learn about similarities and differences. These differences are valued and promoted to foster pride in identity and to promote integration and acceptance
3. Provide opportunities for critical thinking about stereotypes and situations to overcome prejudice using books and planned curriculum content
4. Ensure that prejudice is actively challenged and reported. Time is built into the timetable to address and respond through more education when necessary
5. Ensure all staff and students feel recognised, safe, valued and accepted
6. Respond to the changing diversity and needs of our students, communities or colleagues
7. Address under representation within the workplace, including leadership positions. We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important
8. Deliberately pursue strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
9. Celebrate the opportunities created through DEIB for all
10. Recognise equality, diversity and inclusion literacy amongst teachers and staff is an ongoing process, ensuring that DEIB becomes the responsibility of all staff and therefore needs to be key in professional development
11. Listen and respond to the lived experiences of students and staff as well as the wider community.
12. Recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key.

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13. Recognise that the school environment needs to reflect and support the diversity in our community and can be used to support inclusion
14. We acknowledge that current political divisions within the UK may appear to conflict with the British values we promote in school, such as democracy, mutual respect, and tolerance. We recognise that this may cause concern for some children and families, and we remain committed to fostering a safe, inclusive environment where these values are consistently upheld.
15. Review and monitor where more work needs to be done to provide equity for all

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

Minerva Primary 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 Minerva Primary Academy has supported the development of DEIB. Our specific diversity related achievements include:

- Children with English as an additional language achieve as well as and often better than other children in MPA and nationally. For example, below is our end of KS2 data for 2024-2025 where children with EAL achieved better across the board compared to their cohort and nationally.

	% of Y6 children achieving ARE	% of children with EAL achieving ARE	National average of children with EAL achieving ARE
Reading	90%	95%	69 %
Writing	85%	84%	71%
Maths	85%	89%	77%
Combined	80%	84%	60%

- The data for children with SEND shows that they demonstrate good progress. In fact, although not the same percentages are at ARE, in reading, writing and combined, this is above national average. In maths, this current year's data does show to be below average and we are aware of this. We identify gaps and promote fluency of number facts as well as supporting reasoning.

	% of Y6 children achieving ARE	% of children with SEND E achieving ARE	National average of children with SEND E achieving ARE	% of children with SEND K achieving ARE	National average of children with SEND K achieving ARE
Reading	90%	100%	19%	71%	48%
Writing	85%	100%	12%	43%	36%
Maths	85%	100%	17%	29%	44%
Combined	80%	100%	9%	29%	26%

- The most recent OFSTED report states that 'The school celebrates individual differences. Pupils are taught to respect all cultures and religions. These strong values can be seen in the way pupils respect staff and each other.'

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- There are opportunities within our Minerva Global Citizens curriculum to learn about the diverse faiths represented at the school, including visits to places of worship and visitors coming into school. Other opportunities include weekly visits and opportunities within our community such as the local 'Silver Explorers', a group of retired locals, joining residents in a home for adults with physical and medical needs. This has been extremely successful and joy-filled for both children and adults.
- Our school building is completely accessible to wheelchair users and seek and implement advice from professionals when children join us with different disabilities such as visual & hearing
- Our pupil council and other pupil led groups are fair representation of student voices across gender, ethnicity, and SEND.
- Development of whole school celebrations including international fair (2024 and 2025) and Interfaith week (2025) both of which were well attended by families of all backgrounds and faiths and children demonstrated their pride and sense of self and belonging through their voice.
- Our assembly overview helps track the DEIB whole school messages and national/local celebrations over the year including Black History Month, World Afro Day, Neurodiversity Celebration Week, LGBTQ history Month and specific faith celebrations that represent our community.

### **Objective/Actions for 2025-6**

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

- To ensure fair representation of student voices across gender, ethnicity, and SEND.
- To continue to develop the whole school overview of all the figures and famous people the children study across the curriculum to ensure diverse coverage, to highlight this to staff and to share with the community.
- Ensuring subject leaders take action to ensure the resources and foci of their subjects is planned with a DEIB lens through subject specific monitoring and evaluating exercises. Ensure new subject leads are aware and continue with other subjects. Raise profile of the work that has been/ is being led to promote equity in the curriculum
- Continue to develop our whole school recognition and teaching of all protected characteristics, including celebrating Black History Month, LGBTQ history month in February and developing our support in school for those who identify as Young Carers.
- Develop DEIB Global Citizens calendar of events to recognise in the academy linked to staff and pupil background for religious and cultural events. Mark in a variety of ways including, posting on social media, assemblies, books, global citizens time, PSHE, celebrations, school weeks and months.
- Recognise and plan for an increased number of families where English is an additional language through our improving communications and gathering a representative voice.
- Continue collating resources guidance and steps for learners who are new to English for teachers and support staff and present in a manageable manner.
- Promote recognition of languages, countries and faiths represented in each class
- Work with EYFS team to develop home visit forms and questions that support open DEIB conversation i.e. pronouns, pronunciation, special events
- Empower staff with knowledge and resources through upskill sessions.

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- Develop support for families who are new to the country, especially those who are refugees. Support teachers with knowing their class, and how to support their class. Develop buddy systems across year groups.

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

This will be achieved through a whole school commitment to improving children's experiences which starts with the teaching assistants and class teachers, led strategically by the school's DEIB Lead, overseen by the Senior Leadership Team who will monitor and check that these actions and objectives are kept a high priority.

### **Closing Statement**

At Minerva Primary Academy, we have an enduring commitment to developing our practice around Diversity, Equality, Inclusion and Belonging, to ensure that all children who attend here experience acceptance integration and understanding as well as high expectations. We aim for all children and staff to develop a strong sense of belonging by prioritising DEIB in our culture and ethos. We recognise that we need to continually work closely with the local community and families to understand different experiences and that these will change over time.