



The Flying High Academy

Equality Information and Objectives

2026-2027

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements	10
5. Links with other policies	10

1. Aims

The Flying High Academy Equality Information and Objectives document sets out our commitment to ensuring that every pupil, member of staff and member of our wider school community is valued, respected and given the opportunity to thrive. We are committed to promoting equality, celebrating diversity, preventing discrimination and removing barriers that may affect learning, participation, achievement or independence.

The plan reflects our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty, alongside relevant guidance for schools. It provides a framework for ensuring that equality is considered thoughtfully in our decisions, policies and everyday practice, and that we actively work to promote equality of opportunity and positive relationships across our school community.

Equality and inclusion are central to our wider school improvement work. This plan directly supports our priority to strengthen strategic leadership of inclusion and embed an ambitious, responsive and sustainable approach that removes barriers to learning, participation and independence for all pupils, particularly those experiencing disadvantage or additional barriers. Through this plan, we will identify and respond to inequalities, listen to the experiences of our pupils, families and staff, and ensure that appropriate support and adjustments are in place. Equality is therefore not viewed as a separate area of school life, but as an integral part of our commitment to high-quality education, inclusion, belonging and positive outcomes for all.

Flying High Academy Ladybrook treats all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Flying High Academy is a mainstream primary school, which supports a wide range of backgrounds, needs and ethnicities. 'Relentless in excellence, united in heart' underpins everything that we do and, alongside our principle of 'Care', pupils are supported to achieve the best that they can in and beyond the classroom.

Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom. Equality at The Flying High Academy is always a priority and staff are trained in equality issues with reference to the Equality Act 2010.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring the school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers equality. If you have any concerns relating to equality in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of the Equality Act 2010 and reflects the Department for Education (DfE) guidance for schools on the Equality Act 2010. It also takes account of the Public Sector Equality Duty (PSED), which requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Act 2010 protects people from discrimination on the basis of nine protected characteristics:

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds). See our advice and guidance on [age discrimination](#).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

See our [disability advice and guidance](#) section.

Gender reassignment

The process of transitioning from one sex to another.

See our advice and guidance on [gender reassignment discrimination](#).

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

See our advice and guidance on [marriage and civil partnership discrimination](#).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non- work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Find out more about our work on [pregnancy and maternity in the workplace](#).

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. See our advice and guidance on [race discrimination](#).

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

See our guidance on [religion or belief at work](#).

Sex

A man or a woman.

See our [guidance on sex discrimination](#).

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

See our advice and guidance on [sexual orientation discrimination](#).

Schools have a responsibility to ensure that pupils and staff are not unfairly disadvantaged because of a protected characteristic and to actively promote equality of opportunity. This includes identifying and addressing barriers to participation and achievement, making reasonable adjustments where required, and fostering an inclusive school environment where differences are respected and positive relationships are promoted.

This Equality Information and Objectives document sets out how the school will meet these responsibilities and ensure that equality is embedded within our wider approach to inclusion, school improvement and the day-to-day experiences of our pupils, families and staff.

3. Action plan

This plan sets out the aims of our Equality Information and Objectives document in accordance with the Equality Act 2010, Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and Public Sector Equality Duty (PSED).

Equality Objectives

Our aims are to:

1. To remove barriers to learning, participation and achievement
2. To promote equality of opportunity for all pupils
3. To promote an inclusive culture and sense of belonging
4. To prevent and address discrimination
5. To use evidence to identify and address inequality
6. To ensure equality is embedded in school decision-making

School Context

**Data taken from the end of academic year 2025-2026 to inform the objectives and rationale. This is based on 447 pupils.*

Male: 48% Female: 52% Otherwise specified: 0%	PP: 32% Non-PP: 68%	SEN (inc EHCP): 15% Non-SEN: 85%	EAL: 19% Non-EAL: 81%	Majority ethnic category: White British 79% Others: 21%	Majority religion: Christianity 15% Other: 16% No religion: 38% Nothing identified: 31%
Other languages present within school: Chinese, English, Romanian/Moldavian/Moldovan, Polish, Greek, Romanian (Romania), Lithuanian, Italian, Turkish, Urdu, Panjabi (Pothwari), Siraiki, Latvian, Albanian/Shqip, Yoruba, Siraiki, Hausa, Bulgarian, Panjabi; Punjabi, Shona, Kurdish, Bengali, Russian, Chinese (Cantonese), Ukrainian, Twi, Sinhala, Pahari (Pakistan)		Other ethnic categories present within school: Bangladeshi, Black Nigerian, Chinese, Greek Cypriot, Italian, Kurdish, Pakistani, Turkish, White & Asian, White & Black African, White Eastern European		Other religions (including branches of Christianity): Muslim, Roman Catholic, Anglican/Church Of England, Protestant, Orthodox Catholic/Eastern Orthodox, Russian Orthodox, Romanian Orthodox, Buddhist, United Reform Church, Greek Orthodox	

The table below sets out how each equality objective plans to be addressed as well as the rationale.

Equality Objective	Rationale	Actions to be taken	Person responsible
1. To remove barriers to learning, participation and achievement Identify and address barriers experienced by pupils with protected characteristics, particularly those who are disadvantaged or face additional barriers.	Our diverse school community means that children may experience different barriers to learning and participation. With 32% of pupils in receipt of Pupil Premium, 15% identified as SEND and 19% with EAL, it is important that every child receives the support, adaptations and encouragement they need to thrive. Removing barriers enables children to develop their confidence, independence and potential and ensures that additional needs or circumstances do not limit their opportunities.	• Monitor barriers to learning and participation through assessment, observation and pupil voice. Discuss these at pupil progress or SEN meetings termly. • Ensure reasonable adjustments and accessible teaching approaches are consistently implemented, built through the school's universal offer. • For pupils who have EAL, they will be assessed on the Bell Foundation toolkit to identify their level of proficiency in English. • For children unable to access the curriculum through language or SEN barriers, targeted support and adaptations are made to accommodate. Examples may include using widgeits to consolidate new language or tracking learning through B Squared.	Inclusion Lead Teachers Teachers

	<u>Attendance</u> Pupils with SEN have a lower attendance (94.08%) to pupils without SEN (95.4%) and this attendance is lower than the school's target (97%). Of the other protected character groupings, there is no significant difference in attendance specifically. Actions aim to improve the attendance of all generally.	• Gather pupil and parent/carer voice to identify barriers not evident through data alone. • Review interventions and adjustments for impact (baseline, midpoint and end-point). • For children where attendance has become a barrier, the attendance policy will be followed and individual approaches will be taken to improve attendance and diminish further barriers.	Teachers Inclusion lead and team Attendance team
2. To promote equality of opportunity for all pupils Ensure that all pupils have equitable access to the curriculum, enrichment, leadership opportunities, resources and wider school life.	Every child should have the opportunity to discover their strengths, develop their interests and achieve their aspirations, regardless of their background or personal circumstances. Our school community is diverse so we want every child to feel that opportunities are open to them and that they are encouraged to aim high. In addition, the school aims to ensure that individual circumstances do not unnecessarily limit pupils' access to achievement, enrichment, leadership or future opportunities.	• Monitor achievement, attendance, behaviour and participation by relevant pupil groups. These are highlighted and discussed at pupil progress meetings. • Monitor access to trips, clubs, leadership, sport and other enrichment opportunities and identify and investigate significant differences between groups. • Provide equitable access to enrichment, leadership and pupil voice opportunities. Children will all have the opportunity to join the school council or be an ambassador. • Embed diversity across the school as part of a whole school approach (used as one of the curriculum principles). Represent a variety of diverse individuals each targeting protected characteristics. • Challenge gender, cultural, disability and other stereotypes that may influence pupils' aspirations or participation (including through planned lessons and reactively through discussions). • Ensure curriculum and aspiration-related activities encourage all pupils to develop their interests and potential.	Inclusion lead Inclusion lead Inclusion lead, teachers Curriculum lead Inclusion lead Curriculum lead Curriculum lead, teachers
3. To promote an inclusive culture and sense of belonging	Children learn and thrive when they feel known, valued, respected and that they belong. Our pupils come from a range of backgrounds, with 21% from ethnic groups other than White British and 19% with EAL, alongside a range of religious	• Develop a curriculum, reading offer and learning environment that positively represents diverse cultures, identities, families, religions and beliefs. • Provide opportunities to learn about and discuss different	Curriculum lead Teachers,

Develop a school community where diversity is valued, differences are respected and all pupils feel safe, included and represented.	and non-religious backgrounds. We want children to see their lives and experiences reflected positively in school while developing curiosity, understanding and respect for people whose experiences may be different from their own.	perspectives respectfully embedded throughout the curriculum. • Use assemblies, PSHE, RE and wider curriculum opportunities to promote mutual respect and tolerance. • Use pupil voice to evaluate pupils' sense of belonging and representation. • Celebrate diversity authentically while avoiding stereotypes or tokenism (culture day, opportunities to talk with children during class, class reads). • • Develop opportunities through the Family Hub to strengthen relationships with families and the wider community.	curriculum lead PD lead, curriculum lead, inclusion team Inclusion team Inclusion team
4. To prevent and address discrimination Ensure that discrimination, harassment and prejudice are recognised, challenged and responded to consistently and effectively.	Every child has the right to feel safe, respected and accepted at school. Children need to understand that differences should be valued rather than used as a reason to exclude, stereotype or harm others. Developing children's ability to recognise unfairness, challenge prejudice and treat others with dignity helps them become confident, respectful and responsible members of their school and wider community. Through further analysis of behaviour across school for the year 2025-2026, it was identified that 1.7% of incidents were related to racism. 0 incidents of bullying related to protected characteristics.	• Ensure staff understand discrimination, prejudice, harassment and victimisation and respond consistently through training. • Record and monitor discriminatory incidents, including those relating to race, disability, sex, religion or belief and other protected characteristics. • Ensure incidents are investigated, followed up and communicated appropriately. These are all logged on CPOMs and repeated to parents. Not only should there be an action for the instigator but also for the victim. • Use PSHE, assemblies, RE and curriculum content to challenge prejudice, stereotypes and discriminatory attitudes. • Deliver the Anti-Racism Education Programme across all year groups in KS1 and KS2. EYFS to experience more age-appropriate learning through storytelling and role play. • Teach pupils about rights, responsibilities and the rule of law. • Monitor whether particular pupils or groups are disproportionately affected by bullying or discriminatory behaviour. • Review trends and use them to inform preventative action.	Health and Safety lead Inclusion lead All staff DSLs and SLT Curriculum lead, PD lead Curriculum lead, PD lead Inclusion lead, curriculum lead Inclusion team, DSL, SLT

5. To use evidence to identify and address inequality Monitor participation, attendance, behaviour, attainment and wider outcomes across different groups and use this information to identify and address inequalities.	We want every child to have the best possible experience and outcomes at school. Looking carefully at children's experiences, achievement, attendance and participation helps us identify where some children may be facing additional barriers or receiving fewer opportunities. By listening to children and families alongside analysing school information, we can understand what is happening, respond early and continually improve the support and opportunities we provide.	• Undertake an annual equality review of relevant school data, updating this through the Equality Information and Objectives document. • Analyse attainment, progress, attendance, persistent absence, behaviour, suspensions, bullying and participation in enrichment. • Disaggregate data where numbers allow meaningful and responsible analysis. • Investigate significant differences and consider the underlying barriers rather than attributing differences to protected characteristics. • Combine quantitative data with pupil, parent/carers and staff voice. • Incorporate identified actions into school improvement planning. • Report key findings and actions to governors. Use this to complete actions for Objective 1 of the Equality Information and Objectives document.	Inclusion lead Inclusion team, attendance team, SLT Inclusion lead Inclusion lead Teachers, SLT SLT, headteacher Inclusion lead
6. To ensure equality is embedded in school decision-making Consider equality and inclusion when developing policies, allocating resources, planning provision and making decisions that affect pupils, staff and families.	Children benefit when decisions about their education and school experience take account of different needs, experiences and perspectives. Giving children meaningful opportunities to have their voices heard also helps them understand democracy, individual liberty, the rule of law, and mutual respect and tolerance. We want pupils to develop the confidence to express their views, understand that others may have different perspectives and see that their contributions can make a difference.	• Inclusion lead, who leads on equality, to be part of SLT. • Consider equality, accessibility and potential barriers when developing or reviewing policies and significant changes to provision. • Ensure leaders and governors understand their responsibilities under the Equality Act 2010 and PSED. • Use pupil, family and community voice to inform relevant decisions. • Consider reasonable adjustments and accessibility when planning changes to the environment, curriculum and activities. • Include equality within school improvement planning and governance monitoring. • Ensure pupils have meaningful opportunities to contribute to decisions affecting school life. • Review the impact of significant decisions on different groups	Headteacher Inclusion lead Governors, Inclusion lead Inclusion lead Inclusion lead Headteacher, Inclusion lead Inclusion lead, SLT

		after implementation where appropriate.	
--	--	---	--

4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. Monitoring highlighted throughout the document will be carried out in line with the school's monitoring processes and discussed with SLT. Progress against each Equality Objective will be monitored through the actions and success criteria identified in this plan. Leaders will review progress regularly throughout the year, using school data, pupil and family voice, monitoring activities and evidence of impact. Actions will be reviewed and adapted where necessary to ensure they are making a positive difference to pupils' experiences, opportunities and outcomes. Progress will be reported to governors as appropriate, with the overall plan reviewed annually.

5. Links with other policies

This document is linked to the following policies and documents:

- Equality policy
- SEN policy
- Accessibility plan
-
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy