

Equality Objectives Action Plan 2024-2027

The Flying High Academy Ladybrook has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Understanding Our School Community – Pupils

What is the school profile?

Children on roll at the school - 409

Using the Scholar Pack data the following information was available (collected by protected characteristic):

Ethnic Categories					
Any Other Ethnic Group	1	Kurdish	1	White & Black African	3
Asian & Other	2	Other Black	3	White Eastern European	40
Bangladeshi	1	Pakistani	6	White European	2
Black Nigerian	3	Turkish	3	White Other	1
Chinese	2	White - British	312		
Greek Cypriot	1	White - English	15		
Information not yet obtained	1	White and Any Other Ethnic Group	7		
Italian	1	White & Asian	4		

Disability Categories			
Physical disability	3	Down Syndrome	1
Moderate Learning Difficulty	25	Allergies	10
Specific Learning Difficulty	3	Asthma	40
Speech Language and communication needs	68		
Social, emotional and mental health	27		
ASD / Autism	22		
Hearing impairment	3		

The figures below (SEN) currently do not include new starters within F1. This will be updated once the data is available.

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	73.94%	332/409
EHCP	2.93%	12
SEN Provision-SEN Support	9.78%	40
SEN Provision - Monitoring	12.22%	50
Total number of pupils with SEN	12.71%	52

Gender	
Girls	210
Boys	199

Religion & Belief			
None	12	Hindu	0
Christian	28	Jewish	0
Muslim	8	Other	3
Refused	6	Greek Orthodox	1
Sikh	0	No information	351 (86%)

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBTQ+).

Equality Objective One: Promote positive attitudes towards the promotion of racial equality

Protected Characteristic: Race

Why?

327 out of 409 children (80%) are white British or white English. To promote community cohesion and understanding across our community.

How?

We are going to:

Share positive messages through whole school assemblies, class assemblies and PHSE & RE, giving the children time to discuss and explore a range of cultures, religions and differences.

Ensure the teaching resources (particularly books used in school) reflect diversity in terms of race and culture.

Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies.

Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.

Challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with school and British values.

Continue to have a zero tolerance approach and educate children regarding bullying incidents and incidents related to the use of inappropriate language related to race or ethnicity.

Continue to embed our value of 'Care' and promote and encourage acts of kindness.

Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability.

Embark on the DEI project in order that staff's and children's knowledge improves and so too does the quality of provision, with the intention of becoming a lead school within the Trust

Ensure that the study of a range of religions and diversity is prevalent in the FHAL curriculum

Monitor that the planned SMSC/BV ½ termly texts in each year group are having the impact of challenging stereotypes, discrimination & prejudice; promoting equality of opportunity & diversity, respect & tolerance

Through monitoring, ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faiths in every year group

Monitor that whole school assembly planning allows for a greater awareness of religious diversity, including a range of faith visitors

Seek opportunities for each year group to visit places of worship other than the local Christian church

Monitor that British Values is a golden thread through subjects across the curriculum as indicated on the long-term plan & that FBV links are made in assemblies

Use any incidents that arise as learning opportunities for both staff & children

Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to religious beliefs

Monitor that the PSHE SCARF Programme is delivered regularly across school

Ensure that staff have access to quality resources for a range of religions via the loan scheme & that they access this regularly

Outcome

The children will display positive attitudes towards people of different religions and faiths

Through knowledge will come understanding & the range of religions and faiths will be seen as an opportunity to celebrate diversity

The children will display, through their curriculum work, a sound understanding of other religions and faiths

Children's awareness & tolerance will grow through being well-informed

Equality Objective Two: To understand and appreciate others' religious beliefs

Protected Characteristic: Religion

Why?

The vast majority of our children are of the same religion or of no religion. To promote an understanding of other people's faiths

How?

We are going to:

Ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faith.

Embark on the DEI project in order that staff's and children's knowledge improves and so too does the quality of provision, with the intention of becoming a lead school within the Trust. Ensure that the specifically chosen curriculum vision (The World Came To My School Today) and principles (Wisdom, Opportunities, Reading, Legacy, Diversity –W.O.R.L.D) are embedded across school by staff and children

Plan carefully considered assembly themes

Dedicate time on weekly timetables to ensure that teaching the teaching of FBV/SMSC is protected

Carefully select visits and visitors to reflect our vision

Specifically choose texts to enhance the curriculum and Enquiry questions in relation to SMSC

Consciously plan for cultural capital opportunities across all subjects to broaden children's awareness and appreciation of the best that people have said and done

Select a dedicated Learning for Life Lead so that DEI is an integral aspect of our teaching and learning

Continue to purchase texts that represent diversity and display these prominently around school and in classrooms

Ensure that incidents that arise are dealt with proactively

Use any incidents that arise as learning opportunities for both staff & children

Analyse data collected to establish any racist incidents for patterns and respond to each incident swiftly

Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to race

Monitor that the PSHE SCARF Programme is delivered regularly across school

Outcome

The children will display positive attitudes towards people of different religions and faiths.
Through knowledge, will come understanding and the range of religions and faiths will be seen as an opportunity to celebrate diversity
The children will display, through their curriculum work, a sound understanding of other religions and faiths
Children's awareness & tolerance will grow through being well-informed

Equality Objective Three: To ensure that children with SEND experience equitable access to learning, resources, and opportunities, and feel a strong sense of belonging within the school community.
Protected Characteristic: Disability

Why?

Children with SEND may face barriers to learning, social exclusion, or discrimination, whether intentional or indirect.
The Equality Act 2010 and the school's ethos require inclusive practices that eliminate discrimination and foster good relations.
Ensuring equity for SEND pupils supports the school's commitment to identity-safe classrooms, trauma-informed approaches, and contextual safeguarding.
Data from exclusions, attainment, attendance, and prejudice-related incidents may reveal disparities affecting SEND pupils.

How?

Audit and adapt the curriculum to ensure it is inclusive and accessible for all learners, including those with SEND.
Train staff on inclusive teaching strategies, trauma-informed practices, and how to identify and respond to indirect discrimination.
Review and enhance the Accessibility Plan and SEN Policy to reflect current needs and best practices.
Monitor and analyse data on SEND pupils across key areas (e.g., attainment, attendance, exclusions) to identify and address inequalities.
Engage pupils and families in co-developing support strategies and reviewing progress.
Promote positive identity development through representation in resources, displays, and classroom discussions.
Ensure the teaching resources (particularly books used in school) reflect diversity in terms of SEND.
Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies.
Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.
Continue to have a zero tolerance approach and educate children regarding bullying incidents and incidents related to the use of inappropriate language related to SEND or neurodiversity.
Plan carefully considered assembly themes with a SEND focus

Outcome

Children with SEND will report feeling safe, respected, and included in all aspects of school life.
Improved attainment and attendance rates among SEND pupils.

Reduction in prejudice-related incidents involving SEND pupils.
Staff will demonstrate confidence and competence in supporting SEND learners.
The school will be recognised as a fully inclusive environment, aligned with its core value of “Care”

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](#).