

# Equality Data & Objectives



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

## Stage 1: Understanding Our School Community - Pupils

What is the school profile?

- How many children are on roll at the school?

**184 Pupils in total**

- Using Scholar Pack data the following information was available:

| Ethnic Categories           |     |                              |    |                            |   |                            |    |
|-----------------------------|-----|------------------------------|----|----------------------------|---|----------------------------|----|
| White British               | 101 | White & Black Caribbean      | 17 | Indian                     | 3 | Any Other Black Background | 1  |
| Irish                       | 1   | White & Asian                | 3  | Pakistani                  | 1 | Refugee                    | 0  |
| Any other white background  | 6   | White & Black African        | 1  | Bangladeshi                | 0 | Asylum Seeker              | 0  |
| Traveller of Irish Heritage | 15  | Any Other Mixed Background   | 8  | Any other Asian background | 5 | Any Other Ethnic Group     | 2  |
| Gypsy/Roma                  | 0   | Chinese                      | 0  | Black Caribbean            | 1 | Information Refused        | 0  |
| White European              | 1   | Any other Chinese background | 0  | Black African              | 6 | Information Not Obtained   | 12 |

| Disability Categories                            |            |                              |          |                                      |          |
|--|------------|------------------------------|----------|--------------------------------------|----------|
| None indicated by parent/ Carer<br>Not Collected | <b>182</b> | Needs Medication             | <b>1</b> | Other Disability / Health<br>Problem | <b>0</b> |
| No disability                                    |            | Problems with Incontinence   | <b>0</b> |                                      |          |
| Physical disability                              | <b>0</b>   | Problems with Communication  | <b>1</b> |                                      |          |
| Problems with Hand Function                      | <b>0</b>   | Problems with Hearing        | <b>0</b> |                                      |          |
| Problems with Personal Care                      | <b>0</b>   | Problems with Vision         | <b>0</b> |                                      |          |
| Problems with Eating and Drinking                | <b>0</b>   | Problems with ASD/ Aspergers | <b>1</b> |                                      |          |

| Special Educational Needs (SEN) | Percentage (%) | Actual No. |
|---------------------------------|----------------|------------|
| No Special Educational Need     | <b>88%</b>     | <b>162</b> |
| SEN Provision- SEN Support      | <b>12%</b>     | <b>22</b>  |
| Statemented                     | <b>0%</b>      | <b>0</b>   |
| Total number of pupils with SEN | <b>12%</b>     | <b>22</b>  |

| Gender |           |
|--------|-----------|
| Girls  | <b>85</b> |
| Boys   | <b>99</b> |

| Religion & Belief |           |                   |          |                |            |
|-------------------|-----------|-------------------|----------|----------------|------------|
| Anglican          | <b>0</b>  | Church of England | <b>0</b> | Sikh           | <b>1</b>   |
| Baptist           | <b>0</b>  | Hindu             | <b>2</b> | No Religion    | <b>136</b> |
| Buddhist          | <b>0</b>  | Jewish            | <b>0</b> | Other Religion | <b>14</b>  |
| Catholic          | <b>0</b>  | Methodist         | <b>0</b> | Unknown        | <b>0</b>   |
| Christian         | <b>29</b> | Muslim            | <b>2</b> |                |            |

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

### *Protected Characteristic: Race*

#### Why?

101 out of 184 children (55%) of our children are white British  
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 work 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 ensure school has a range of texts that deal with racial diversity
- Continue to have a zero tolerance approach to bullying incidents and incidents related to the use of inappropriate language related to race or ethnicity.
- Continue to embed our new value 'kindness' 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.

#### Outcome

- The children display an understanding and positive attitudes towards the promotion of race equality
- The children will display positive attitudes towards people of different race
- The school ethos, curriculum and environment clearly reflects our commitment to equality and provides clear evidence and focus on this.
- Children's awareness and tolerance will grow through being well-informed

## Equality Objective Two: LO: To understand and appreciate others religious beliefs

### *Protected Characteristic: Religion*

#### Why?

The 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 our curriculum allows for a greater awareness of religious diversity.
- Ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faith.
- Continue to purchase texts that deal with religious diversity.
- Ensure that multi-faith displays are prominent around school.
- Monitor that British Values is embedded within our curriculum.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to religious beliefs.

#### 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

September 2025

Review Date: July 2026