

Beeston Fields Flying High Academy

Equality Information and Objectives Policy 2025-2026

Approved by Governing Body: Spring 2025

Due for next review: Spring 2026

Responsible for review: Governing Body

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values. Beeston Fields FHA embraces a culture of empowerment, both for staff and for children. Our EMPOWER values drive our character curriculum and capture the attributes we look for in our school community.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The equality link governor is Laura Cameron. They will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff is Laura Clark and they will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually as part of the school’s programme of professional development

The school has a designated member of staff monitoring equality, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. Our enquiry-based approach to curriculum relies on content choices being made which reflect the needs of our school community. We take the approach that the curriculum should provide 'windows, mirrors and sliding doors' and as such it is important that 'representation' is evident in our environment and in our curriculum.
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community. Children visit places of worship and community events are held as part of our authentic outcomes, such as Eid and Lunar New Year celebrations. We have made a link with the Refugee Forum and engage with local organisations such as Hope House (local food bank and community café) and the local allotments.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures. Children have taken part in local litter picking initiatives and made representations to local councillors
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. These include the PCSO who works closely with our Child and Family Support Worker.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. This record also forms part of our Wider Opportunities evaluations.

8. Equality objectives

School Context: Summer term 2025

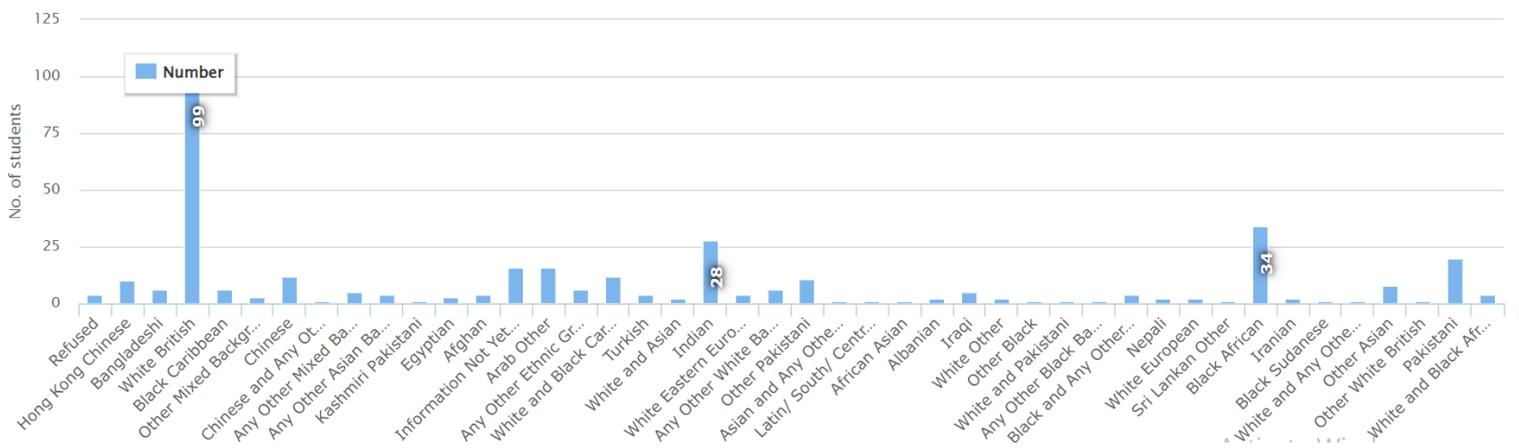
The school is larger than average and diverse. Many pupils speak more than one language and bring a range of life and cultural experiences with them. The school celebrates the extensive language base of the children and takes account of the wide-ranging cultural and religious beliefs of the school community through its curriculum content choices and events. Many of the children are eligible for free school meals. Some have no recourse to pupil funds as they are here with parents on study visas. The vulnerabilities of these children do not necessarily show in the published data. At the moment there are 6 children in school with refugee status, 3 of whom are new to us this academic year.

Pupil numbers: 364

Two form entry school

PAN: 50

Ethnicity Chart



Languages

37 languages are spoken in our school with the following representing the largest groups:

English	Arabic	Urdu	Malayalam	Chinese	Farsi
155	43	30	21	19	6

EAL

52% of pupils at the school are bi/multi-lingual

Religion

Of those religions cited those making up the largest proportions are as follows:

Muslim	No religion	Christian	Hindu	Buddhist
26%	22%	20%	4%	1%

Gender

Male	Female
182	182

Disadvantage

139 pupils are eligible for pupil premium

R	1	2	3	4	5	6	Total
15	17	23	18	22	20	18	43%

The data suggests that parents of pupils in YR have not applied for pupil premium or are ineligible. The data also shows that PP is significantly above national in all other year groups.

Equality Objective One: Promote Understanding and Respect for Differences

Protected Characteristic: Race

Why?

We serve a diverse community. Many ethnicities are represented in our school. 67% of pupils identify as from an ethnic minority group. 37 languages are spoken. Our objective is to promote community cohesion and understanding across our school community.

How?

We are going to:

- Share positive messages celebrating cultural diversity through our assemblies, PSHE curriculum and RE scheme of work
- Create a multi-faith display – ‘Stories of Belonging’ - which promotes the cultural, religious and language differences which builds our school’s richness
- Ensure that teaching resources are representative of a range of cultures, languages and references
- Ensure that experts from a range of cultural backgrounds are used to support the curriculum
- Challenge parents and visitors who demonstrate a lack of respect for cultural diversity
- Select texts which capitalise on rich cultural heritage
- Provide a rich curriculum which delivers opportunities to study Fundamental British Values (FBVs)
- Take a zero tolerance stance on bullying of any kind (including that which identifies protected characteristics)
- Embed the Partnership culture of the **Unique, Exceptional and Sustainable** school Participate in ant-racist teaching delivered by [AREP Flyer 2022 \(1\).pdf](#)

Outcome

- The children display an understanding of different cultures, religions and differences.
- The school ethos, curriculum and environment clearly reflects our commitment to equality and provides clear evidence and focus on this.

Equality Objective Two: Promote high standards across all groups of children identified as having a special educational need

Protected characteristic: disability

Why?

There is an increasing number of children identified as having a special educational need. Many of these children are identified as being on the autistic spectrum and require support to access the curriculum. Some of the children in our school face SEMH barriers which require bespoke intervention to engender a sense of belonging.

How?

We are going to:

- Ensure that the school has robust systems in place for delivering on the Code of Practice, including seeking the views of pupils and parents
- Ensure that staff have participated in ASD training and that the classroom environment supports this
- Enhance the school's provision for nurture and SEMH, taking into the account the need to adequately train and support staff
- Monitor pupil progress closely, working with external agencies to ensure the pupil's entitlement to high quality advice
- Track and monitor using B Squared as a device for assessing granular steps in learning
- Provide appropriately enhanced provision, quality assured by experts and holding to the mantra of being safe, connected and successful

Outcome

- Children will achieve well against teacher generated targets
- Children will access a highly ambitious curriculum, personalised to take account of their needs
- Children will thrive and gain a sense of belonging

9. Monitoring arrangements

The head teacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the governing board annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board annually

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy



EQUALITY STATEMENT

EIA completed by:	Angela Huthart – Head Teacher
Contributors to EIA:	Kristabel Beeley – Head of School Laura Cameron – Chair of governors
Date completed:	4/5/25

POLICY NAME AND PURPOSE
Equality Policy and Objectives
LAST REVIEW
Angela Huthart 14/3/24
POLICY STATUS
Existing
THIS POLICY WILL AFFECT
<ul style="list-style-type: none"> Pupils Parents Staff Governors/trustees Volunteers Visitors

Impact analysis

Indicate what type of impact this policy will have for each group, and explain why
 If a policy doesn't impact a group, tick the 'neutral impact' column and record this

Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	Yes			The curriculum is designed with diversity in mind. Children are expected to challenge stereotypes through the structured and wider curriculum – clubs, assemblies and pastoral opportunities.
Race	Yes			The curriculum is carefully structured to provide opportunities for anti-racist teaching. Children are encouraged to challenge all forms of stereotyping through a rich PSHE curriculum and deliberate anti-racist teaching units. The planning which underpins these units has been guided by the Anti-Racist Education Programme and co-delivered by the local authority lead.

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Religion or belief	Yes			<p>The school serves a diverse community. 26% of pupils are Muslim with the second largest group being Christian (20%). Many parents do not identify a religious preference for their children. The school works hard to represent this level of diversity whilst taking account of world religions, as identified in the Nottinghamshire Syllabus for RE. Over the course of their primary school experience children visit a mosque, a Hindu temple, a synagogue and a church. The teaching is also enhanced by accessing online material using real-life, authentic sources. The school actively discourages the use of cartoon imagery in such</p>
Sexual orientation				<p>The school works closely with Nottingham University who deliver the 'Aspire' programme. This programme draws attention to the theme of sexual orientation at an age-appropriate level and within the principles of the school's RSE policy. A story model is used to exemplify the theme and children are invited to ask questions. The teacher is always present during these sessions.</p>

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Gender reassignment				<p>The curriculum acts as a window and mirror at Beeston Fields FHA. Children participate in age appropriate study in line with the school's RSE curriculum. Parents are invited to review the content in advance of the teaching, where information may be culturally sensitive but the content and coverage remain the same. Much of this work is done via assembly and through story. Younger children access texts such as 'Julian is a Mermaid' to allow them to consider the fluidity of gender through dress and expression.</p>
Pregnancy or maternity	Yes			<p>Due regard will be paid to the risk assessment required of the school in respect of teachers who are pregnant.</p> <p>The FHP policies also comply with the equality act in respect of parental leave</p>
Age		Yes		

Disability	Yes			<p>Teachers make the necessary adaptations to the curriculum to ensure that all pupils are included. On a practical level, this means that teachers are expected to plan visits, residential trips, PE enhancements and visitor experiences with this mind. Teacher risk assessments are completed with the needs of disabled pupils in mind so that equity can be offered. There are occasions when a visit is adapted by time, location or activity to ensure equity but maintain an ethic of safety first and purpose.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • PE unit adapted to take account of the need of a pupil with a physical disability (wheelchair basketball instead of ice skating) • Residential visit adapted from Boggle Hole to Lichfield outdoor adventure centre, taking advantage of the disabled-friendly facilities and activities • Library visits adapted to include taxi transport for pupils who have are neuro-divergent or may encounter
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GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
				<p>challenges crossing roads</p> <ul style="list-style-type: none"> Adapted timings of events to ensure that pupils with autism are well-prepared for changes to the timetable
Marriage or civil partnership		Yes		

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
English as an Additional Language	Yes			<p>37 languages are spoken at BFFHA.</p> <p>We ensure that multi-lingual children have access to the curriculum and wider school life by ensuring that teaching and learning strategies are adapted in light of Bell Foundation assessments.</p> <p>A group of Young Interpreters have been trained to ensure that pupils are signposted to others who speak their home language or have a buddy in place to provide support for school routines.</p> <p>Parents of children who are new to the country are given an extended tour with a Young Interpreter if necessary and are signposted to local services if they are unfamiliar with the locality.</p> <p>We have a strong relationship with both the Children’s Centre and the Refugee Forum so that we are able to provide ongoing support (via our family support worker) when families are seeking help for housing or legal matters which may impede the child’s capacity to thrive.</p>