



# **Hucknall Flying High Academy**

## **Equality Information and Objectives**

### ***“Make Every Day Count”***

**We aim to make every day count for our children where they thrive  
and build the cultural-capital they need to make aspirational  
choices about their own future**

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Date Policy Written</b>         | <b>September 2024</b>               |
| <b>Date Policy to be Reviewed</b>  | <b>September 2025</b>               |
| <b>Date Presented to Governors</b> | <b>15<sup>th</sup> October 2024</b> |
| <b>Signed (Headteacher)</b>        |                                     |
| <b>Signed (Chair of Governors)</b> |                                     |

## **Contents**

- 1. Rationale**
- 2. Aims**
- 3. Legislation and Guidance**
- 4. Roles and Responsibilities**
- 5. Eliminating Discrimination**
- 6. Advancing Equality of Opportunity**
- 7. Fostering Good Relations**
- 8. Equality Considerations in Decision Making**
- 9. Links with Other Policies**
- 10. Complaints**
- 11. Monitoring Arrangements**
- App. Current Equality Objectives**

|           |   |
|-----------|---|
| <b>1.</b> | <b>Rationale</b>  |
| 1.1       | <p>The public sector equality duty (PSED) requires schools to:</p> <ol style="list-style-type: none"> <li>1. Publish information to demonstrate how they are complying with the PSED – schools must update this published information at least every year</li> <li>2. Prepare and publish equality objectives – schools must update these objectives at least once every 4 years</li> </ol>   |
| 1.2       | <p>The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained schools, academies, independent schools, maintained nursery schools, and maintained and non-maintained special schools.</p>  |
| <b>2.</b> | <b>Aims</b>   |
|           | <p>Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:</p> <ul style="list-style-type: none"> <li>• Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010</li> <li>• Advance equality of opportunity between people who share a protected characteristic and people who do not share it</li> <li>• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</li> </ul> |
| <b>3.</b> | <b>Legislation and Guidance</b>   |
| 3.1       | <p>This document meets the requirements under the following legislation:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Equality Act 2010</a>, which introduced the public sector equality duty and protects people from discrimination</li> <li>• <a href="#">The Equality Act 2010 (Specific Duties) Regulations 2011</a>, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives</li> </ul>                                    |
| 3.2       | <p>This document is also based on Department for Education (DfE) guidance: <a href="#">The Equality Act 2010 and schools</a>.</p>   |
| 3.3       | <p>This document also complies with our funding agreement and articles of association.</p>  |
| <b>4.</b> | <b>Roles and Responsibilities</b>   |
| 4.1       | <p>The governing body will:</p> <ul style="list-style-type: none"> <li>• 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, and that they are reviewed and updated at least once every four years</li> <li>• Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher</li> </ul>  |
| 4.2       | <p>The equality link governor is Trevor Woodward. They will:</p> <ul style="list-style-type: none"> <li>• Meet with the designated member of staff for equality every term, and other relevant</li> </ul>   |

|           |  |
|-----------|--|
|           | <p>staff members, to discuss any issues and how these are being addressed</p> <ul style="list-style-type: none"> <li>• Ensure they're familiar with all relevant legislation and the contents of this document</li> <li>• Attend appropriate equality and diversity training</li> <li>• Report back to the full governing board regarding any issues</li> </ul>  |
| 4.3       | <p>The headteacher will:</p> <ul style="list-style-type: none"> <li>• Promote knowledge and understanding of the equality objectives amongst staff and pupils</li> <li>• Monitor success in achieving the objectives and report back to governors</li> </ul>   |
| 4.4       | <p>The designated member of staff for equality will:</p> <ul style="list-style-type: none"> <li>• Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils</li> <li>• Meet with the equality link governor every term to raise and discuss any issues</li> <li>• Support the headteacher in identifying any staff training needs, and deliver training as necessary</li> </ul> |
| 4.5       | <p>All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.</p>  |
| <b>5.</b> | <b>Eliminating Discrimination</b>  |
| 5.1       | <p>The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.</p>   |
| 5.2       | <p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.</p>   |
| 5.3       | <p>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.</p>   |
| 5.4       | <p>New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.</p>  |
| 5.5       | <p>The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.</p>  |
| <b>6.</b> | <b>Advancing Equality of Opportunity</b>   |
| 6.1       | <p>As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:</p> <ul style="list-style-type: none"> <li>• Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)</li> </ul>   |

|           |   |
|-----------|---|
| 6.2       | <ul style="list-style-type: none"> <li>• Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)</li> <li>• 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)</li> </ul> <p>In fulfilling this aspect of the duty, the school will:</p> <ul style="list-style-type: none"> <li>• Publish attainment data each academic year showing how pupils with different characteristics are performing</li> <li>• Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information</li> <li>• Make evidence available identifying improvements for specific groups</li> <li>• Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils</li> </ul>   |
| <b>7.</b> | <b>Fostering Good Relations</b>   |
| 7.1       | <p>The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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</li> </ul> |
| <b>8.</b> | <b>Equality Considerations in Decision Making</b>   |
| 8.1       | The school ensures it has due regard to equality considerations whenever significant decisions are made.  |
| 8.2       | <p>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:</p> <ul style="list-style-type: none"> <li>• Cuts across any religious holidays</li> <li>• Is accessible to pupils with disabilities</li> <li>• Has equivalent facilities for boys and girls</li> </ul>   |

|            |  |
|------------|--|
|            | 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. |
| <b>9.</b>  | <b>Links to Other Policies</b>   |
| 9.1        | <p>This document links to the following policies:</p> <ul style="list-style-type: none"> <li>• Accessibility plan</li> <li>• Risk assessment</li> </ul>  |
| <b>10.</b> | <b>Complaints</b>  |
| 10.1       | The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to 'equality' these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if the complaint is not resolved satisfactorily.  |
| <b>11.</b> | <b>Monitoring Arrangements</b>   |
| 11.1       | The governing body will update the equality information we publish, described in sections 4-7 above, at least every year.  |
| 11.2       | This document will be reviewed by the governing body at least every 4 years.   |
| 11.3       | This document will be approved by the governing body.  |



## Equality Objectives 2022-23

| Objective  | Why we have chosen this objective:  | To achieve this, we plan to:  | Progress:   |
|--|---|---|---|
| <i>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</i> | As the staff team is new it is important that there is consistency in the messages delivered across the staff team. This will form part of the induction programme for all staff. | Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.   | <ul style="list-style-type: none"> <li>• Induction programme in place</li> <li>• Governors involved in recruitment have the 'Safer Recruitment' qualification</li> </ul>                  |
| <i>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils</i>  | As it is a new community that the school is serving there is a need to gather benchmark data of the community that the school is serving  | Analyse pupil achievement and highlight areas of concern. Implement specific intervention where required to minimise any gaps in pupil achievement  | <ul style="list-style-type: none"> <li>• Systems in place to monitor pupil progress</li> <li>• Pupil performance information booklet documents the progress of specific groups</li> </ul> |
| <i>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</i>   | Engagement of parents and pupils is an important requirement to document early on as this is a newly established community that the school is serving.                            | Monitor engagement through a variety of platforms. Conduct regular attendance analysis, along with pupil and parental surveys   | <ul style="list-style-type: none"> <li>• Attendance tracking system in place</li> </ul>   |
| <i>Promote understanding and respect for differences</i>   | As this is a new group of pupils that is coming together it is important to promote an understanding and respect for the potential different backgrounds of the pupils            | Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range | <ul style="list-style-type: none"> <li>• SMSC Policy in place, to be agreed by governors</li> </ul>   |
| <i>To raise levels of attainment for vulnerable learners</i>   | A priority will be to reduce the attainment gap of vulnerable pupils  | Increase the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.              | <ul style="list-style-type: none"> <li>• Systems in place to monitor pupil progress</li> </ul>  |



