



# Ernehale

Flying High Academies

## Equality Action Plan

***“Striving for Excellence. Making Every Day Count.”***

**We aim to provide a secure and caring environment where every individual can thrive, aiming high and becoming lifelong learners.**

**Approved by:** Ernehale Governing body

**Date:** To be ratified at the governors meeting in June 2025

**Last reviewed on:** June 2025

**Next review due by:** June 2026



## **1. Introduction and Mission Statement**

At Ernehale Hub we all know, the experiences a child has during the formative years of their life have such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent at school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

**Ernehale Flying High Academies is centred around the ABC Values :Aim High Be Our Best Choose Kindness**

Our ABC Values underpins the curriculum that we deliver ensuring that all our pupils become aspirant, independent and confident life-long learners, who have empathy towards one another and are prepared to take risks in their learning. We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. As a school we complement the government's idea of British/Human Values. Pupils are helped to understand the importance of democracy, the rule of the law, freedom of speech and respect for others through the curriculum and extra curricula activities. They are also encouraged to understand the importance of taking responsibility for their own behaviour and thinking about the choices they make.

We take pride in sharing our ABC Values with parents and carers. As a consequence of our values, we aim to provide all our pupils with a safe, caring and friendly environment in order to allow them to improve their life chances and help them maximise their potential.

We expect all pupils to act safely and feel safe in school, including understanding the issues relating to all forms of bullying, and that they have the confidence to seek support from the school should they feel that they or others are unsafe. We want parents/carers to feel confident that their children are safe and cared for in school and that incidents and problems, should they arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community: supporting parents/carers and working with other agencies (where appropriate) outside the school.

## **2. What we mean by Equality?**

At Ernehale Flying High Academies we understand equity to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their age, disability, gender identity, race, sex, religion, belief, sexual orientation and socio-economic circumstances or any other visible or non-visible difference.

We also understand that people have different needs, situations and goals and some people may experience additional barriers and challenges. Therefore, achieving equality of outcome requires the removal of discriminatory barriers, and the recognition that the allocation and distribution of resources cannot always be distributed equally if we are to live up to our commitment to everyone being able to achieve their full potential whilst at Ernehale Infant and Junior School

We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

To further understand our school community, Ernehale Hub has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

**What is the school profile?**

**How many children are on roll at the school?** 239 pupils in total in the Infants and 291 pupils in total in the Juniors

**What information on pupils is collected by protected characteristics?**

**Ethnicity Categories**

White British	302	White and Black Caribbean	3	Pakistani	10	Refugee	0
Irish	0	White and Asian	3	Bangladeshi	0	Asylum Seeker	0
Any Other White Background	8	White and Black African	2	Any Other Asian Background	2	Information Not Yet Obtained	7
Traveller -Irish Heritage	0	Any Other Mixed Background	3	Black Caribbean	8	Information Refused	0
Egyptian	0	White Chinese	5	Black African	7	Turkish	4
Roma/ Gypsy	0	Chinese	4	Any Other Black Background	6		
White European	2	Indian	13	Any Other Ethnic Group	9		

Total Number of BAME pupils	120
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**Disability Categories**

Not Collected	0	Support with Personal Care /Incontinence	0	Support with Communication	7	Dyslexia	0
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No Disability		Support with Eating and Drinking	0	Hearing Impairment	3	ADHD	0
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Physical Disability	0	Requires Medication	27	Vision Impairment	1	Epilepsy	0
Support with Hand Function	0			ASC autistic spectrum condition	10	Developmental co-ordination disorder DCD (Dyspraxia)	0

### SEN Categories

No Special Educational Needs	382
SEN Provision/ SEN Support	40
Total Number of pupils with SEN	40

### EAL Categories

Children New to English	3
More Advanced EAL Learners	30

### Gender

Girls	205	Boys	217
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### Religion and Belief

<u>Christian</u>	62	Other Religion	08
<u>Hindu</u>	05	No Religion	48
<u>Muslim</u>	14	Unknown	273
<u>Sikh</u>	07	Refused	01
<u>Jewish</u>	00		
<u>Buddhist</u>	00		

**Sexual Identity** – The school has no data currently on any pupils questioning their sexual identity. The school will seek further advice and guidance on how to monitor this information and use the data in a sensitive manner.

**Gender Reassignment** The school has no information on any current pupils who have undergone gender reassignment. The school will seek further advice and guidance on how to monitor this information and use this data in a sensitive manner.

We have put together 2 Equality Objectives that we will work together to fulfill over the coming year.

**Equality Objective One: To reduce prejudice and increase understanding of equality, diversity and inclusion – specifically race equality - across the whole school community including SLT, Governors, staff, pupils and parents through direct teaching, training and cultural development.**

(Protected Characteristic: Race)

### Why?

In 2020, amid the global Covid-19 pandemic, people worldwide gathered in support of the Black Lives Matter movement to raise awareness of systemic racism. Despite significant health risks, many chose to stand together and have their voices heard.

Research highlights the need for schools to move beyond being non-racist and instead become *anti-racist*:

- acknowledging biases
- challenging and being challenged
- reading, researching and deepening understanding

At Ernehale, we aim to create an inclusive culture where all pupils experience fairness, respect and equality.

### How?

We are going to:

- Evaluate the extent to which we are developing a whole-school approach to anti-racism, identify gaps and strengthen our practice.
- Develop a culture of anti-racism through staff and governor training, supporting the confidence to challenge perspectives and reflect on practice.
- Share our learning across the school so all children understand why anti-racism matters.
- Work with the **KIND Champions (Kindness, Inclusive, Nurture and Diversity)** to gather the views of as many pupils as possible through interviews and discussions.
- Implement the Anti-Racist Education Programme (AREP) to support whole-school development in race equality, curriculum representation and inclusive practice.

### Outcome

- An embedded anti-racist culture at Ernehale across the whole school community.
- Staff and pupils understand the importance of being anti-racist.
- All children feel happy, succeed and have equal access to everything on offer in school and in life.
- Long-lasting and meaningful change is secured.

**Equality Objective Two: To promote inclusivity and respect for difference by strengthening pupils' understanding of Fundamental British Values and the protected characteristics.**

(British Values and Protected Characteristics: Sex, race, religion)

## **Why?**

Pupil discussions have demonstrated that although pupils understand the importance of equality and diversity, pupils need to develop a clearer understanding of British values and protected characteristics and how this is reflected in our own school and wider community.

## **How?**

We are going to:

- Link with Ernehale Values/ Fundamental British Values/Protected Characteristics
- Promote positive messages through whole school assemblies, class assemblies and PSHE lessons.
- Provide opportunities for children to discuss and explore a range of cultures, religions and beliefs.
- Update the PSHE curriculum subject map to ensure British values and protected characteristics strands are highlighted and revisited throughout the academic year.
- Ensure class and school reading books are representative of our school and wider community.
- Continue with our zero-tolerance approach to incidents related to the inappropriate use of language linked to all the protected characteristics.
- Encourage pupils from any of the focused religions to be the learning leads and to share lessons they have developed with the class/ year group.
- Work with School Council and Diversity Reps to identify the views of as many children as possible through interviews and discussion.
- Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability.

## **Outcome**

- Children display and articulate a positive attitude towards equality and diversity.
- Interview evidence shows pupils understand the importance of equality and diversity work.
- Children show an understanding of different cultures, religions and differences.
- The school ethos, curriculum and environment clearly reflects a strong commitment to equality.

## **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **June 2025**