



Equality Data and Objectives

2024-25

Rivendell Flying High Acadmy has used the following process to assist in identifying some of the barriers to our pupils in accessing education provision.

Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

Number of Pupils on Roll (Foundation 1 to Year 6)	157
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What information on pupils is collected by protected characteristics?

Using the ScholarPack data, the following information was available:

Ethnic Categories					
White British 92	Hong Kong Chinese 4	Black Caribbean 2	Chinese 3	Other White Background 4	Black Ghanaian 1
Any other Asian Background 1	White European 2	Sri Lankan Other 1	Black African 10	White and Black Caribbean 12	White and Asian 6
Pakistani 2	Indian 4	Other Ethnic Group 1	Other Mixed Background 3	Information Not Obtained 6	Malaysian Chinese 1
White and Black African 2					

Disability/SEND Categories			
Speech and Language	Social, Emotional and Mental Health	Autism	Specific Learning Difficulty
13	6	3	1

Gender	
Girls	71
Boys	86

Religion and Belief			
Christian	Muslim	Roman Catholic	Sikh
28	4	2	2
Other Religion	No Religion	No Information Provided	Refused
1	73	44	3

Special Educational Needs (SEND)	
No SEN	85% (134)
SEN Provision/SEN Support	15% (23)
EHCP	1% (2)
Total Number of Pupils with SEN	25

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. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity – The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One: Through curriculum opportunities and wider school life, the school will promote positive attitudes towards cultural differences (race)

Why

- Rivendell has a diverse community represented by thirteen different countries and more than four different religions.
- Just over half of our school community is White British.

How

- Assemblies are used to reinforce the school values which celebrates, protected characteristics, difference and diversity
- Curriculum opportunities are carefully planned to ensure that different cultures and diversity of experienced – diversity being a curriculum value.
- Find curriculum opportunities which raises awareness of the local and wider community.
- Pupil interviews carried out to gather views on difference and diversity developing curriculum and wider school opportunities.
- Continue to have a zero-tolerance policy to incidents relating to the use of inappropriate language, related to race equality.
- People and events of significance have been carefully planned to ensure diversity across the curriculum.
- Continue to purchase texts that deal with racial diversity to add to the already well-established bank of books.
- Ensure that displays and published material are multi-racial.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting.
- Use any incidents that arise as learning opportunities for both staff and children.
- Monitor that the PSHE Programme of study is delivered regularly across school.
- Ensure that 'Picture News' board is relevant to current news items. Challenge staff not to avoid difficult issues that arise in the media.

Outcome

- All children and families at Rivendell Flying High feel valued and respectful.
- Children have a thorough understanding of the local and wider community and embrace cultural similarities and differences.
- Incidents involving the inappropriate language linked to racial equality are rare.

Equality Objective Two: Through curriculum opportunities and wider school life, school will promote an understanding and appreciation of others' religious beliefs (Protected Characteristic: Religion)

Why

- 46% of our school community have declared no religion or refusal to declare.

How

- Continue the review of the Rivendell Curriculum to ensure that it is outward-facing at its core.
- Through monitoring, ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faiths, represented in our school and community.
- Monitor whole school assembly planning allowing for a greater awareness of religious diversity, including a range of faith visitors.
- Continue to purchase texts that deal with religious diversity to add to the already well-established bank of books.
- Monitor British Values as a golden thread through subjects across the curriculum and British Values links are made in assemblies.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting and briefing.
- Use any incidents that arise as learning opportunities for both staff and 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 Programme is delivered regularly across school.
- Plan visits to places of worship feature in our annual events across school.
- Plan visitors from the main religions represented within our community to visit school and work with our children.
- Ensure that classroom 'Picture News' boards are topical and relevant to current news items. Challenge staff not to avoid difficult issues that arise in the media.

Outcome

- Our children will display positive attitudes towards people of different religions and faiths.
- Children's understanding and knowledge of a range of religions and faiths will be seen as an opportunity to celebrate diversity.
- Our children's awareness and tolerance will grow through being well-informed.