



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

Understanding our school community – pupils

What is the school profile?

How many children are on roll at the school? 214 in total (November 2023)

What information on pupils is collected by protected characteristics?

Using scholarpack data the following information was available:

Ethnic Categories							
White British	179	White and black Caribbean	1	Indian		Any other black background	1
Irish		White and Asian		Pakistani		Refugee	
Any other white background	18	White and Black African		Bangladeshi		Asylum seeker	
Traveller of Irish Heritage		Any other mixed background	6	Any other Asian background		Any other ethnic group	
Gypsy Roma		Chinese	1	Black Caribbean		Information refused	
White European	3	Any other Chinese background	3	Black African		Information not obtained	2



Disability Categories

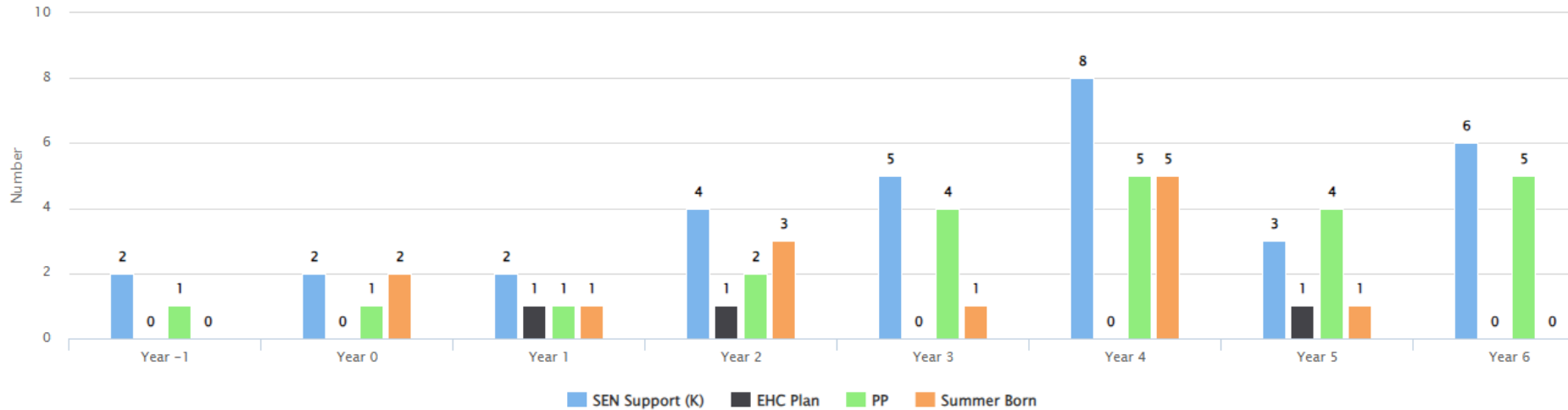
Not collected		Needs medication	
No disability		Problems with incontinence	
Physical disability		Problems with communication	
Problems with hand function		Problems with hearing	
Problems with personal care		Problems with vision	
Problems with eating and drinking		Problems with ASD/ aspersers	
		Other disability / health	

Special Educational Needs

Reporting - SEN Groups

Total SEN Students: 35 | Percent SEN of school: 16.36%

SEN Groups Count





Gender
Girls – 109
Boys - 105

Religion and belief					
Anglican		Church of England	21	Sikh	
Baptist	1	Hindu		No religion	131
Buddhist		Jewish		Other religion	
Catholic	4	Methodist	1	unknown	18
Christian	60	Muslim	5	Greek Orthodox	1

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 any information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender 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.

- 1. Equality objective one: Through curriculum opportunities and wider school life, the school will promote positive attitudes towards the promotion of religion/ belief equality.**

Protected characteristic: RELIGION OR BELIEF

Why?

There is a limited representation of different religions and beliefs within the school and local community.

How?

RE will be timetabled and taught weekly in every year group. KKPD documents will be used to ensure progression of the teaching of different religions and beliefs across the school. Teachers will use these documents to formulate long and medium term plans before planning individual lessons. There is an RE



subject leader who will monitor the teaching and learning of the subject. Assemblies will be planned to incorporate a different religion each week. Links will be set up with another Trust school where there is a wider representation of different faiths and beliefs. A visit to the Derby Multicultural Centre will be arranged so that the children get first-hand experience. Themed days will be planned into the annual school calendar such as Diwali and Chinese New Year. There will be a number of displays around school and in classrooms representing different religions and beliefs.

Outcome.

1. The children will display positive attitudes towards the promotion of religion/ belief equality.
2. There will be no incidents of the inappropriate use of language related to religion/ belief equality.

Equality objective two: Through curriculum opportunities and wider school life, the school will promote the fundamental British Values at every opportunity as a golden thread.

Why?

Our community is quite isolated and the promotion of these values is a way to protect children from extremist ideologies and to help prepare them for life in modern Britain

How?

We are going to:

- Deliver a series of whole school assemblies, tackling one British Value each week and linking it to school life
- Involve Bilthorpe Parliament in carrying out pupil interviews across school to gather perceptions on their current understanding and views.
- Raise the profile of British Values around school by having a display in each classroom (poster)
- Use of 'Jigsaw' across the whole school where the teaching of British Values threads through each unit of learning and this is built on year on year
- The curriculum design, including the use of enquiry questions, means that there are ongoing opportunities for discussion and learning about British Values

Outcome

- The children will display positive attitudes towards the promotion of the fundamental British Values.
- The children will be able to talk about all of the British Values and relate them to school life.
- The children will know the importance of the values and why they are unique to Britain.