

# HUXLOW SCIENCE COLLEGE EQUALITIES INFORMATION

November 2020

The Public Sector Equality Duty 2011 has three aims under the general duty for schools;

1. **Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act**, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not**, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not**, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

We continually evaluate how well the college currently achieves these aims with regard to the following protected equality characteristics: age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation, pregnancy and maternity.

Parents, staff and pupils participate in a survey managed by an external provider that gives a detailed analysis across many of these topics.

In compiling this equality information we have:

- Identified evidence already in the college of equality within policies and practice and, where relevant, identified gaps
- Examined how the college engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality
- Used an external evaluation completed by students, parents and staff to inform our decisions.

## 1. SUMMARY OF EQUALITIES EVIDENCE

Ofsted reported in June 2016 that 'Teachers promote equality of opportunity in lessons'

	Summary of Equalities Evidence	Self-Evaluation
Age	<ul style="list-style-type: none"> <li>The age profile of the teaching staff has a good spread. Just less than half of the teaching staff are age 40 and above.</li> <li>The age profile of the support staff is older than teaching staff with 82% age 40 and above, however, still has a good spread spanning all age groups and with staff over normal retirement age.</li> <li>Membership analysis of the Governing Body shows 22% are aged 61+, 0% are in the 56-60 age range. 50% are aged 51-55, 7% are between 46-50 age range, and 7% are in the 41-45 age range. 14% aged between 36-40, 0% are in the 31-35 age range and 0% are under 30.</li> <li>Students in Design Technology, MFL and Travel and Tourism look at supporting age in schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>The workforce is less than 150 with the age range presenting as relatively high. However, the age range has good spread.</li> <li>Equalities information is separated from other recruitment information throughout the selection process.</li> <li>Equalities recruitment data is reported to the Governing Body.</li> <li>Recruitment processes do not discriminate on the grounds of age.</li> <li>Membership of the Governing Body is often from a higher age profile as it requires a significant commitment of time.</li> <li>Key Stage 4 students have looked at ageism during LORIC as part of Humanities focus.</li> <li>Students plan holidays for the elderly and their needs.</li> <li>Students design products that are ergonomic and use anthropometric data</li> <li>In MFL students compare what they did when they were younger with when they will be older. They also discuss what facilities there are for younger and older people in local towns.</li> </ul>
Gender Reassignment	<ul style="list-style-type: none"> <li>There are students that are being supported with gender questioning.</li> <li>Students have access to the school counsellor.</li> <li>Two students have changed their preferred forename to reflect their wishes to be known in the school. The school actively support students.</li> <li>A small number of students have chosen to change their preferred forename to reflect a different gender.</li> <li>Health and Social care studies scheme of work specifically covers this characteristic.</li> </ul>	<ul style="list-style-type: none"> <li>This has been researched and appropriate guidance and signposting is available for staff or students if required.</li> <li>Students are advised of support routes available for further information and support has been offered and given when speaking with parents.</li> <li>Equalities information is separated from other recruitment information throughout the selection process.</li> <li>Equalities recruitment data is reported to the Governing Body.</li> <li>Recruitment processes do not discriminate on the grounds of gender.</li> </ul>

<p style="text-align: center;"><b>Marriage &amp; Civil Partnership</b></p>	<ul style="list-style-type: none"> <li>• Staff and students are treated with equal respect and supported when experiencing issues arising from marriage and civil partnership.</li> <li>• In Humanities, Travel and Tourism, MFL and LORIC students study marriage and civil partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment does not discriminate against marriage and civil partnership.</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> <li>• Equalities recruitment data is reported to the Governing Body.</li> <li>• No adverse incidents have been identified.</li> <li>• Year 7 look at marriage in different religions in Religious Studies.</li> <li>• Students in BTEC Travel and Tourism look at the needs of visitors who are married.</li> <li>• In MFL students look at polygamy, same sex relationships and traditional families.</li> </ul>
<p style="text-align: center;"><b>Religion &amp; Belief</b></p>	<ul style="list-style-type: none"> <li>• Schemes of Work in RS cover a range of religions and beliefs.</li> <li>• All staff have been trained in dealing with issues of religious intolerance using the national PREVENT teams and internally through safeguarding training updates.</li> <li>• LORIC lessons are delivered to students, including during Anti-Bullying week.</li> <li>• Provision has been made for Muslim students who wish to pray.</li> <li>• Opt out available for students not wishing to take part in collective worship.</li> <li>• Links with local church with assemblies delivered termly by a member of the church pre-Covid restrictions.</li> <li>• Internal data for pupils shows that 54% register with no religion; 36% register as Christian; 6% as 'other religion', 3% refused with the remaining, 1% citing Hindu, Muslim and Sikh religions.</li> <li>• Staff are entitled to paid leave for attendance at religious festivals outside of the scheduled holidays.</li> <li>• An on-line system supports a more effective recording and monitoring process for any incidents that may occur.</li> <li>• SMSC is embedded into teaching and learning and during tutor/ LORIC lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are offered to pupils to experience the beliefs and religions of other cultures.</li> <li>• Schemes of work, policy and practice ensures that students are aware and understand how to integrate and behave appropriately with different cultures.</li> <li>• Visitors from Germany, Chilli, Slovakia, amongst others, have been welcomed to the college to meet with students.</li> <li>• Students from other European countries, currently Finland, Switzerland, Brazil and Italy, spend a period of time in the Sixth Form on Interstudies programmes.</li> <li>• Students in BTEC Travel and Tourism look at the needs of visitors with religious needs.</li> <li>• Students in Design Technology can choose to design and create products specifically aimed at specific religious needs.</li> <li>• In MFL students look at Main religions of France (Roman Church and Islam), religious festivals (Christian and Muslim), Secularism (Year 7 and GCSE)</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> <li>• Equalities recruitment data is reported to the Governing Body.</li> <li>• Religious beliefs are considered when authorising requests for absence and adjustments in the workplace.</li> </ul>

<b>Disability</b>	<ul style="list-style-type: none"> <li>• Clear signage, disabled parking bays, ramps, and other measures make good provision for disabled students and visitors</li> <li>• An Accessibility Plan is reviewed regularly to maintain the site in order to enable access for disabled pupils, staff and visitors</li> <li>• Students who are severely disabled would be directed to a designated provider but pupils with any form of disability are treated with respect and consideration</li> <li>• In the past, the college has successfully reintegrated and supported two significantly disabled students – one had full access to lessons, the other had a tailored timetable to accommodate specific needs</li> <li>• LORIC lessons and class discussion ensure students are well informed and understand the needs of others less able</li> <li>• Students tell us that they feel the college is very good with explaining and helping them all to understand disability and the right way to behave towards the less able</li> <li>• Within NCPE there is a unit of work taught called ‘Inclusive Activities’ which includes seated volleyball, which is an inclusive sport devised for able bodied and disabled athletes to compete together.</li> <li>• Key workers are assigned to vulnerable disabled students as required.</li> <li>• Rowing competitions are regularly held at the school and involve students across all year groups, gender and ability</li> <li>• Special provision is made for staff who identify disability needs such as medical chairs, lower benching, IT support equipment and reserved disabled parking.</li> <li>• Students/staff with temporary disability (crutches) have risk assessments carried out with a personal evacuation plan.</li> <li>• Huxlow promotes equal opportunity on all recruitment adverts.</li> <li>• According to the school’s Ofsted report June 2016 :Disabled students and those who have special educational needs, who have statements of special educational needs, or who are supported at school action plus, are making good progress.</li> <li>• Ofsted also reported: Teaching assistants are often effective when supporting disabled students and those who have special educational needs.</li> <li>• Huxlow have had their action plan approved to sign the ‘Time to Change’ pledge which started in February 2019 and provides support to staff experiencing mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are encouraged to identify any specific needs they have in this respect e.g. back problems, mobility issues and these are addressed in appropriate ways such as the purchase of specialist equipment/reserved disabled parking.</li> <li>• Reasonable adjustments are always considered.</li> <li>• Provision is made for students who require medication or access to toilet facilities.</li> <li>• Risk assessments are put in place and reviewed on a needs basis.</li> <li>• Sixth Form specific PSHE sessions on ‘Inside I’m Dancing’ film.</li> <li>• Students in BTEC Travel and Tourism look at the needs of visitors with religious needs.</li> <li>• Students in Design Technology look at designing products for those with disability.</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Schemes of Work in LORIC lessons, during Anti-bullying week, Humanities, Health and Social Care, English and Drama.</li> <li>• Students believe that everyone is treated equally.</li> <li>• The on-line reporting system will support data gathered in the event of any incident.</li> <li>• The college currently holds no data on sexual orientation either for staff or pupils.</li> <li>• Students are offered support when managing their own sexual orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students are supported when experiencing issues arising from sexual orientation.</li> <li>• Support is available if students wish to tell their parents.</li> <li>• Signposting to external agencies is made when required.</li> <li>• School counsellor is actively supporting students concerning sexual orientation.</li> </ul>

<p style="text-align: center;">Race</p>	<ul style="list-style-type: none"> <li>• All academic departments follow college guidelines to eliminate discrimination and harassment.</li> <li>• A number of departments e.g. Music, MFL, Humanities, Art, Drama and English provide units of work designed to promote tolerance and tackle issues.</li> <li>• LORIC lessons are delivered to students, including during Anti-bullying week.</li> <li>• Enhancement activities actively address issues of race, this is currently paused due to Covid-19 restrictions.</li> <li>• Staff and students participate in the Wear Red Against Racism Day</li> <li>• Policy and procedures in place to effectively deal with any racial incidents – staff have been previously trained in dealing with issues of racial intolerance through staff meetings. New staff are trained during the induction process.</li> <li>• Specialist members of staff delivers 1:1/ small group sessions to students when required.</li> <li>• Students say they know where to get help immediately and any issue will be dealt with straight away.</li> <li>• Data in relation to racial incidents shows that few incidents occur within the college, but they are dealt with seriously and effectively.</li> <li>• The College and locality have low ethnic diversity and the ethnic mix of staff is 10% classified outside 'White, British' ethnicity.</li> <li>• Membership analysis of the Governing Body typifies the catchment area. (7%)</li> <li>• The on-line reporting system effectively records and monitors any incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Interstudies students attend the school and stay with local parents.</li> <li>• Twinning programmes organised in cultural awareness.</li> <li>• French trips and to other countries.</li> <li>• Auschwitz trip arranged to provide opportunities to experience other cultures.</li> <li>• Student visit to Uganda, taking in community projects.</li> <li>• Remembering Srebrenica visit for students in Year 12 and 13 – becoming Future Leaders in schools.</li> <li>• There is a strong focus on diversity in Humanities through Key Stage 4 Applied Learning Days, including a trip and faith roadshow.</li> <li>• Charity days and events support wider engagement.</li> <li>• Global citizenship and cultural awareness work also offers a broader perspective.</li> <li>• Students understand there are others with different beliefs and feel everyone is supported and accepted.</li> <li>• National and International fundraising campaigns, such as clothing donations.</li> <li>• Students study the slave trade and civil rights in Humanities</li> <li>• In MFL student look at colonies and their impact on demographics / national ethnicities in France and in the UK</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> <li>• Equalities recruitment data is provided to the Governing Body.</li> <li>• Recruitment adverts encourage applications from all members of the community.</li> </ul>
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<b>Sex</b>	<ul style="list-style-type: none"> <li>• Recruitment procedures are fair and consistent.</li> <li>• When compared to the national performance, there is no significant difference between boys and girls.</li> <li>• Students believe that both genders get along together well.</li> <li>• Access to sports is good for both boys and girls.</li> <li>• Sex and Relationships education programme is delivered from Year 7 LORIC lessons and other curriculum areas specifically Science, Health and Social Care, Humanities and MFL.</li> <li>• The Governing Body membership is 28% female, 72% male.</li> <li>• Staff male to female ratio is 90% female vs 10% male.</li> <li>• Policy and Procedures in place and regularly reviewed for Sex and Relationships education.</li> <li>• Equality and Diversity Policy in place for staff.</li> <li>• Whilst Huxlow is not currently required to produce a Gender Report due to staff numbers, one has been produced and actions have been identified. These are being worked on currently.</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel that boys and girls are treated equally.</li> <li>• All clubs are inclusive offering equal access to boys and girls, such as the games and homework clubs.</li> <li>• Staff encourage both genders to participate in lessons, clubs and other activities.</li> <li>• Boys and girls teams for football, netball, rowing, cycling, rounder, softball, athletics, volleyball, futsal, dodgeball and basketball are run in school.</li> <li>• Dance is taught to girls groups in Year 7 and 8 and offered to any boys who are interested to join. There are dance clubs available for all students across year groups that run at lunch time and after school.</li> <li>• Females are significantly under represented compared to males on the Governing Body, while the staff have a significantly higher female to male ratio.</li> <li>• In MFL student look at inequalities in the jobs sector.</li> <li>• In key decision making for staff where possible we ensure a gender mix to prevent discrimination.</li> </ul>
<b>Pregnancy &amp; Maternity</b>	<ul style="list-style-type: none"> <li>• Strong Pastoral Care enables students to receive appropriate support and information.</li> <li>• Sex and Relationships education programme from Year 7 LORIC lessons and other curriculum areas, including Health and Social Care.</li> <li>• Weekly confidential School Nurse drop-in clinics on site, plus additional 1:1 counselling sessions – drop-in sessions are currently paused due to Covid-19 restrictions.</li> <li>• In the past, students have been allowed to defer to complete their studies.</li> <li>• The college has supported students through maternity to continue studying and return for exams.</li> <li>• In respect of staff, some have taken maternity leave and returned on a flexible working pattern and support has been provided for access to private areas to express.</li> <li>• A structured return to work process is in place following Maternity/Shared Leave/Adoption.</li> <li>• Paid leave is granted for maternity/adoption related appointments.</li> <li>• Specific Health and Safety risk assessments are carried out for students/staff who are pregnant and appropriate action taken.</li> <li>• In the case of pregnancy with students/staff (including concealed) appropriate safeguarding procedures are followed that were identified with the risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• We support students and parents internally and through referral to outside agencies as required.</li> <li>• Students with young children can return to college to complete their education.</li> <li>• Alternative provision can be made available if return to college is not appropriate.</li> <li>• A confidential drop-in service is available for all students to access on a weekly basis (currently appointment only due to Covid19 restrictions).</li> <li>• Students in Design Technology can choose to design and create products specifically aimed at pregnancy</li> </ul>

## 2. SUMMARY OF OUR EQUALITY ANALYSIS

- In relation to **RACE**, our judgement remains that the college is very effective in promoting a very positive approach. Students are provided many opportunities to explore and learn about other cultures. The college holds data and reviews this on incidents of prejudice. Referrals to agencies such as Prevent have been made when concerns are significant. 1:1 interventions are in place if issues are identified. No issues have been raised regarding prejudice amongst staff. However, effective procedure are in place if issues were identified.
- In relation to **DISABILITY**, our judgement is that the college facilities available are adequate for the current school population but the school was built without the disabled in mind and there are weaknesses. The college endeavours to ensure that disabled visitors, pupils and staff are not disadvantaged. Every effort is made to encourage people to declare a disability in order to offer appropriate support and this is done sensitively and confidentially. A ramp for the disabled was installed to enhance these facilities.
- In relation to **SEX**, our judgement is that the college offers a wide range of activities to both genders. Male and female students believe they are treated equally. Opportunities for staff are offered equally regardless of gender.
- In relation to **GENDER REASSIGNMENT**, fairness and consistency have been applied when supporting a young person who is contemplating, or knows someone who has undertaken, gender reassignment.
- In relation to **AGE**, our judgement is that everyone is treated fairly, consistently and equally.
- In relation to **PREGNANCY AND MATERNITY**, our judgement is that the college offers very good support and signposting to students and their families and to staff, when dealing with pregnancy, maternity and related issues.
- In relation to **RELIGION AND BELIEF**, our judgement is that the college is very effective in promoting equality and raising awareness and providing adjustments for those who wish to practice within parameters that are not a current practice.
- In relation to **SEXUAL ORIENTATION**, our judgement is that college promotes awareness and understanding effectively to tackle any issues that might arise.
- In relation to **MARRIAGE AND CIVIL PARTNERSHIP**, our judgement is that everyone is treated fairly, consistently and equally however the college recognises more focus needs to be given in this area and will work to improve in this area.

Huxlow Science College is very effective in achieving the 3 aims of this duty for each of the protected groups with a clear aim of 'opportunity and success for all' and ensuring that none are disadvantaged.