

# HUXLOW ACADEMY EQUALITIES INFORMATION

June 2025

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 academy currently achieves these aims about the following protected equality characteristics: age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation, pregnancy and maternity.

In compiling this equality information, we have:

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

# 1. SUMMARY OF EQUALITIES EVIDENCE

Ofsted report in June 2025

	Summary of Equalities Evidence	Self-Evaluation
<p><b>Age</b></p>	<ul style="list-style-type: none"> <li>• The age profile of teaching staff is evenly spread across the age groups. 50% are over 40</li> <li>• The age profile of support staff is older than teaching staff but it still has a good spread across all age groups. A number of support staff are casual staff and older than retirement age.</li> <li>• Recruitment process does not discriminate on the grounds of age.</li> <li>• The age profile of the governing board shows that the majority are above 45 years of age.</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 but there is no age barrier as the age profile is relatively high for both men and women and currently there are staff working beyond the retirement age.</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</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 tutor 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 anthropometric</li> <li>• In MFL students compare what they did when they were younger with when they will be older.</li> </ul>
<p><b>Gender Reassignment</b></p>	<ul style="list-style-type: none"> <li>• Students receive appropriate support with gender questioning.</li> <li>• Students have access to the school counsellor.</li> <li>• Students have changed their preferred forename to reflect their wishes of how they are to be known in the school. The school actively supports these 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> <li>• The PSHE curriculum supports gender and gender reassignment as protected characteristics by promoting respect, understanding, and inclusion, helping students to challenge stereotypes and celebrate diversity in all its forms.</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>• In the past students have been 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>• Recruitment processes do not discriminate on the grounds of gender.</li> </ul>

<b>Marriage &amp; Civil Partnership</b>	<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 Travel and Tourism, Business, MFL, Sociology and PSHE 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>• No adverse incidents have been identified.</li><li>• Year 7 looks at marriage in different religions in Religious Studies.</li><li>• Students in Btec Travel and Tourism and Business look at the needs of visitors who are married.</li><li>• In MFL students look at polygamy, same sex relationships and traditional families.</li><li>• In Sociology, family types are investigated, including policies on the changing nature of families</li></ul>
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<p><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>● PSHE lessons are delivered to students, including during Anti-bullying week.</li> <li>● Opt out available for students not wishing to take part in collective worship.</li> <li>● Links with local church for Remembrance and other input, including a member of school staff who is a lay preacher.</li> <li>● Internal data for pupils shows that where there is religious information given 50.5% register with no religion; 27.3% register as Christian; 1.6% 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 time and PSHE 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, Chile, Slovakia, amongst others, have been welcomed to the academy to meet with students.</li> <li>● Students from other European countries, including Finland, Switzerland, Brazil and Italy, spend a period of time in the Sixth Form on Education UK 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, Indian and Muslim), Secularism (Year 7, Year 9 and GCSE). The different faiths and places of worship are part of the vocabulary taught at GCSE and how they enrich French culture.</li> <li>● Equalities information is separated from other recruitment information throughout the selection process.</li> <li>● Religious beliefs are considered when authorising requests for absence and adjustments in the workplace.</li> </ul>
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<p><b>Disability</b></p>	<ul style="list-style-type: none"> <li>● Clear signage, disabled parking bays, ramps, and other measures make good provision for disabled staff, 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>● PSHE lessons and class discussion ensure students are well informed and understand the needs of others less able</li> <li>● Key workers are assigned to vulnerable disabled students as required.</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 (ie crutches) have risk assessments carried out with a personal evacuation plan.</li> <li>● Huxlow promotes equal opportunity on all recruitment adverts.</li> <li>● Huxlow has an external Employee Assistance Programme/Medicash programme which all staff have access to. The HR Manager is a trained Mental Health First Aider. Signposting to external agencies is provided.</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>● Provision is made for staff/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 disabilities.</li> <li>● Equalities information is separated from other recruitment information throughout the selection process.</li> <li>● In MFL, students have access to a variety of resources featuring disability and the visual support in tasks and exam papers feature disability.</li> </ul>
<p><b>Sexual Orientation</b></p>	<ul style="list-style-type: none"> <li>● Schemes of Work in PSHE lessons, during Anti-bullying week, Humanities, Health and Social Care, English and Drama.</li> <li>● There is a '+ group' run for and by the school LGBTQ+ community.</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 academy currently holds no data on sexual orientation either for staff or pupils.</li> <li>● Students/staff are offered support when managing their own sexual orientation.</li> <li>● Gender pronouns are adapted according to staff, parent and student request.</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.</li> <li>● In MFL, different sexual orientations feature in the unit of Identity and relationships (KS4) so that all students feel represented.</li> </ul>

<p><b>Race</b></p>	<ul style="list-style-type: none"> <li>• All academic departments follow academy 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>• PSHE lessons are delivered to students, including during Anti-bullying week.</li> <li>• Enhancement activities actively address issues of race.</li> <li>• The academy marks Black History Month with assemblies and tutor time covers linked topics.</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 deliver 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 academy, but they are dealt with seriously and effectively.</li> <li>• The academy 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.</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>• The Auschwitz trip is arranged to provide opportunities to experience other cultures.</li> <li>• Student visit to India, taking in community projects..</li> <li>• There is a strong focus on diversity in Humanities through Key Stage 3 and 4 curriculums.</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>• In MFL students look at colonies and their impact on demographics / national ethnicities in France and in the UK as well as how they have enriched French culture.</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> <li>• Recruitment adverts encourage applications from all members of the community.</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> </ul>
<p><b>Sex</b></p>	<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>• There is an equal mix of male/females on the Governing Body.</li> <li>• Staff have a significantly higher female to male ratio. Teaching staff are 65% female and Support Staff are 73% female</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>• Gender reporting is carried out by the Trust.</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, volleyball, futsal, dodgeball and basketball are run in school.</li> <li>• Mixed dance groups in Year 7.</li> <li>• In MFL students look at prejudice and tackling stereotypes in employment (e.g. male nurses, female builders)</li> <li>• In key decision making for staff where possible we ensure a gender mix to prevent discrimination.</li> <li>• Equalities information is separated from other recruitment information throughout the selection process.</li> </ul>

<p>Pregnancy &amp; Maternity</p>	<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 PSHE 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.</li> <li>• The academy 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 the academy to complete their education.</li> <li>• Alternative provision can be made available if return to school is not appropriate.</li> <li>• A confidential drop-in service is available for all students to access on a weekly basis.</li> </ul>
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## 2. SUMMARY OF OUR EQUALITY ANALYSIS

- In relation to **RACE**, our judgement remains that the academy is very effective in promoting a very positive approach. Students are provided many opportunities to explore and learn about other cultures. The academy 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. Effective procedures are in place if issues or prejudice are raised concerning staff.
- In relation to **DISABILITY**, our judgement is that the academy facilities available are adequate for the current school population but the school was built without the disabled in mind and there are weaknesses. The academy 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 academy 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 or staff member 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 academy 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 academy is very effective in promoting equality and raising awareness and providing adjustments for those who wish to practise within parameters that are not a current practice.
- In relation to **SEXUAL ORIENTATION** our judgement is that the academy 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 academy recognises more focus needs to be given in this area and will work to improve in this area.

Huxlow Academy is very effective in achieving the 3 aims of this duty for each of the protected groups with a clear vision of 'thriving through excellence'. The academy's mission of 'building a learning community of aspirational and responsible citizens' and the core values of Ambition, Pride and Respect are central in ensuring that none are disadvantaged.