



NOWER HILL HIGH SCHOOL

Policy Title:	Equality Information & Objectives
Date of Last Review of Policy:	Autumn 2018
Status:	Statutory
Approval Authority:	Headteacher
Review Frequency:	Every 4 years, NB data updated annually
Location:	Website – Policies
Date of Next Review:	Autumn 2022

Equality Information and Objectives 2019/20

At Nower Hill High School, we are committed to providing equality of opportunity for all members of the school community whatever their age; disability; gender (including gender reassignment); marriage and civil partnership status; pregnancy, maternity or paternity, having or not having dependants; race; religion or belief; sexual orientation or background.

1. Age

Students:

- The school roll includes students from age 11 (Year 7) to age 18 (Year 13).
- Fixed term exclusions: Students aged 12 -13 (Year 8) are overrepresented for 2019/20

Staff:

- The age profile of staff is shown below:

Age range	No. of staff
>=20	1
21-30	64
31-40	51
41-50	54
51-60	47
61-70	26
Over 70	2

2. Disability

Students:

- The student body includes 45 students with EHCPs. Disabilities include physical, hearing and visual impairment and autistic spectrum disorders (ASD).
- The student body includes a further 168 students coded as SEN support. Disabilities include physical, hearing and visual impairment and autistic spectrum disorders (ASD).
- This year we have collected information from parents and carers indicating that 15 students have disabilities. We have added this question to our data collection sheets in order to get a more accurate figure on the school's information management system.
- 10.5% of our students require SEN support compared to 14.9% nationally. 2% of our students have a SEN action plan or EHC. The national figure is 3.1%
- The main part of the school was built in the 1930s and is on several levels. There are lifts to enable some of these to be accessed, but not all levels are accessible by wheelchair. Only some of the additional buildings that have been added to the site enable access to floors above the ground floor.
- The curriculum and extra-curricular activities are accessible to all students with disabilities as appropriate. Steps have been taken to improve facilities for disabled students around the school. These are set out in the school's Accessibility Plan which is reviewed twice each year.
- Fixed term exclusions: Five students with disabilities received 8 fixed term exclusions in this year.

Staff:

- There are currently two members of staff with a disability.

3. Gender reassignment**Students and Staff:**

- No data is collected or held by the school about gender reassignment in the student or staff population, unless specifically requested by a parent/carer, student or member of staff.

4. Sexual orientation**Students and Staff:**

- No data is held by the school about the sexual orientation of students or staff, unless specifically requested by a parent/carer, student or member of staff.

5. Ethnicity**Students:**

- The ethnic breakdown of the student body is shown below:

White British/Other white background	29%
Asian/Asian British	53%
Black/Black British	10%
Other	8%

- 43% of students have English as an additional language. 29 community languages are spoken by students.
- Achievement: Analysis from FFtAspire 2019 shows that all ethnic groups had a positive progress score compared to the national average.
- Attainment for all other groups is higher than for all students nationally

Staff:

- The ethnic breakdown of staff is shown below:

	No. of staff
White/White British	114
White Irish	8
Asian/Asian British	63
Black/Black British	15
Mixed	10
Other	20
Not Provided	5

6. Religion or belief

Students:

- The student body includes members of a wide range of religions and none. The school collects and holds this information when it is supplied by parents/carers on admission (optional).
- Rooms are available for private prayers before/after school and during lunchtime. Prayers are not led by a staff member.
- The school's Uniform Policy is designed to be sensitive to the requirements of all religions.
- Up to 3 days of authorised absence a year are permitted for religious observance.

Staff:

- The staff includes members of a wide range of religions and none. The school does not routinely collect or hold this information, unless specifically requested by a member of staff.
- The school's absence policy allows time-off without pay for major religious observance days

7. Gender

Students:

- The school has 53% boys and 47% girls.
- Achievement: The progress of both boys (+0.21) and girls (+0.88) is above the national average. For both groups progress is deemed significantly positive.
- Fixed term exclusions: Male students are overrepresented.

Staff:

- The teaching staff is 78% female and 22% male
- The non-teaching staff is 69% female and 31% male

8. Marriage and civil partnership

Students:

- No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

Staff:

- No data is collected or held by the school about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.
- The school's absence policy allows time-off with pay for marriages and civil partnerships.

9. Pregnancy, maternity and paternity

Students:

- The school works to support continuity of education for pregnant students.

Staff:

- The school has policies for maternity leave, paternity leave and flexible working (reduced hours). Between 1st September 2019 and 31st August 2020:

- 5 members of staff began a period of maternity leave
- 1 member of staff began a period of adoption leave
- 2 members of staff began a period of paternity leave
- No members of staff have made a formal request for flexible working (reduced hours)

10. Disadvantaged students

Students:

- 15% of students are known to be eligible for free school meals.
- Achievement: the Progress 8 score for disadvantaged students (FFT 2019) at NHHS is +0.07. This is above the Progress 8 score for disadvantaged students nationally but below the score for non-disadvantaged students at Nower Hill.
- Fixed term exclusions: 31% of the students that received a Fixed Term Exclusion were eligible for disadvantaged students' funding.
- The school has a fund to provide some financial support for disadvantaged students for items such as uniform, trips and study aids. The disadvantaged students' grant is also used for a wide range of intervention strategies to diminish the difference in progress between disadvantaged and non- disadvantaged students.

Looked After Children

Students:

- There are currently 9 looked after children on roll.
- Achievement: There was one looked after child in Year 11 last year (2019/20).
- Fixed term exclusions: No looked after child received a Fixed Term Exclusion last year.

11. Equal opportunity incidents

- The school records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2019-20, there were 15 recorded incidents.

12. Equality Objectives 2018-22

- To continue to diminish the difference in terms of progress and attainment for disadvantaged students compared to non-disadvantaged students.
- To improve the progress of Black Caribbean and Black African students in English and maths.
- To reduce the number of FTEs received by disadvantaged children to at or below the national average.
- To reduce the number of FTEs and internal exclusions received by Any Other Black Background and Black Caribbean students to school average for all students.
- To improve the progress of children with EHC Plans.

February 2021

Further information can be found in the school's Equal Opportunity Policy