



NOWER HILL HIGH SCHOOL

Policy Title:	Equality Information & Objectives
Date of Last Review:	Autumn 2018
Date of Ratification by Governing Body:	
Status:	Statutory
Approval Authority:	Governing Body
Staff Lead:	Headteacher
Governor Lead:	Chair of Governing Body
Review Frequency:	Every 4 years, updated annually
Location:	Website – Key Documents
Date of Next Review:	Autumn 2022

Equality Information and Objectives 2017/18

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 13-14 (Year 9) and 15-16 (Year 11) are overrepresented for 2017/18

Staff:

- The age profile of staff is shown below:

Age range	No. of staff
>=20	0
21-30	68
31-40	47
41-50	52
51-60	47
61-70	15
Over 70	1

2) Disability

Students:

- The student body includes 37 students with EHCPs. Disabilities include physical, hearing and visual impairment and autistic spectrum disorders (ASD).
- The student body includes a further 189 students coded as SEN support. Disabilities include physical, hearing and visual impairment and autistic spectrum disorders (ASD).
- Currently our SIMS data indicates that the student body includes 25 students with disabilities. We are changing our data collection process in order to get a more accurate figure on the school's information management system.
- 10% of our students require SEN support compared to 11.7% nationally. 2% of our students have a SEN action plan or EHC. The national figure is 2.9%
- 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 each term.
- Fixed term exclusions: No students with disabilities received a fixed term exclusion 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/White British	25%
Asian/Asian British	51%
Black/Black British	9%
Other	15%

- 37% of students have English as an additional language. 54 community languages are spoken by students.
- Achievement: Analysis from FFtAspire 2017 suggests students of black Caribbean (20 students) made progress significantly lower than for all students nationally.
- 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	124
White Irish	8
Asian/Asian British	48
Black/Black British	11
Mixed	10
Other	25
Not Provided	4

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 with pay for major religious observance days

7) Gender**Students:**

- The school has 54% boys and 46% girls.
- Achievement: The progress of both boys and girls 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 68% female and 32% male
- The non-teaching staff is 74% female and 26% 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). Since September 2016:
 - 7 members of staff have taken maternity leave
 - 2 members of staff have taken paternity leave
 - 6 members of staff have requested flexible working (reduced hours) of which 6 were granted

10) Disadvantaged students**Students:**

- 17% of students are known to be eligible for free school meals.
- Achievement: the Progress 8 score for disadvantaged students (ASP 2017) at NHHS is 0.24. This is above the Progress 8 score for non-disadvantaged students nationally (0.12). Our score for Progress 8 for disadvantaged students in 2018 is -0.43.

- Fixed term exclusions: 48% 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 8 looked after children on roll.
- Achievement: There were 6 looked after children in Year 11 last year (2017/18).
- Fixed term exclusions: 1 looked after child received a Fixed Term Exclusion in this year.

11) Equal opportunity incidents

- The school records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2017-18, there have been 18 recorded incidents to date.

12) Equality Objectives 2017-19

- 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.

December 2018

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