



Manor School Sports College EQUALITIES INFORMATION

September 2014

The public Sector Equality Duty 2011 has three aims under the general duty for schools.

1. Eliminate unlawful discrimination, harassment, 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 evaluate how well the Academy currently achieves these aims with regard to the eight protected equality characteristics: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, and sexual orientation.

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

1. SUMMARY OF EQUALITIES EVIDENCE

In relation to **RACE**, the evidence we hold tells us that

- all academic departments follow Academy guidelines to eliminate discrimination and harassment
- a number of departments, including Music, MFL, Humanities, Art, Drama and English provide units of work designed to promote tolerance and tackle issues
- PSHE lessons are delivered to students, including during Anti-bullying week
- policy and procedures are in place to effectively deal with any racial incidents (all staff have been trained in dealing with issues of racial intolerance through staff meetings)
- students say they know where to get help immediately and any issue will be dealt with straight away
- whole staff training sessions are delivered
- data in relation to racial incidents shows that few incidents occur within the Academy, but they are dealt with seriously and effectively

- the Academy and locality have low ethnic diversity and the ethnic mix of staff and students has remained stable over the past two years (92% of students are classified as 'White British' with 8% of students classified as outside 'White British' ethnicity)
- membership analysis of the Governing Body typifies the catchment area
- the on-line reporting system effectively records and monitors any incidents

In relation to **DISABILITY**, the evidence we hold tells us that

- clear signage, disabled parking bays, ramps, and other measures make good provision for disabled visitors
- an Accessibility Plan is in place to maintain the site in order to enable access for disabled pupils, staff and visitors
- PSHE and class discussion ensure students are well informed and understand the needs of others less able
- 'wheelchair' sports activities are a regular feature of PE lessons to enable our students to gain a difference perspective
- students with a statement for SEN have participated in a variety of project ability level 2 sports competitions to ensure they have access to competitive sport
- all members of the PE Department have had sports inclusion training to have the skills and knowledge required to deliver inclusive lessons
- key workers are assigned to vulnerable disabled students
- special provision is made for staff who identify disability needs such as medical chairs, lower benching and reserved disabled parking
- students /staff with temporary disability (crutches) have risk assessments carried out with a personal evacuation plan

In relation to **SEX** the evidence we hold tells us that

- recruitment procedures are fair and consistent
- achievement for girls has been below that of boys in 2013 and 2014 but clear measures are in place to address these gaps
- access to sports is good for both boys and girls
- mixed dance classes take place in all key stages
- there is a Sex and Relationships education programme in Year 7 PSHE and in other curriculum areas
- the Governing Body membership is 43% female, 57% male
- the staff overall is made up of 64% female & 36% male (teaching staff mix is 60% female & 40% male, whilst support staff consists of 68% female & 32% male)
- teaching and learning responsibility points are held by 27% of female teachers and 50% of male teachers
- a policy is in place and regularly reviewed for sex and relationships education

In relation to **GENDER REASSIGNMENT** the evidence we hold tells us that

- this does not currently apply as we have not been made aware of anyone in this situation, but the same fair and consistent practices would be applied

In relation to **AGE** the evidence we hold tells us that

- the age profile of staff is relatively evenly spread with three over normal retirement age
- the recruitment process does not discriminate on the grounds of age
- membership of the Board of Directors / Local Governing Body is 26% aged 61+, 47% in the 50-60 years age range and 26% aged between 40 and 50

In relation to **PREGNANCY AND MATERNITY** the evidence we hold tells us that

- strong pastoral care enables students to receive appropriate support and information
- there is a sex and relationships education programme in Year 7 PSHE and in other curriculum areas
- there are weekly confidential drop-in clinics on site
- students have been allowed to defer to complete their studies
- the Academy has supported students through maternity leave to continue studying and return for exams
- several staff have taken maternity leave and returned on a flexible working pattern
- paid leave is granted for maternity related appointments
- specific risk assessments are completed for students or staff who are pregnant
- health and safety risk assessments are conducted
- in the case of pregnancy appropriate safeguarding procedures are followed

In relation to **RELIGION AND BELIEF** the evidence we hold tells us that

- schemes of work in RE cover a range of religions and beliefs
- PSHE lessons are delivered to students, including during Anti-bullying week
- humanities, PSHE and tutor activities are promoting British values
- opt out is available for students not wishing to take part in collective worship
- links exist with the local church
- 43% of students register with no religion, 46% register as Christian, 2.5% register as 'other religion', 2.4% refuse to register or leave the field blank, with the remaining 6% made up of Anglican, Muslim and Sikh religions
- no internal data is available for staff
- SMSC is embedded into Teaching and Learning.

In relation to **SEXUAL ORIENTATION** the evidence we hold tells us that

- schemes of work in PSHE, anti-bullying week, suspended days, humanities, English and drama provide opportunities to address issues around sexual orientation
- staff are trained in dealing with discrimination and homophobia
- the Academy currently holds no data on sexual orientation either for staff or students

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to **RACE**, our self-evaluation tells us that the following take place

- student exchange programmes
- trips to France, Italy and Germany to provide opportunities to experience other cultures
- a strong focus on diversity in Humanities through Key Stage 3
- charity days and events to support wider engagement
- global citizenship and cultural awareness work to offer a broader perspective
- International Schools award 2014-2017
- students understand there are others with different beliefs and feel everyone is supported and accepted
- international and local fundraising campaigns

In relation to **DISABILITY**, our self-evaluation tells us that

- staff are encouraged to identify any specific needs they have in this respect for example back problems or mobility issues and these are addressed in appropriate ways such as the purchase of specialist equipment / reserved disabled parking
- provision is made for students who require medication or access to toilet facilities

In relation to **SEX** our self-evaluation tells us that

- all clubs are inclusive and offer equal access to boys and girls
- staff encourage both genders to participate in lessons, clubs and other activities
- boys and girls football teams are run in school
- there are mixed dance groups in all year groups
- females are slightly under represented on the Board of Directors / Local Governing Body

In relation to **GENDER REASSIGNMENT** our self-evaluation tells us that it is not applicable as this has never been raised as an issue.

In relation to **AGE** our self-evaluation tells us that

- the workforce consists of over 150 individuals and there is no age barrier as the age profile is relatively evenly spread for both men and women (currently there are 3 staff working beyond retirement age)
- the age profile of the Board of Directors / Local Governing Body is relatively evenly spread: aged 40-50 (4), 50-60 (7), 60-70 (2), 70-80 (2)

In relation to **PREGNANCY AND MATERNITY** our self-evaluation tells us that

- we support students and parents internally and through referral to outside agencies as required
- alternative provision can be made available if return to the Academy is not appropriate
- a confidential drop-in service is available for all students to access on a weekly basis

In relation to **RELIGION AND BELIEF** our self-evaluation tells us that

- opportunities are offered to students to experience the beliefs and religions of other cultures
- schemes of work, policy and practice ensures that students are aware of and understand how to integrate and behave appropriately with different cultures
- successful exchange visits have taken place to Germany
- we were re-designated with the International Schools Award 2014-2017 (a member of staff leads the International Schools Award Programme)
- students from France spend a period of time in the main school during the summer term

In relation to **SEXUAL ORIENTATION** our self-evaluation tells us that

- staff and students are supported when experiencing issues arising from sexual orientation
- support is available when students wish to tell their parents
- signposting to external agencies is made when required

3. SUMMARY OF OUR EQUALITY ANALYSIS

In relation to **RACE**, our judgement remains that the Academy is effective in promoting a very positive approach. Students are provided many opportunities to explore and learn about other cultures. The Academy reports to the Local Authority on incidents of prejudice.

In relation to **DISABILITY**, our judgement is that the Academy facilities available are good for the current school population and as we were designed to be a 'string' school for disabled students we are well equipped to support future students with

disability. Every effort is made to encourage people to declare a disability in order to offer appropriate support and this is done sensitively and confidentially.

In relation to **SEX** our judgement is that the Academy offers a wide range of activities to both genders. There are equal proportions of responsibilities allocated to both genders on the teaching and non-teaching staff.

In relation to **GENDER REASSIGNMENT** there is no judgement as this issue has never been raised. The same fairness and consistency would be applied.

In relation to **AGE** our judgement is that our age profile is evenly spread and 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 when dealing with pregnancy, maternity and related issues. Further, our judgement is that the Academy responds proactively to flexible working requests for colleagues returning from maternity leave.

In relation to **RELIGION AND BELIEF** our judgement is that the Academy is very effective in promoting equality and raising awareness.

In relation to **SEXUAL ORIENTATION** our judgement is that the Academy promotes awareness and understanding effectively to tackle any issues that might arise.

Manor School Sports College is very effective in achieving the 3 aims of this duty for each of the protected groups with our clear mission statement of 'Success for All'. Our aim of ensuring all staff and students have equality of opportunity reflects our inclusive practice.