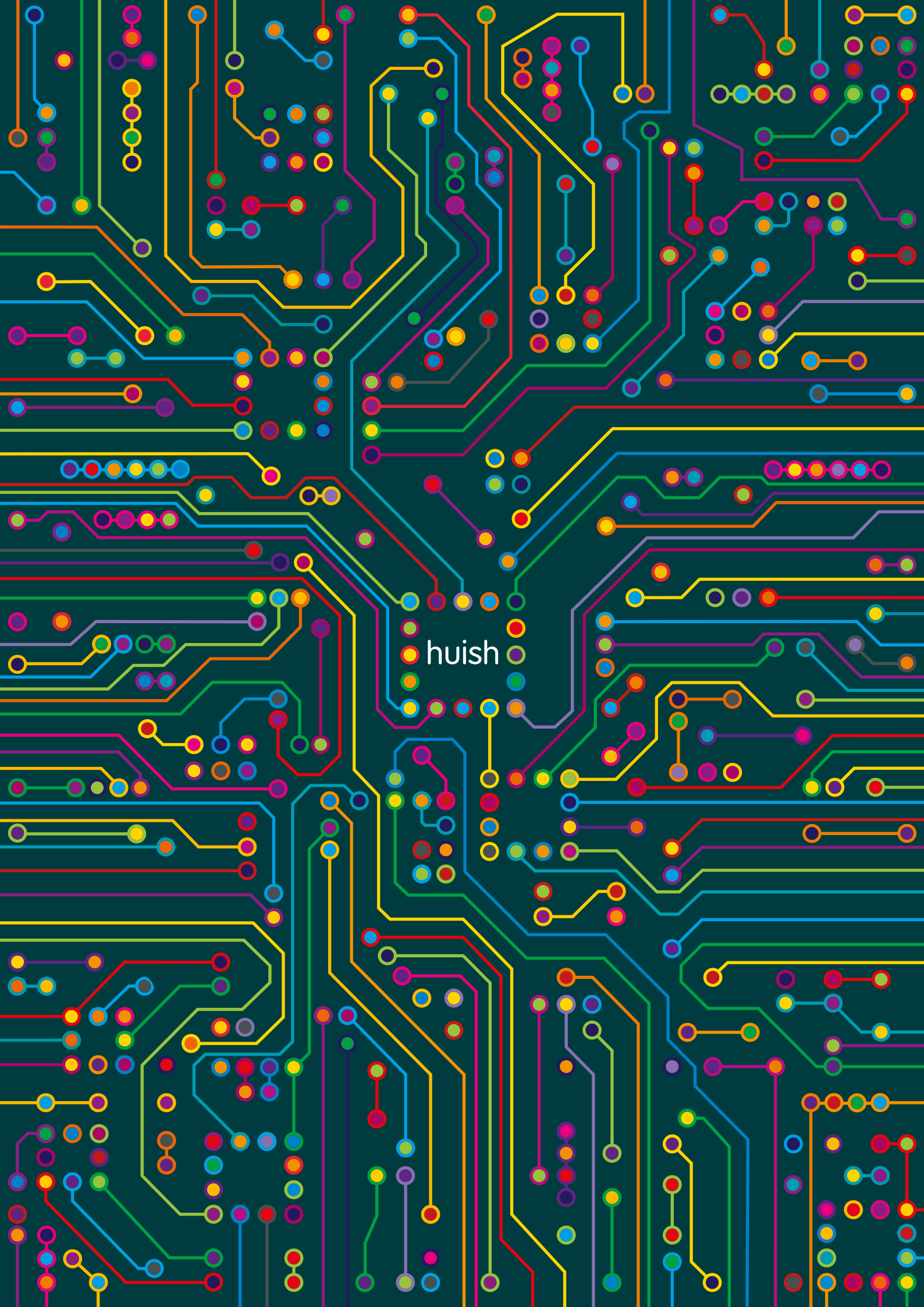




EQUALITY AND DIVERSITY ANNUAL REPORT 2023/24





huish

INTRODUCTION

WELCOME TO OUR EQUALITY AND DIVERSITY REPORT

We have had a very busy and exciting year at Huish where staff and students have demonstrated their commitment to promoting diversity and equality within their subjects, enrichment and personal development.

Huish continues to be an environment where young people have the right to express themselves and be listened to.

We hope this report summarises some of the wonderful things Huish, as a community, has been doing.



OUR VALUES

Richard Huish College is a place where we believe that everyone deserves to be fairly treated and should have the opportunity to achieve their personal potential. All those associated with the College – staff, students, parents/carers and governors – are expected to subscribe to a set of core values that will help to ensure that every student is provided with the best opportunities to learn and progress.

THESE CORE VALUES ARE:

Students are at the centre of everything we do – all decisions are considered in relation to the impact on students.

We are determined and rigorous in our pursuit of educational excellence – we are individually and collectively committed to making improvements for the benefit of students.

We strive to add value and are committed to supporting all members of the College community to achieve beyond what might be expected.

We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect – specialist support is available for everyone and diversity is embraced.

Honesty and integrity are central to our work – we are committed to being transparent, open and trusting.

We work collaboratively and constructively as a team in order to best serve the local and wider community – all stakeholders work together positively and professionally.

We consider the environmental impact of our activities and actively seek more sustainable solutions – through our behaviour and decisions we are committed to reducing our environmental impact.

Our values help to ensure that the College has a working environment that is respectful, safe and fair, meaning that everyone can learn and work without fear of bullying, prejudice or discrimination. We are all individual and we are all different. We all contribute to our rich and diverse learning community.

THE EQUALITY DUTY

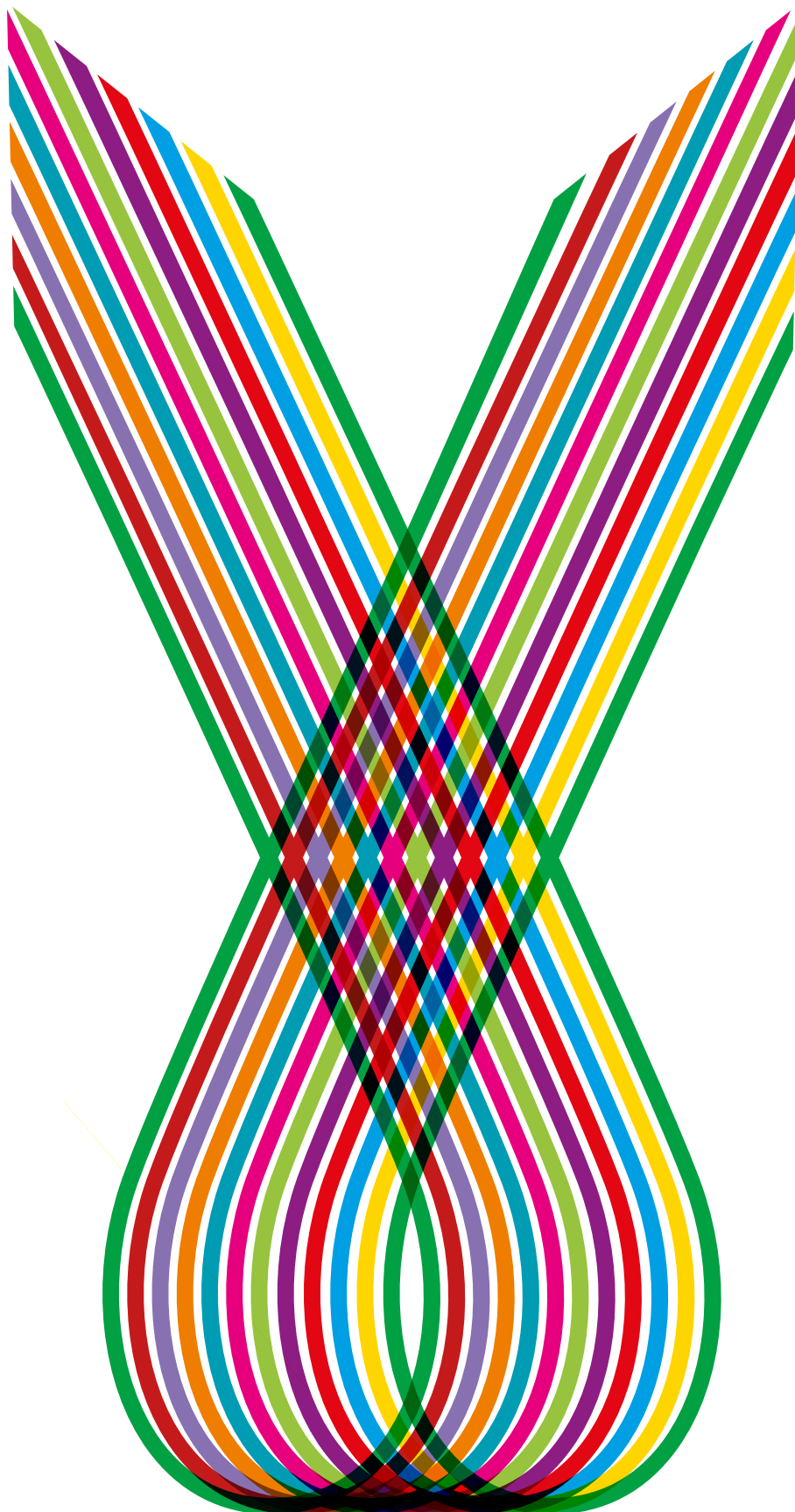
The Equality Act 2010 created a public sector equality duty which was developed to harmonise the equality duties relating to race, disability, age and gender, and to extend it across the other protected characteristics. These are sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, and marital status. The college must therefore have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic.
- Foster good relations between people who share a protected characteristic and those who don't.

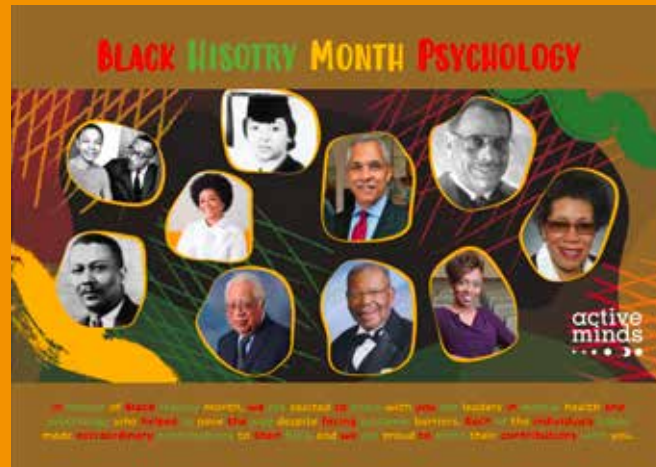
The equality duty requires the college to integrate consideration of equality and good relations into its day to day running. The equality duty is a legal obligation and it makes good business sense, because having a workforce with a supportive working environment is more productive, and a diverse workforce draws on a broader range of talent with which to support all our students.

THIS ANNUAL REPORT SETS OUT TO:

- Demonstrate the work we are carrying out to achieve these duties.
- Publish information relating to employees who share protected characteristics.
- Show how the college endeavours to be an inclusive environment.
- Show how we are meeting our core values and behaviours, which relate to respecting and valuing all individuals.



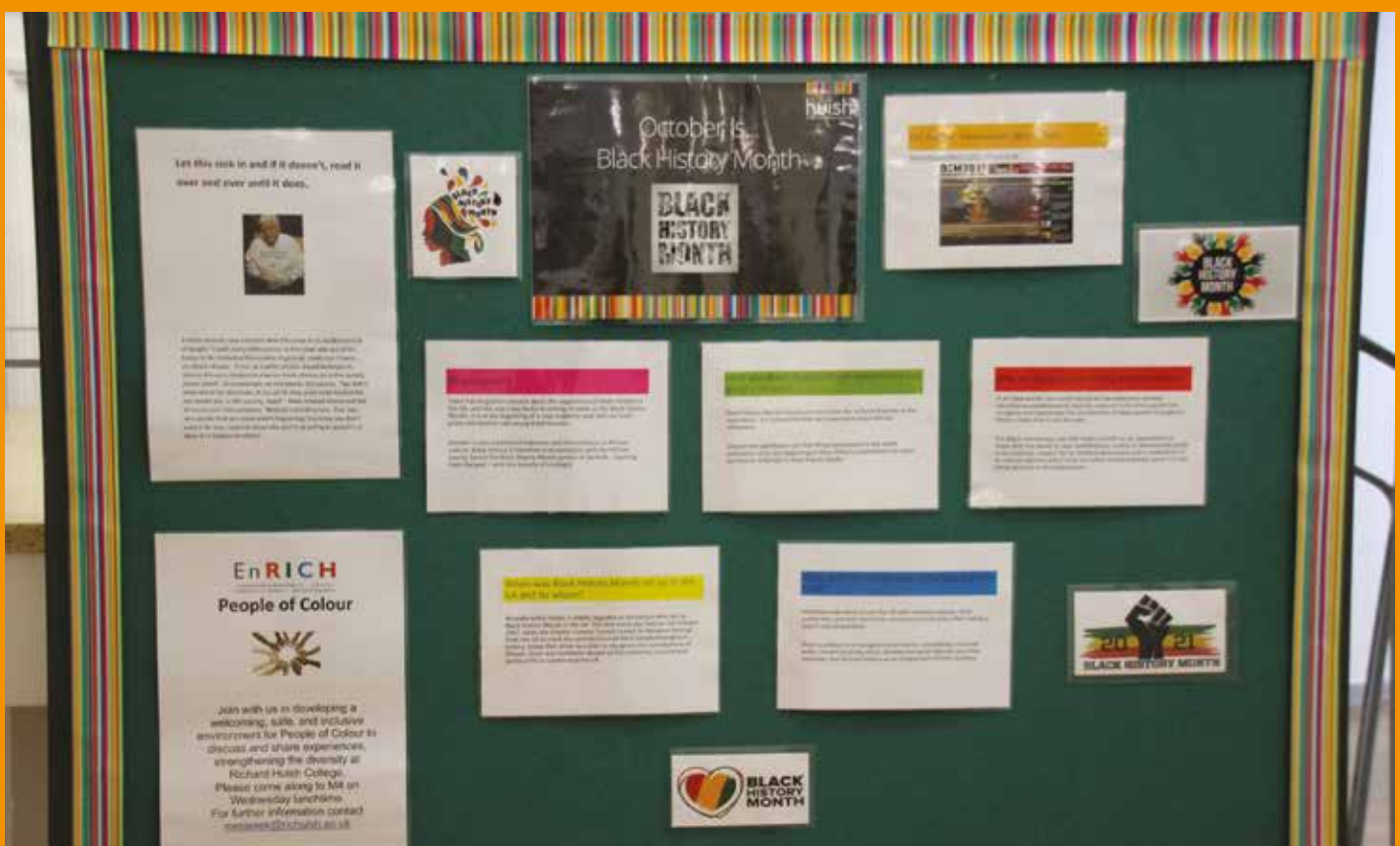
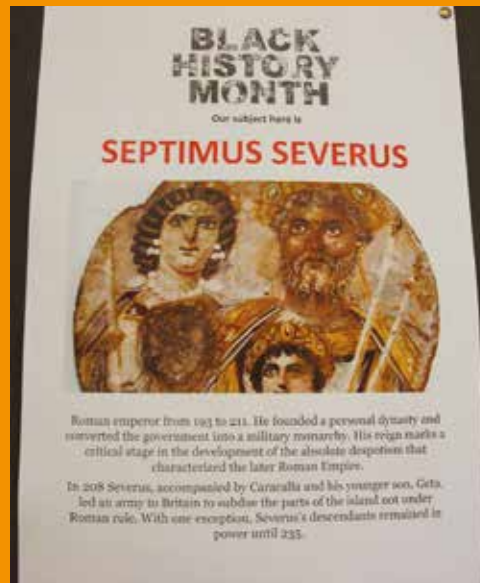
BLACK HISTORY MONTH



Lots of course areas celebrated Black History month with interesting and informative profiles of key people of colour in order to celebrate diversity and their contributions to society.



BLACK HISTORY MONTH



INTERNATIONAL WOMEN'S DAY – BREAK THE BIAS



VIOLENCE AGAINST WOMEN WORKSHOP

As part of our tutorial programme we had a fascinating and thought provoking session on this important topic.



PERIOD EQUALITY

We are part of the Period Product scheme which allows us to provide free products to all our students so that no one should feel that they need to miss any education due to their periods.



RAINBOW ALLIANCE

Rainbow Alliance continues to be a vibrant and active group within the college. We have a strong partnership with 2BU and our Pride History month was well supported and helped raise awareness.

The group was commented on by inspectors in our recent Ofsted visit and they were impressed with their confidence and presence within the college.

Students are engaged in Action Research with staff and there are plenty of ways to ensure their voice is heard and their legacy continues. We are planning a Huish Rainbow Walkway. We now all have access to pro-noun badges for those who wish to wear them.



EnRICH DAY

We did lots of activities as part of our EnRICH days that promoted equality and helped those in our local community.



ENGLISH LANGUAGE

Neo – Pronouns competition.

NEO-PRONOUNS

Neo-pronouns are a category of neo-logic English, third-person personal pronouns beyond she, he, they, one, it. They are words created to serve as a pronoun without expressing gender.

Noun self pronouns can refer to anything, so your pronouns can refer to animals: kitten/ kittleself, fantasy characters: vamp/vampire or even common slang like kunk/ kunkle/ kunkself.

They are preferred by some non-binary individuals who feel that neo-pronouns provide more options to reflect their gender identity more accurately than any conventional pronoun.

The prefix 'neo' comes from the Greek word for new. So, these 'new' pronouns are anything but new...

Neo-pronouns are not very prevalent yet recent survey showed that most LGBTQ young people use common pronouns like she, he and they, while only 4% use neopronouns.

There is resistance to neopronouns from many observers and linguistic scholars. There are those that believe this practice carries the use of non-binary language too far.

Every single word has its beginning in a language. Words and pronouns all have to start somewhere. Way back when, "he" and "she" had their own beginnings as "neopronouns", even.

Language is constantly evolving, and today's times have brought about some beautiful new words and definitions, especially with the fights for equality of genders, races, and cultures, and LGBTQ+ awareness. Neopronouns are another beautiful example of just how flexible, complex, and fascinating language can be.

Neopronouns have been accepted into our society as a generational change and we see common use of "they/them" with many famous celebrities like Demi Lovato announcing they are non binary through the use of this pronoun.

Shakespeare: "Where are the Romeo?" sounds so archaic now, but "you" is fairly new in the English LAN, so "you" was once a neopronoun.

Sun/sunny/sunself goes against the rules of English. Sun is a noun. You can't take a noun and use it as a pronoun.

Neopronouns are constantly evolving and adapting as people find themselves on their journey and decide what they feel comfortable with.

KEY WORDS

Prevalent- predominant

Pronoun- word that takes the place of a noun

Neologistic- a new word expression or usage

Conventional- based on

Prefix- word or letter placed before another

Non-binary- don't identify as male or female

SOURCES

Elle Bow Bank Blog

Medium

Valentina Negrea

Zuty Mesarova

Rowan Keyte

hulish

Many people who use neopronouns don't just use one set. They select a handful and show off their collections on websites like [Pronounpage.com](https://www.pronounpage.com/) a site that provides usage examples for neopronouns.

Here are some selected neopronouns with the percentage of people who use them being as closely themselves. These were collected in a neopronoun survey for the 2020 Gender Census.

E/em	5.3%
Ze/hir	5.3%
Fae/foer	3.9%
Ey/em	0.3%
Ze/zir	0.2%
Ae/aer	0.2%
Xe/xem	7.4%

14th C

'A' (only used in nominative case)

Used in place of she/he/it (from Middle English)

Used by 14th century English writer John of Trevisa (Cornish writer and translator 1342-1402)

16th C

'OU' (only used in nominative case)

'OU' will = he/she/it will

Probably deriving from Middle English 'a' or from 'you'

19th C

'THON'

Used /created by Charles Crozak in 1858

Possibly deriving from 'that one' (thonsells // thon's // thons)

20th C

'AE' (aersell // ae went // aer was met by)

(created in a 1920's novel voyage to Arcturik, written by David Lindsay as an alien race, but it is still used today)

'VE' - 1970's Greg Egan

'ZE' - 1997 Richard Cull

'E' - 1992 Spivak Pronouns

'XZ' - 1973 Don Ricker

HUJ - 1982 Sasha Newburn (human pronoun)

EY - 1975 Christine Everson (singular pronoun)

PER - 1972 John Clark (person pronoun)

'CO' - 1980 Mary Grovan

21st C

Name-self pronouns—created from an individual's name

Alternating Pronouns—changing between binary gender sets and gender neutral

No Pronouns—only uses name or only the passive voice

TIMELINE

OPINIONS/CONCEPTS




PSYCHOLOGY – DIVERSITY & INCLUSION

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

KENNETH BANCROFT CLARK

1914 - 2005




Kenneth Bancroft Clark was the first black president of the American Psychological Association. He attended Howard University for his undergraduate degree and earned his PhD from Columbia University becoming the first ever African American to do so at Columbia. In his most famous piece of research, he used toy dolls and children in order to study perceptions about race.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

KAREN HORNEY

1885 - 1952




Karen Horney graduated from the University of Berlin on M.D. in 1913. Karen is considered to be a neo-Freudian. She questioned the views on Penis Envy from Sigmund Freud, suggesting that men had Kibler Envy and that the actions of males were the result of overcompensating for their inability to bear children.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

LETA STETTER HOLLINGWORTH

1886 - 1939



As well as being an American Psychologist, Leta was also a member of the Women's Suffrage Party. The term 'gifted' was coined by Leta. In addition she contributed a wealth of research into intelligence and gifted children. Her dissertation addressed the previously unexplored concept of women's mental inequality during their monthly menstruations, ultimately demonstrating that there was no empirical evidence of a decreased performance within a phase of the menstrual cycle.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

FRANCIS CECIL SUMNER

1895 - 1954




Known as the "father of black American psychology", Francis was the first ever black African American to receive a PhD in Psychology from Clark University in 1920. Francis was interested in understanding issues like and supporting educational justice. He was one of the founders of the psychology department at Howard University.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

TANIA ISRAEL

1966 - Present



Tania is an American psychologist and holds a Ph.D. in Counseling Psychology from Arizona State University. Currently, Tania focuses on understanding issues in the community of California, as part of the course, she also focuses on social justice and supporting LGBTQ+ clients. In 2019 Tania received an award from the American Psychological Association titled 'Emerging Leader in Research in Psychology'.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

ANNA FREUD

1895 - 1982




Anna began working as a primary school teacher in 1917 but by 1920, she was a member of the Vienna Psychoanalytic Society and worked with children using her psychoanalytic practice. Daughter of Sigmund Freud, she became Secretary of the International Psychoanalytical Society when he died. At the time of her death, she was Honorary President of the IPA. Anna Freud made contributions to our understanding of the psychiatry of children, publishing many papers and being a significant figure in Psychology.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

EVELYN HOOKER

1907 - 1996




Evelyn earned her PhD from Johns Hopkins University after the death of her husband, who was severely injured in the First World War. As a result of her being a woman, Evelyn is most famous for her ground-breaking research concerning the notion that homosexuality was a mental illness. Her research led to homosexuality being removed from the DSM. In 1990 she was awarded a lifetime achievement award from the American Psychological Association.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

MAMIE PHIPPS CLARK

1917 - 1983




Mamie Phipps Clark focused her psychological work on the racial identification of children, and how society impacted their identity and wellbeing. Along with her husband, she worked with black children in both Northern and Southern U.S. states. Together they conducted their psychological research in the children who were the result of segregation in society. Later in life, Clark and her husband were named to the NAACP's list of heroes. In 1945, the Clark family that segregation in public schools was unconstitutional, contributing to the positive changes in wider society over time.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

INEZ BEVERLY PROSSER

1895 - 1934



Inez Beverly Prosser was an educational psychologist whose work focused on the effects of racism. She made history as in 1933 by becoming the first African American woman to receive a PhD in Psychology. Her work was intended to show the effects of racial oppression in schools. Sadly, Inez's life was cut short at the age of 39 after a car accident. She passed away at the age of 39 after only receiving her PhD the year before.

DIVERSITY AND INCLUSION IN PSYCHOLOGY tutor2u

CELIA KITZINGER

1956 - Present



Celia Kitzinger is Professor of Communication Analysis, Gender and Sexuality at the University of York. Celia has made a number of significant contributions to the study of gender as well as sexuality and language. In total she has published 5 books and over 100 articles. As well as her academic contributions, along with her wife Sue Atkinson, they helped pass the way for the introduction of Marriage Equality in Scotland in 2014.

PSYCHOLOGY – EQUALITY, DIVERSITY & INCLUSION

"Promoting equality, diversity and inclusion is central to our work as psychologists"

The British Psychological Society dedicates its conference to promote equality, diversity and inclusion and to challenge prejudice and discrimination within the field of Psychology. The BPS actively promotes a culture of equality, diversity and inclusion within the discipline and amongst its members. There is a commitment to equality, diversity and inclusion in all aspects of the BPS's work. The BPS is committed to equality, diversity and inclusion in all aspects of its work. The BPS is committed to equality, diversity and inclusion in all aspects of its work.

A diverse range of individuals have contributed to the field of Psychology, and although they are not represented in our specification we celebrate, value and recognise their contributions in this classroom.

John Fryer	V S Ramachandran	Kenneth B. Clark	Mamie Phipps Clark	Lynne Hillier
Portrait and gay rights activist best known for his powerful speech at the 1987 AIDS memorial conference. This speech has been cited as a key factor in the decision to do for homosexuality as a mental illness. Fryer insisted that the illness was not homosexuality, but rather the toxic effects of homophobia.	Known for his wide-ranging experiences and theories in behavioural neuroscience, inventor of the mirror box, a therapy used for people who experience phantom limb pain following an amputation.	Educator and psychologist who spent his life working for racial integration and improvement in the education of black children. Clark's pioneering study on the effects of racial discrimination was cited by the U.S. Supreme Court in its historic 1954 ruling which declared segregation in public schools unconstitutional.	Investigated the way African American children's attitudes toward race and social self-identification were affected by segregation. It brought light to the effects of racial discrimination on school-age children and was influential in the historical ruling to end segregation in public schools.	Her studies of same-sex attracted and gender diverse young people have had a significant influence on policy, curriculum and services. She has been recognised as one of the 25 Most Influential Gay and Lesbian Researchers for her commitment to using psychology to bring about social change and mental justice.

Paul Martin	Jennifer Eberhard	Inez Beverly Prosser	Phillip Goff	Jim Sidanius
Connecting psychologist who has worked in the LGBT community for years, given to create change and equality for LGBT people. He has worked with organisations and educational professionals at the front line of mental health about the deeper psychological issues LGBT people face. He is actively engaged in the area of marriage equality, raising awareness of the connection between mental health and same-sex attracted people having the choice to marry.	Her research shows how social structures, including what and how people eat, the environment, the largely unconscious set deeply ingrained ways that individuals socially code and categorise people, with a particular focus on associations between race and crime. The year this research was published in the criminal justice system and its education.	The first African American woman to complete a PhD in psychology in 1988, she had to leave Texas to pursue her degree because no graduate schools there accepted African Americans. She studied how racism impacted and socially segregated schools, which she called 'Allyson's American school'.	Co-founder and president of the Center for Positive Psychology and is a leading expert in contemporary forms of racism and discrimination, as well as the intersections of race and gender. He serves as one of the U.S. National Institute of Mental Health's top advisors. He is the first African American to be elected to the U.S. National Academy of Sciences. He is the first African American to be elected to the U.S. National Academy of Sciences.	Professor of psychology at Howard University, he won the 2008 Howard University Award for "Outstanding Scientific Contribution in the Field of Psychology". He has made important theoretical contributions to the field in the development of social identity theory, a general model of the development and maintenance of group-based social identity and social oppression.

Heather Laing	Naushin Pasha-Zaidi	Marsha Linehan	David Hartman	Ben Barnes
Director of the Center for Women's Mental Health and Women's Psychology at the University of Louisville. She is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health. She is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health.	Psychologist, educator and author, author of 'The Mindful Way Through Depression: Freeing the Depressed Mind, Freeing the Depressed Life'. She is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health.	Renowned psychologist and the widely-respected developer of the most effective evidence-based therapy for borderline personality disorder known as Dialectical Behaviour Therapy (DBT). Dr. Linehan is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health.	David Hartman's story has been told in the National Academy of Sciences. He is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health.	Neuroscientist and first transgender person to be elected to the National Academy of Sciences. He is a leading expert in the field of women's mental health, including the impact of racism, sexism, and classism on mental health.

LAW

Law students have been exploring topics on the English Legal System.

Equality & Diversity

Compared with judges, a higher proportion of magistrates are women, or from an ethnic minority background.

As at 1 April 2022, 57% of sitting magistrates were women, 14% were from an ethnic minority background and 79% were aged 50 and above.

Magistrates in Post – 01 April 2022

Gender – women represented 57% of all magistrates (5% higher than in 2014).

Ethnicity –

- Asian or Asian British individuals constituted 7% of magistrates
- Black or black British individuals constituted 4% of magistrates
- Mixed ethnicity individuals constituted 5% of magistrates
- Individuals from other ethnicities constituted 1% of magistrates

In total, ethnic minority individuals constituted 14% of all magistrates (a 6% increase from 2014 when 8% declared themselves as ethnic minority).

Age –

- Magistrates tended to be older than judges on average
- 79% of those in post being 50 and over
- 44% being 60 and over

Equality & Diversity – Paper 1: English Legal System

Message from the Lord Chief Justice: Diversity of the judiciary – 2020 statistics

"The report shows improvements over time in the representation of both female and ethnic minority members of the judiciary."

It shows that, compared with judges, a higher proportion of magistrates are women, or BAME.

It is clear, however, that further progress is needed, particularly at more senior levels."

British Values in A-Level Law

The Basics

Why do we need statutory interpretation?

Mandla v Lee (1983)

Sikh boy was refused entry to Park Grove School, Birmingham a private school by the headmaster, because his father refused to make him stop wearing a turban and cut his hair.

The boy went to another school, but the father lodged a complaint with the Commission for Racial Equality, who brought a case under the Race Relations Act 1976.

The interpretation of the Race Relations Act 1976:

Direct discrimination – to treat someone less favorably than someone else would be treated in the same circumstances, because of race.

Indirect discrimination – to have a rule or policy which people of a particular racial, ethnic or national group are less likely to be able to meet than other people, and this places them at a disadvantage.

The Basics

Why do we need statutory interpretation?

Mandla v Lee (1983)

The Judgement:

Sikhs were a racial group defined by ethnic origins for the purpose of the Race Relations Act and held that the claimant had been discriminated against.

Lord Denning's (Court of Appeal) interpretation:

5.3(1) definition of a racial group: a group of persons defined by reference to colour, race, nationality or ethnic or national origins.

That definition does not include religion or politics or culture.

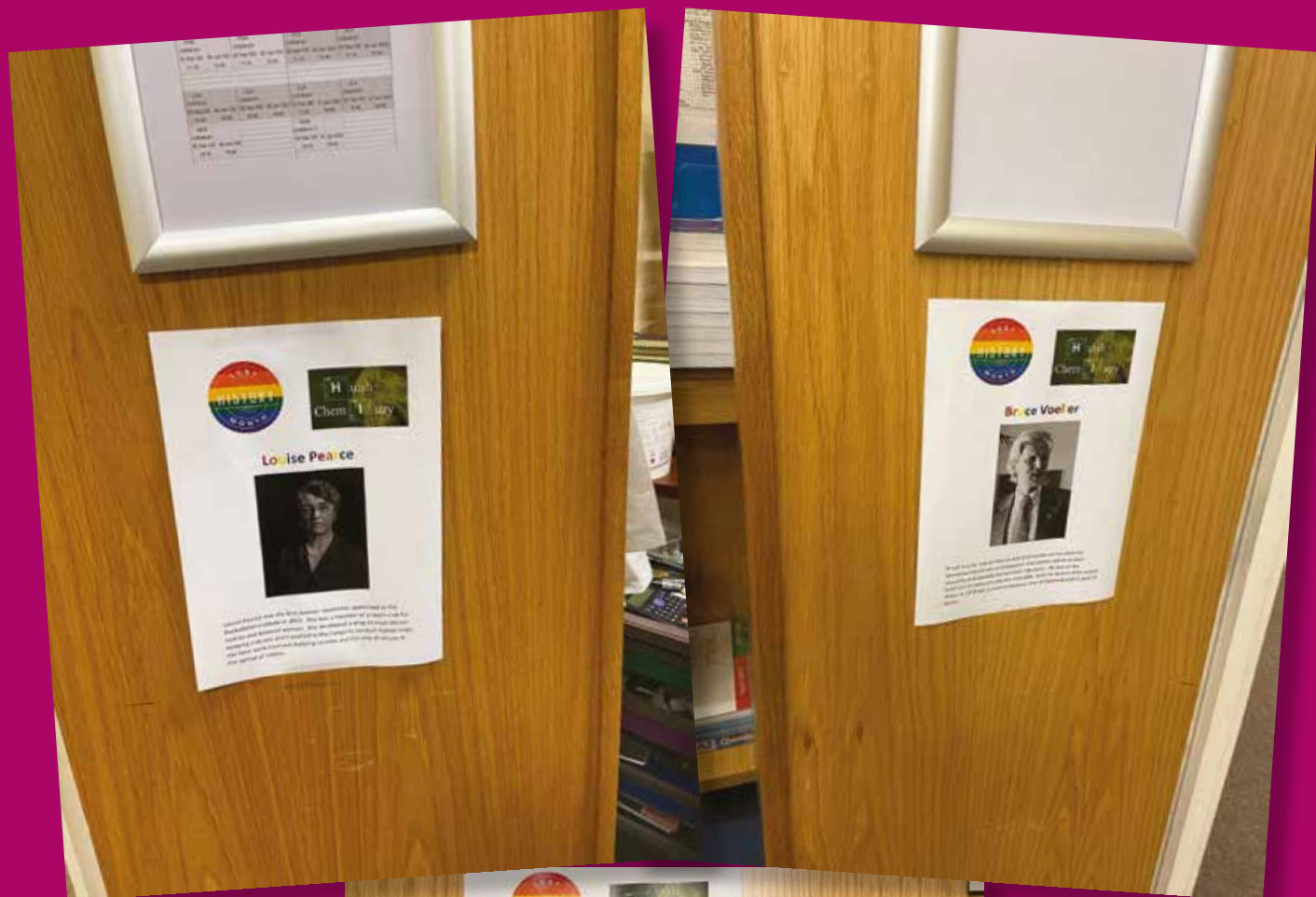
Lord Fraser's (House of Lords) interpretation:

An ethnic group in the sense of the 1976 Act must be regarded as a distinct community by virtue of certain characteristics.

NewLawJournal

[https://www.newLawjournal.co.uk/content/right-wear-turban](https://www.newlawjournal.co.uk/content/right-wear-turban)

CHEMISTRY



Protected Characteristics

OUR COMMUNITY: STUDENTS

GENDER

FEMALE %	MALE %
57.3%	42.7%

STUDENTS AGE	NUMBER	%
19 and younger	1989	86.5%
20-29	164	7.1%
30-39	78	3.4%
40-49	55	2.4%
50-59	14	0.6%
60-69	—	—
70-79	—	—

STUDENTS DISABILITY	NUMBER	%
Considers themselves to have a learning difficulty and/or disability		
No	1838	79.9%
Yes	462	20.1%

NATIONALITY	NUMBER	%
Any other Asian background	75	3.3%
Any other mixed background	14	0.6%
White British	1982	86.1%
White Other	112	4.9%
Other	98	4.3%
Not disclosed	19	0.8%
TOTAL	2300	100%

Our community: Staff

At Richard Huish College we are committed to providing an environment not only free from discrimination, but also which provides equality of opportunity and inclusivity for everyone. In order to provide this environment, we need to understand the demographics of both our workforce and our student body. The College operates with openness, fairness and integrity.

GENDER

CATEGORY	FEMALE %	MALE %
Management	36.4%	63.6%
Teaching	55.4%	44.6%
Support	65%	35%
TOTAL	60.5%	39.5%

AGE	NUMBER	%
20 and younger	1	0.4%
20-29	23	8.7%
30-39	49	18.6%
40-49	66	25.1%
50-59	69	26.2%
60-69	51	19.4%
70-79	4	1.5%

DISABILITY

DISABILITY	NUMBER	%
Yes-mental	3	1.14%
Yes-physical	1	0.38%
Yes-rather not say	1	0.38%
No	79	30.04%
Not disclosed	179	68.06%
TOTAL	263	100%

NATIONALITY	NUMBER	%
Any other Asian background	1	0.38%
Any other mixed background	1	0.38%
White British	82	31.18%
White Other European	5	1.90%
Not disclosed	174	66.16%
TOTAL	263	100%

SEXUAL ORIENTATION	NUMBER	%
Heterosexual	33	12.5%
Gay	1	0.4%
Lesbian	1	0.4%
Not disclosed	228	86.7%
TOTAL	263	100%

RELIGION	NUMBER	%
Christian	43	16.3%
None	35	13.3%
Other	1	0.4%
Prefer not to say	5	1.9%
Not disclosed	179	68.1%
TOTAL	263	100%

Gender Pay Gap Report

SNAPSHOT: MARCH 2022

HUISH VALUES

As an organisation with a live set of 'Huish Values', working towards the reduction of the gender pay gap is a priority for Huish when considering the development and implementation of our People strategies, policies and procedures.



Pupils and Students are at the centre of everything we do – all decisions are considered in relation to the impact on pupils and students.



We carefully **consider the environmental impact** of our activities and actively seek more sustainable solutions – we are committed to reducing our environmental impact.



We are determined and rigorous in our pursuit of **educational excellence** – we are individually and collectively committed to making improvements for the benefit of pupils and students.



We strive to **add value** and are committed to supporting all members of the School and College community to achieve beyond what might be expected.



We have a **culture that cares** for the individual and promotes inclusivity, equality and mutual respect – specialist support is available for all and diversity is embraced.



Honesty and integrity are central to our work – we are committed to being transparent, open and trusting.



We **work collaboratively** and constructively as a team in order to best serve the local and wider community – all stakeholders work together positively and professionally.

THE GENDER PAY GAP

The Mean Gender Pay Gap across all establishments in the Trust is 23%. This breaks down as 30% across the schools and 10% at the College. This is set against a sector (Education) average of 22.2% (Office for National Statistics (ONS) Annual Survey of Hours and Earnings (ASHE) data). Working in line with nationally agreed pay scales, there can be a high level of confidence that there is ‘equal pay’ for Huish Trust staff (male and female staff being paid equitably for the same job).

Like many Multi Academy Trusts, we attribute the female/male split of 73% to 27% respectively with the greater proportion of men in roles in the Upper Middle and Upper quartiles of the pay banding as the main contributing factor to the gender pay gap at Huish.

The proportion of female staff employed in the Lower and Lower Middle quartiles (roles attracting the lower rates of pay) in the schools are generally roles which are based around term-time contracts or school hours (Teaching Assistants, Administrators, Nursery Assistants for example). In the College, the Gender Pay Gap is predominantly driven by the larger proportion of female staff in Lower Middle quartile, again, the area with the highest proportion of term time contracts.

It is encouraging to see that across the schools, in Upper Middle and Upper quartiles (roles attracting the higher rates of pay) the proportion of female staff is greater than the proportion of male staff, however this is set against a female/male split of 83/17% for the Trust schools.

Whilst the Gender Pay Gap across Huish is just slightly higher than the sector average, there is still some way to go to close the gender pay gap within the Huish Trust schools particularly.

RICHARD HUISH TRUST

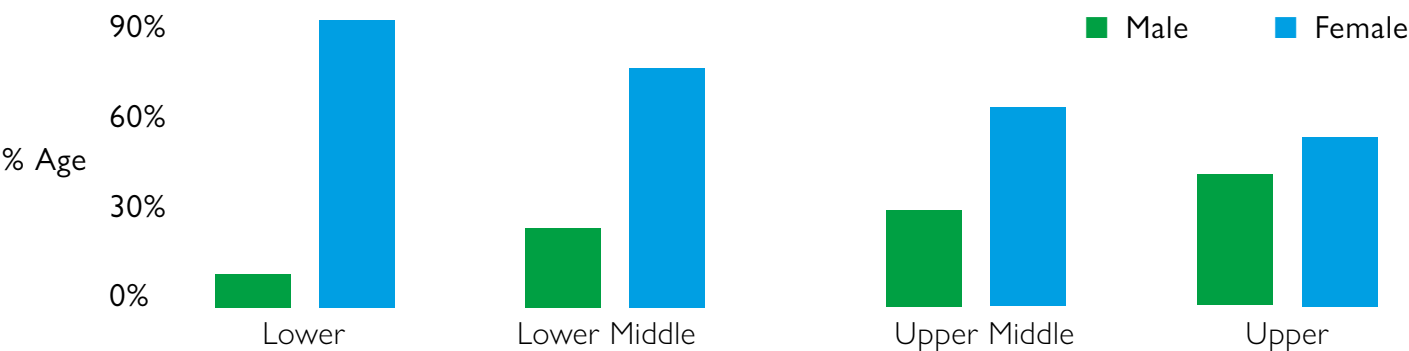
Hourly Pay Gaps

	Male	Female	Percentage Difference
Mean	20.56	15.82	23.05%
Median	20.80	12.98	37.60%

Hourly Pay Quartiles

Gender	Lower (128)		Lower Middle (128)		Upper Middle (129)		Upper (129)	
Male	14	10.94%	32	25.00%	38	29.46%	56	43.41%
Female	114	89.06%	96	75.00%	91	70.54%	73	56.59%

PROPORTION OF MALE AND FEMALE EMPLOYEES PER QUARTILE



RICHARD HUISH COLLEGE

Hourly Pay Gaps

	Male	Female	Percentage Difference
Mean	20.49	18.43	10.05%
Median	20.98	16.77	20.07%

Hourly Pay Quartiles

Gender	Lower (55)		Lower Middle (55)		Upper Middle (56)		Upper (56)	
Male	23	41.82%	17	30.91%	21	37.50%	31	55.36%
Female	32	58.18%	38	69.09%	35	62.50%	25	44.64%

PROPORTION OF MALE AND FEMALE EMPLOYEES PER QUARTILE



HUISH TRUST SCHOOLS

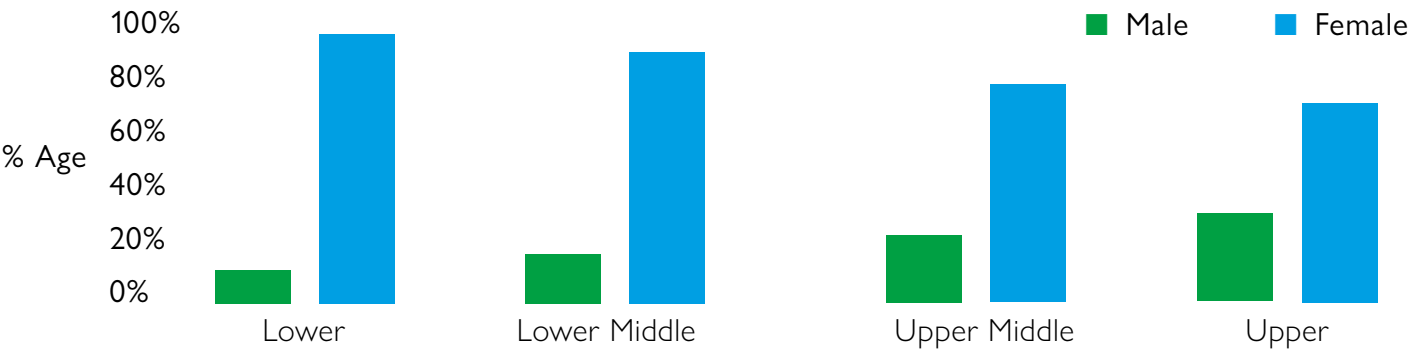
Hourly Pay Gaps

	Male	Female	Percentage Difference
Mean	20.67	14.44	30.14%
Median	18.30	10.50	42.62%

Hourly Pay Quartiles

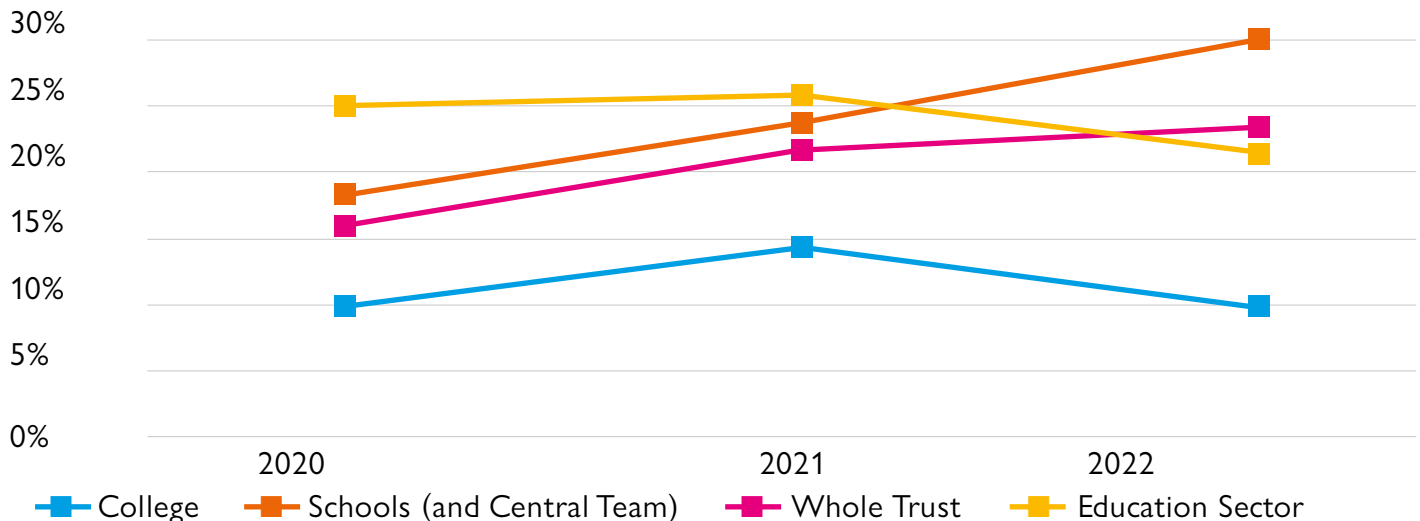
Gender	Lower (74)		Lower Middle (74)		Upper Middle (75)		Upper (75)	
Male	5	6.76%	6	8.11%	16	21.33%	22	29.33%
Female	69	93.24%	68	91.89%	59	78.67%	53	70.67%

PROPORTION OF MALE AND FEMALE EMPLOYEES PER QUARTILE



RICHARD HUISH GENDER PAY GAP REPORT (SNAPSHOT – MARCH 2022)

MEAN GENDER PAY GAP



COMMITMENTS

Without being complacent, it is fair to say that the organisation is already mindful of gender bias and forward thinking in terms of equality of opportunity, as such, careful thought, creativity, and relentless focus are all going to be essential in reducing the gender pay gap as we move forwards. Having considered the research carried out by the Government Equalities Office, on strategies to reduce the gender pay gap, Huish will:

- Continue to impact assess all 'people related' policies and procedures in the context of direct and indirect discrimination and gender bias
- Continue to promote the Huish Application for Flexible Working procedure
- Use the Staff Surveys to 'test' the understanding and knowledge of staff related to opportunities to explore flexible working and career progression (checking for differences in male and female staff response)
- Ensure Continuous Professional Development for school and College Leadership includes themes which will make unconscious gender bias less likely in the way our schools and College are led
- Scrutinise Huish Trust Talent Management and Succession Planning for gender bias
- Use Images where possible, which positively promote vacancies in Lower and Middle quartiles to male applicants
- Scan all adverts using specialist software to highlight unconscious bias in the wording
- Consider all vacancies for suitability for part time / flexible working
- Actively promote 'family friendly' policies to both male and female staff
- Continue to use skill-based assessments task and not just rely upon interviews
- Use structured interview formats for all candidates
- Encourage salary negotiation by showing salary ranges
- Introduce transparency to promotion, pay and reward processes
- Offer mentoring for all aspiring leaders
- Offer networking programmes for all aspiring leaders

REVIEW OF 2022/23 OBJECTIVES

OBJECTIVES	REVIEW
<p>Greater voice in mental health and well-being.</p>	<p>Action Research Project – Successful group working with Wellbeing team.</p> <p>New student EnRICH group.</p> <p>Wellbeing Action Group – pivotal role in evaluating and inputting into support at college.</p>
<p>Look at ways to further engage with and understand our diverse community.</p>	<p>Focus groups with BAME group.</p> <p>Refugees/Asylum seekers.</p> <p>Review toilet facilities for transgender staff/students.</p> <p>Check unconscious bias in adverts and continue to advertise on national platforms to promote diversity in our staff.</p>
<p>Continue to work to reduce the 'gender pay gap' by promoting flexible working, encouraging staff in lower pay bands, who already work flexibly, to apply for internal promotion.</p>	<p>Appraisals and CPD.</p> <p>Better advertising of posts across the Trust.</p> <p>Middle Leader Training for support staff.</p>
<p>Disadvantaged -continue to lower gap in achievement and aspirations.</p>	<p>Appointment of Disadvantaged Lead.</p> <p>QIP priority of 'Mind the Gap'.</p> <p>Disadvantaged outcomes were in line with whole college Campaign to promote Bursary & Travel support – so far a 55% increase in applications and payments.</p>

EQUALITY AND DIVERSITY OBJECTIVES

2023/24

OBJECTIVES	PLANS
Increase student voice in Action Research	Rainbow Alliance working with staff to lead some action research. Student to come and feedback at staff CPD day Wellbeing Action Group has been formed and students are supporting the college Mental Health team to shape our service and communicate with students.
Gender Identity	Reflect on the non-statutory guidance produced by the DfE with a working group. Produce an information leaflet with staff and students about how Huish will support those who are questioning/changing their identity. Students consulted on the document and ideas shared on how to communicate to our community.
QIP Priority -Mind the Gap	Appointment of Disadvantaged Lead to work with these students to see if there are any barriers at college for them. Course Teams to analyse their data and identify if any groups are at a disadvantage and to use this data to inform and improve accessibility in their subjects e.g. equipment, trips. Campaign to increase numbers accessing the bursary and transport contributions.
Social Media/Marketing	Goggle analytics training to support with analysis of our platforms. Audit of all media platforms to check there is no unconscious bias and collate data on representation.

EQUALITY DATA 2022/24

JOB CATEGORY

GENDER	MANAGEMENT	SUPPORT	TEACHING	GRAND TOTAL
Female	20%	69.70%	60.44%	64.66%
Male	80%	30.30%	39.56%	35.34%
GRAND TOTAL	100%	100%	100%	100%

AGE

AGE IN YEARS		GRAND TOTAL
20 – 29	11.28%	30
30 – 39	18.05%	48
40 – 49	25.56%	68
50 – 59	26.69%	71
60 – 69	16.54%	44
70 – 79	1.88%	5
GRAND TOTAL	100%	266

DISABILITY

DISABILITY STATUS		GRAND TOTAL
No	49.62%	132
Prefer not to say	1.88%	5
Unknown	0.75%	2
Yes – learning difficulty	1.13%	3
Yes – rather not say	0.75%	2
(blank)	45.86%	122
GRAND TOTAL	100%	266

NATIONALITY		
ETHNIC GROUP CODE	TOTAL	GRAND TOTAL
A9 Any other Asian background	0.75%	2
English/Welsh/Scottish/N.Irish/Brit	1.88%	5
M3 Mixed White and Asian	0.38%	1
M9 Any other mixed background	0.75%	2
NS Not Stated	0.38%	1
O9 Any other ethnic group	0.38%	1
W1 White British	49.62%	132
W3 White Other European	2.26%	6
W4 White Non European	0.38%	1
(blank)	43.23%	115
GRAND TOTAL	100%	266

ORIENTATION		
SEXUAL ORIENTATION DESCRIPTION		GRAND TOTAL
(blank)	266	266
GRAND TOTAL		266

RELIGION		
RELIGION NAME		GRAND TOTAL
Christian	20.68%	55
None	26.32%	70
Prefer not to say	7.14%	19
(blank)	45.86%	122
GRAND TOTAL	100%	266

TOTAL NUMBER OF STUDENTS WITH A PERIODIC FOR 22/23 = 2379

LEGAL SEX

GENDER	NUMBER	PERCENTAGE
Female	1369	57.5%
Male	1010	42.5%
GRAND TOTAL	2379	100%

STUDENTS AGE

AGE IN YEARS	NUMBER	PERCENTAGE
19 and younger	2127	89.4%
20 – 29	131	5.5%
30 – 39	69	2.9%
40 – 49	38	1.6%
50 – 59	9	0.4%
60 – 69	5	0.2%
70 – 79	0	0
GRAND TOTAL	2379	100%

STUDENT DISABILITY – *Considers themselves to have a learning difficulty and/or disability*

	NUMBER	PERCENTAGE
No	1862	78.3%
Yes	476	20%
Not specified	41	1.7%
GRAND TOTAL	2379	100%

NATIONALITY* *Please note we don't ask student's their nationality – we ask for their ethnic origin*

ETHNIC ORIGIN	NUMBER	PERCENTAGE
English/Welsh/Scottish/N.Irish/Brit	2048	86.1%
Irish	10	0.4%
Gypsy or Irish traveller	0	0%
Any other white background	93	3.9%
White and Black Caribbean	13	0.5%
White and Black African	19	0.8%
White and Asian	36	1.5%
Any other mixed background	20	0.8%
Indian	21	0.9%
Pakistani	1	0.04%
Bangladeshi	5	0.2%
Chinese	30	1.3%
Any other Asian background	27	1.1%
African	15	0.6%
Caribbean	2	0.08%
Any other black African/Caribbean	4	0.2%
Arab	0	0%
Any other ethnic group	5	0.2%
Not provided	30	1.3%
GRAND TOTAL	2379	100%

EQUALITY OBJECTIVES 2023–2027

RATIFIED BY THE HUISH BOARD ON 11TH JULY 2023

Aligned with our Huish Values, we will:

- Provide equality of opportunity for all within the Huish community, being mindful of unconscious bias and holding each other to account. This will include adhering to Huish policies and procedures which help us to eliminate unlawful discrimination and promote inclusion;
- Ensure that all pupils and students have the opportunity to thrive; make great progress and maximise their potential. We will do this whilst paying close attention to our data, particularly for disadvantaged groups;
- Ensure there are opportunities in our schools and the College to help us recognise difference and encourage inclusion. Academies will provide an annual equality information and objectives statement showing the specific action plans and measurable outcomes for agreed objectives.

