

# CAMS HILL SCHOOL

## EQUALITY AND DIVERSITY POLICY



Statutory

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# Equality and Diversity Policy

## 1. Mission Statement

Cams Hill School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, sexual orientation, gender reassignment, pregnancy, maternity or socio-economic background. It aims to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender and disability and this data is used to support pupils, raise standards and ensure inclusive teaching. Discrimination is tackled by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Cams Hill School believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

### Teaching and Learning

The school aims to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the school:

- Uses contextual data to improve the ways in which support is provided to individuals and groups of pupils;
- Monitors achievement data by ethnicity, gender and disability and takes action accordingly;
- Takes account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensures equality of access for all pupils and prepares them for life in a diverse society;
- Uses materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promotes attitudes and values that challenge racist and other discriminatory behaviour or prejudice;
- Provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seeks to involve all parents in supporting their child's education;
- Encourages classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Includes teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of pupils here.

### Admissions and Exclusions

Cams Hill School admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions are always based on the school's Behaviour Policy and are closely monitored to avoid any potential adverse impact and ensure any discrepancies are identified and addressed.

### 3. Equal Opportunities for Staff

Cams Hill School is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. The school endeavours to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### Employer Duties

As an employer the school endeavours to ensure that discrimination and harassment in its employment practice are eliminated and actively promotes equality across all groups within its workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion, pregnancy or maternity are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Monitoring any bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### 4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

#### Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation
- Gender Reassignment
- Pregnancy or Maternity

A person's age is also a protected characteristic in relation to employment and in regard to the provision for goods and services. It does not, however, apply to pupils and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies. This includes both LA maintained schools and Academies. The school has due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

#### 4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

#### 4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

#### Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

There is also the specific duty under which the school will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying its disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### 4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under the general duty the school actively seeks to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under the specific duty the school:

- Prepares and publishes an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Reviews and revises this Scheme every three years.

#### 4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### 4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## 5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. This has been achieved by using the following to shape the plan:

- Feedback from regular parent questionnaires and Parents' Evenings.
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the School Council, PDL lessons, whole school surveys;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Governing Body meetings.

## 6. Roles and Responsibilities

### The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs, based on the protected characteristics.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at this school on grounds of the protected characteristics. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The Governing Body ensures that no child is discriminated against whilst in this school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

### The Role of the Headteacher/Principal (or Senior Leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### The Role of All Staff: Teaching and Non-teaching

- All staff ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- All staff strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## 7. Tackling Discrimination

Harassment or victimization on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and Governors should be aware of both direct and indirect discrimination and understand the differences.

**Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic.

**Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to other staff where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

## What is a Discriminatory Incident?

**Harassment** is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the Act, eg making an allegation of discrimination.

## Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

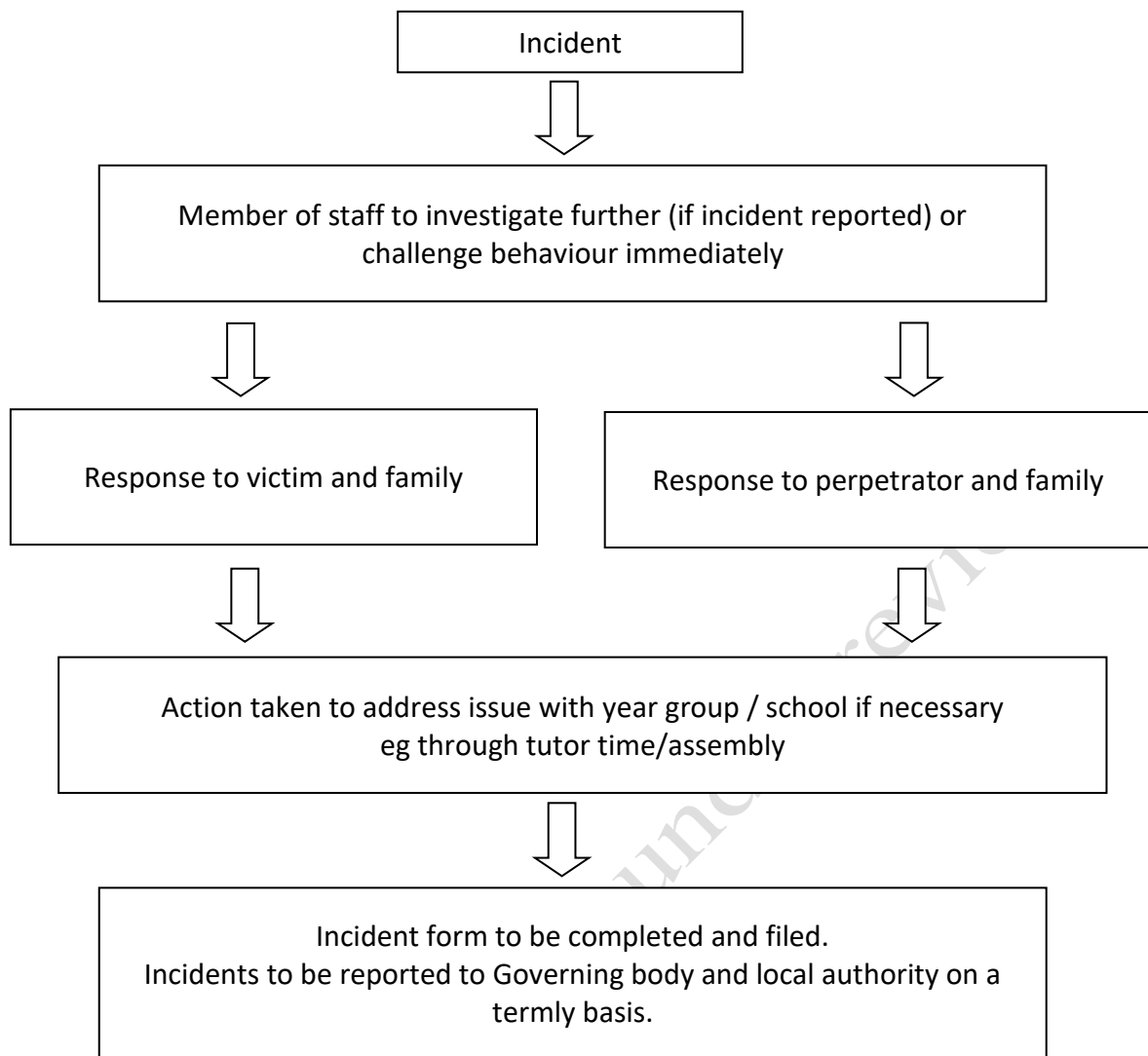
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference, eg food, music, religion, dress, etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## Responding to and Reporting Incidents

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school.

One suggested procedure for responding and reporting is outlined below:





## 8. Review of Progress and Impact

The school's equality objectives have been agreed by the Governing Body. There is a rolling programme for reviewing School Policies and their impact. In line with legislative requirements, progress against Equality objectives are reviewed annually and the entire plan and accompanying action plan is reviewed on a four year cycle.

Regular assessments of pupils' learning are used to track pupil progress. As part of this process, achievement is monitored by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress. Appropriate action is taken to address any gaps.

## 9. Publishing the Objectives and Demonstrating Compliance

In order to meet the statutory requirements to publish information, to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, the school will:

- Publish information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

In addition, the school has published various policies on the school internet site [www.camshill.com](http://www.camshill.com) the policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

### Approaches to Ensuring Equality of Opportunity and Participation

#### The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow any gaps are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school, eg through involvement in the School Council by election or co-option); class assemblies; fund raising, etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, School Council meetings, Parents Evenings, etc.

#### The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, eg ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (eg reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (eg providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

### Promoting Positive Attitudes and Meeting Needs

#### The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the Governing Body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Support disabled pupils in the period of transition between phases of education to ease the stress of moving and increase familiarity with new surroundings;

- Help children and young people to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;
- Develop skills of participation and responsible action – for example through the new ‘Diversity’ strand of citizenship education.

### Eliminating Discrimination and Harassment

#### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Non-teaching staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the Governing Body and Local Authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

### Monitoring Impact

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The Governing Body will report annually to parents on the effectiveness and success of its Equality Action Plan. We will place the report alongside the plan on our website.

Policy currently under review

## Appendix A - Equalities Action Plan

Cams Hill School recognises that the Public Sector Equality Duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not. The school has considered how well it achieves these aims currently with regard to the protected groups under the Equality Act (2010) (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief). The school has involved staff, pupils parents and others in its considerations through:
  - Parent questionnaires
  - Pupil surveys
  - School Council
  - Meetings with parents of pupils with particular protected characteristics
  - SEAL and PDL lessons

### Equality Objectives

Following analysis of the school's equality information the following objective(s) have been set:

#### **Objective 1**

Continue to close the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged pupil groups, including pupil premium, and implement appropriate intervention to support them.

#### **Objective 2**

Further develop strategies to improve boys' underachievement and to close the gender gap.

## Developing Quality Objectives - Cams Hill School

The school supports the principle of equal opportunities and opposes discrimination on the basis of age, gender, marriage and civil partnership, gender, reassignment, race, disability, sexual orientation, religion or belief, pregnancy or maternity and part time or fixed term employment (defined as Protected Characteristics). Being a committed equal opportunities employer, the school will take every possible step to ensure that employees are treated equally and fairly. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

Examples of how we aim to eliminate unlawful discrimination, harassment and victimisation	How do we advance equality of opportunity between people who share protected characteristics and those who do not	How do we foster good relations between people who share protected characteristics and those who do not
<ul style="list-style-type: none"> <li>• We follow a clear admissions policy in line with statutory guidance.</li> <li>• Recruitment procedures.</li> <li>• Clear policies linked to any form of discrimination (see whole school policy list).</li> <li>• Preparing for life through CIAG and PDL programmes.</li> <li>• SMSCD built into curriculum and subject SoW.</li> <li>• Strong pupil voice.</li> <li>• Building adaptations.</li> <li>• Rigorous monitoring.</li> <li>• Rigorous complaints procedure.</li> <li>• Clear expectations of all staff and pupils in adhering to school policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of exam performance of protected groups.</li> <li>• Rigorous tracking of each child linked to different groups.</li> <li>• Intervention programmes for identified individuals.</li> <li>• Equalities Policy.</li> <li>• Tutor time activities look at national issues and current affairs.</li> <li>• Non-stereotyped advice on pathways for KS4.</li> <li>• Use different teaching methods to meet all pupils' needs.</li> <li>• Provide pupils with different needs access to the full curriculum.</li> <li>• Regular reports to the governing body regarding any issues, concerns or complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and ethos of the school built on mutual respect and understanding difference.</li> <li>• Opportunities offered to all pupils and staff in an open and transparent way.</li> <li>• Pupil, staff and parent questionnaires.</li> <li>• Community links and projects with a range of different groups.</li> <li>• Tutor time activities look at national issues and current affairs.</li> <li>• Themed assemblies.</li> <li>• Rigorous PMR targets set to meet all staff needs.</li> <li>• Review of policy and practice by governing body.</li> <li>• Whistleblowing policy.</li> </ul>

## Equalities Data

### Staff Information

Protected characteristics:

Sex, Race, Disability, Religion or Belief, Sexual Orientation, Gender Reassignment, Pregnancy or Maternity.

\*All data relates to the position as at August 2018.

\*Where figures over time are required the time period covered is September 2017 – August 2018.

Information	Gender %		Age %					Race %						Disability %			
	Male	Female	20-29	30-39	40-49	50-59	60+	White British	White/ Other	Mixed - White & Black Caribbean	Asian / Asian British	Black/ Black British	Other Ethnic Group	Not stated/ Withheld	Yes	No	Not disclosed
<b>General</b>	29%	71%	13%	24%	21%	20%	22%	96%	2%	0%	2%	0%	0%	0%	<i>Information not available</i>		
<b>Staff leaving</b>	34%	66%	8%	13%	19%	26%	34%	96%	3%	0%	1%	0%	0%	0%	<i>Information not available</i>		
<b>Applications for vacancies</b>	18%	82%	29%	31%	18%	13%	9%	84%	11%	0%	0%	0%	0%	5%	6%	94%	0%
<b>Attending Training</b>	<i>Information not available</i>																
<b>Sexual Orientation</b>	<i>The School does not collect data regarding sexual orientation of staff and currently has no specific mechanism to engage with this group</i>																

Please note the information above is based on data that staff have been willing to disclose.

## Achievement data

These figures are based on the achievement of pupils at the end of Key Stage 4 in 2018.

**Attainment Table 1: % 9-4 Basics, 5+ 9-4 (EM 4+ Standard Pass) and % English Baccalaureate (4+ Standard Pass)**

Pupil Group	Cohort	Basics (4+) (%)	5+ 9-4 (E&M 4+) (%)	English Baccalaureate (4+) (%)
All Pupils	232	82	76	42
Boys	120	77	67	28
Girls	112	88	87	56
FSM	25	60	56	32
Not FSM	207	85	79	43
CLA	0	0	0	0
Not CLA	232	82	76	42
Disadvantaged	25	60	56	32
Non-Disadvantaged	207	85	79	43
<b>English as a First Language</b>				
English	221	81	76	42
Other	11	100	91	46
<b>Special Educational Needs</b>				
No Identified SEN	219	85	79	44
SEN K	13	46	39	8
<b>SEN With Statements or EHC plan</b>	0	0	0	0
<b>Ethnicity: White</b>				
British	212	81	75	40
Irish	0	0	0	0
Other	6	100	100	83
<b>Ethnicity: Mixed</b>				
White and Black Caribbean	1	100	100	0
White and Black African	1	100	100	0
White and Asian	0	0	0	0
Other	1	100	100	100
<b>Asian or Asian British</b>				
Indian	1	100	100	100
Pakistani	1	100	100	100
Bangladeshi	0	0	0	0
Other	2	100	100	100
<b>Black or Black British</b>				
Black African	2	100	100	100
Other	0	0	0	0
<b>Chinese</b>	3	100	100	33
<b>Any Other Ethnic Group</b>				
Info not obtained	0	0	0	0
Other	2	100	50	0

## Commentary

Overall, pupil outcomes are in-line with or above national figures. In 2018, the percentage of boys who achieved 5+ 9-4 GCSE grades (including English and Mathematics at grades 4+) was lower than that of girls but both figures are significantly above national percentages. Girls also outperformed boys in achieving English and Mathematics at grades 4+ but, again, both figures are above the national outcomes. However, girls performed much better in the EBacc (4+ Standard Pass) than boys, with 56% of them achieving this measure compared to 28% for the boys. Both of these figures are above national percentages.

Disadvantaged children do not achieve as well as non-Disadvantaged children. 60% of Disadvantaged children achieved 4+ Basics (a gap of 25%); 56% achieved 5+ 9-4 GCSE grades (including English and Mathematics at grades 4+) compared to 79% of non-Disadvantaged children. 32% achieved the EBacc (4+ Standard Pass), a gap of 11% compared to non-Disadvantaged pupils. These are all above the national average for Disadvantaged pupils and the gap is smaller than that nationally. Continued close monitoring and more specific interventions are planned to close the gap further.

Policy currently under review



## Attendance and Exclusions

This data relates to the most recently available published information (2017-2018)

Pupil Group	% of sessions missed due to overall absence		Fixed period exclusions as a percentage of the pupil group		Permanent exclusions as a percentage of the pupil group	
	Above National	Below National	Above National	Below National	Above National	Below National
All Pupils		✓		✓		✓
Boys		✓		✓		✓
Girls	✓			✓		✓
FSM		✓		✓		✓
Not FSM	✓			✓		✓
<b>English as a First Language</b>						
English		✓		✓		✓
Other	✓			✓		✓
<b>Special Educational Needs</b>						
No Identified SEN		✓		✓		✓
SEN support		✓		✓		✓
<b>SEN With Statements or EHC plan</b>	✓			✓		✓

= means the school figures are the same as the national figures

## Incidents of Bullying, Harassment and Victimisation (September 2017 – July 2018)

These figures are numbers of all incidents of bullying, harassment and victimisation. The school uses the definitions below to categorise these incidents.

**Victimisation** occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the Act, eg making an allegation of discrimination.

**Harassment** is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Bullying** is defined as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves”. It may be verbal, physical, direct or indirect.

Year Group	Bullying	Harassment	Victimisation
Year 7 Boys	4 incidents	5 incidents	0 incidents
Year 7 Girls	0 incidents	0 incidents	0 incidents
Year 8 Boys	8 incidents	7 incidents	0 incidents
Year 8 Girls	3 incidents	3 incidents	0 incidents
Year 9 Boys	17 incidents	12 incidents	0 incidents
Year 9 Girls	0 incidents	2 incidents	0 incidents
Year 10 Boys	2 incidents	1 incidents	0 incidents
Year 10 Girls	1 incidents	1 incidents	0 incidents
Year 11 Boys	0 incidents	0 incidents	0 incidents
Year 11 Girls	0 incidents	0 incidents	0 incidents
<b>Other protected characteristics:</b>			
Race	17 incidents / Not all aimed	2 incidents	0 incidents
Disability	0 incidents	0 incidents	0 incidents
Religion or Belief	0 incidents	0 incidents	0 incidents
Sexual orientation	The school does not collect data regarding sexual orientation of pupils and currently has no specific mechanism to engage with this group	The school does not collect data regarding sexual orientation of pupils and currently has no specific mechanism to engage with this group	The school does not collect data regarding sexual orientation of pupils and currently has no specific mechanism to engage with this group

## Participation in School Council (September 2017 - July 2018)

Year Group	Representation (%)
Year 7 Boys	4.27
Year 7 Girls	3.41
Year 8 Boys	3.33
Year 8 Girls	3.75
Year 9 Boys	3.75
Year 9 Girls	3.05
Year 10 Boys	3.41
Year 10 Girls	2.56
Year 11 Boys	3.44
Year 11 Girls	3.01
<b>Other protected characteristics:</b>	
Race:	
WBRI	74.3%
NON WBRI	5.12%
NONE GIVEN	20.5%
Disability (any SEN)	3.8%
Religion or Belief:	
Christian	20.5%
Buddhist	1.28%
Roman Catholic	7.69%
Other religion	1.28%
None	69%
Sexual orientation	The school does not collect data regarding sexual orientation of pupils and currently has no specific mechanism to engage with this group

## Information about the other elements of the school community

### Parents' Evening Attendance (September 2017 - July 2018)

Year Group	% Overall Attendance	Protected Characteristics
7	89%	
8	88%	
9	92%	
10	84%	
11	90%	
Mean	88.6%	

NB: Not all parents/carers disclose information. Where the school is aware of the need for additional support for parents/carers to attend school functions this is offered.

### Governor Representation (April 2018)

Characteristic	Numbers	%
Governing Body	16	100
Gender	Male: 5 Female: 8 Not disclosed: 3	
Disability	Yes: 0 No: 13 Not disclosed: 3	
Religion or belief	The school does not collect data regarding the religion or beliefs of Governors and currently has no specific mechanism to engage with this group	
Sexual orientation	The school does not collect data regarding the sexual orientation of Governors and currently has no specific mechanism to engage with this group	
Gender Reassignment	The school does not collect data regarding which Governors are undergoing gender reassignment and currently has no specific mechanism to engage with this group	
Race	White British: 12 Other White: 1 Other Mixed/Multiple Ethnic background: 1 Not disclosed: 2	

Please note the information above is based on data that Governors have been willing to disclose.