Equality Policy

College Equalities Statement

Reviewed: October 2021	Next review due: October 2022
Governing Body Committee: HRFF	CLT contact: Jeremy Plumb
Policy adopted by the Governing Body on: 24ᵗʰ November 2021	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Page 5	J. Plumb	CPOMS added for recording of racism bullying TCC Behaviour policy	4/11/21
02	Appendix 2	J. Plumb	Data updated	4/11/21
03	Page 12	J. Plumb	Input column for TAG	4/11/21
04	Page 18	J. Plumb	Data changed	4/11/21
05	Page 19	J. Plumb	Wording changed	4/11/21
06	Page 7	Governors	Removed governing body wording.	11/11/21
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Introduction

Torpoint Community College is an inclusive College where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles supporting the following Articles of the UNCRC: Article 2 – without discrimination; Article 4 – protection of a child's rights; Article 6 – Survival and development of a child; Article 14 – freedom of thought, belief and religion; Article 23 – children with a disability are treated with dignity and independence; Article 30 – protecting children in minority groups: the language, customs, culture, religion & sexuality of a child is respected and upheld.

1. **All members of our community are of equal value**. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. **We recognise, respect and value difference and understand that diversity is a strength**. (Article 2) We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships**. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. **We foster a shared sense of cohesion and belonging**. We want all members of our College community to feel a sense of belonging within the College and wider community and to feel that they are respected and able to participate fully in College life.

5. **We observe good equalities practice for our staff**. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. **We have the highest expectations of all our children**. We expect that all students can make good progress and achieve to their highest potential.

7. **We work to raise standards for all students, but especially for the most vulnerable**. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole College.

Context

The Equality Act 2010 was introduced to ensure protection from discrimination **(Article 2)**, harassment and victimization **(Article 6)** on the grounds of specific characteristics (referred to as protected characteristics). This means that Colleges cannot discriminate against students or treat them less favourably because of their age, gender, race, disability, religion or belief, gender reassignment, sexual orientation, identity or pregnancy or maternity. **(Articles 14, 23 & 30)**

Age and marriage and civil partnership are also "protected characteristics" but are not part of the College provisions related to students.

The Act requires all public organisations, including Colleges to comply with the Public Sector Equality Duty or "general duty". This requires all public organisations, including Colleges to:

• Eliminate unlawful discrimination, harassment and victimization. **(Articles 2 & 6)**
• Advance equality of opportunity between different groups. **(Article 29)**
• Foster good relations between different groups. **(Articles 2 & 6)**

This policy describes how the College is meeting these statutory duties and is in line with national guidance. It includes information about how the College is complying with the Public Sector Equality Duty and with the UNCRC, providing guidance to staff and outside visitors about our approach to promoting equality through the Whole College Charter and policies.

Appendix 1 is a checklist of key equality considerations.
Appendix 2 shows the College's equalities information and analysis.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty and the UNCRC, we ensure that information about our responsibilities under the Equality Act are also included in all our policies and practice.

The Equality Act also applies to Colleges in their role as employers, and the way we comply with this are found in our Safer Recruitment Policy, Attendance Policy, Capability Policy and Whole School Pay Policy.

What we are doing to Eliminate Discrimination, Harassment and Victimisation (Articles 2 & 6)

• We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
• We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
• The Headteacher and Governing Body ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
• We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the College.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of any protected characteristic

Racism/Racist bullying

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Torpoint Community College actively encourages it's students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying are recorded using the B1/B2 reporting system and logged in SIM's and CPOMS; the bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding governor.

Torpoint Community College will always seek restorative outcomes for any cases of bullying including:

- ➢ 1:1 and small group mediation
- ➢ Working with parents and students
- ➢ Referral to Police Youth Liaison Officer
- ➢ Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- ➢ Sanctions taken against perpetrators of bullying in any form in line with College Behaviour Policy
- ➢ Individual or small group mentoring.

Behaviour, Exclusions and Attendance

The College Policy on Behaviour Expectations and Rewards - takes full account of the duties under the Equality Act. TCC Behaviour Policy

Addressing Prejudice and Prejudice Based Bullying

The College challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

What We Are Doing to Advance Equality of Opportunity Between Different Groups

We know the needs of our College population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability.

We collect data and monitor progress and outcomes of different groups of students and use this data to support College improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

Positive Actions to Remove Barriers

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the College's Equality Objectives.

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. **(Article 4; Article 12 – respect for the views of the child; Article 13 – freedom of expression; Article15 – freedom of association; Article 17 – access to reliable information from the media)**
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE during Tutor time and across the curriculum. **(Article 2)**
- We use materials and resources that reflect the diversity of the College, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. **(Article 30)**
- We promote a whole College ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour. **(Article 14)**
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. **(Article 30)**
- We include the contribution of different cultures to world history and that promote positive images of people **(Article 29)**
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences **(Articles 12 & 13)**
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole College events e.g. Black History Month, Deaf Awareness week, anti-bullying week.

College Equality Statement

It is our aim that through our Equality and Diversity provision, policies, procedure and practice we promote the College's annual priorities.

Roles and Responsibilities

We expect all members of the College community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act and the UNCRC. We will provide training, guidance and information to enable them to do this.

Governing Body

The governing body is responsible for ensuring that the College complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the College's commitment to the Equality Duty and the UNCRC under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the College environment. Governors annually review the Equality Policy and evaluate the success of the College's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Headteacher and Leadership Team

The Headteacher is responsible for implementing the policy and the UNCRC; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act and the UNCRC.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom deal fairly and professionally with any prejudice-related incidents that may occur plan and deliver curricula and lessons that reflect the College's principles, for example, in providing materials that give positive images in terms of race, gender and disability; **(Articles 2, 6, 14, 23 & 30)**
- maintain the highest expectations of success for all students; **(Articles 28 & 29)**
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult; **(Articles 14 & 30)**
- keep up-to-date with equalities legislation relevant to their work.
- challenge prejudice and discrimination. **(Article 2)**

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality and diversity in all aspects of staffing and employment.

We are also concerned to ensure wherever possible that the staffing of the College reflects the diversity of our community.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review will involve students, staff, governors and parents and carers.

APPENDIX ONE

Check List for College Staff and Governors:

- Torpoint Community College was awarded Level 1 "Unicef UK Rights Respecting School Award" in recognition of the work the College has achieved with regard to the "UN Convention on Rights of the Child."
- The College takes part in annual events such as Black History Month to raise awareness of issues around race, disability and gender. The College environment is increasingly accessible possible to students, staff and visitors to the College.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the College. Currently remotely due to COVID-19.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves.
- Procedures for the election of parent governors are open to candidates who are disabled.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies.
- The College collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the College provides.
- The College publishes information to demonstrate purposeful action on the general duties.
- The College analyses Student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The College sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The College ensures that all staff understand and implement the key requirements of the Equality Policy.
- The College ensures that visitors to the College understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in College life and make a positive contribution, e.g. through class assemblies and the student council.
- The College monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.

APPENDIX TWO

Equalities Information and Analysis for the academic year commencing September 2020

Age

The largest year group in school is year 7 with 150 students; the smallest is Year 12 with 26, Year 13 with 25 and Year 14 with 3.

The staff profile is not representative of any age group more than another. There is a spread of ages from those commencing their professional lives to those approaching retirement.

Disability

There are 18 students on roll (2.5%) who have a disability, hearing or visual impairment. An accessible disabled toilet, fully equipped medical room and lift that can be used by students and staff if necessary.

There are 3 students who attend CHES (WAVE), and whose long term health issues have an impact on attendance; the numbers and details are not published as the students could be identified.

There are staff who identify as being disabled, the number is not published as it could identify the staff concerned.

The College has 2 disabled parking spaces.

Gender Reassignment

No data is collated by the College about gender reassignment for the staff or student population.

Race

The College educates 4% BME students, significantly lower than national averages. The vast majority of students are White British or White Cornish 96%. This data excludes refused and other categories of ethnicity.

The College has consistently recorded and reported racist incidents. There have been no incidents reported in the current academic year.

Religion or Belief

The College's uniform policy is specific about cultural sensitivity towards school uniform and is in accordance with DfE guidance.

No data is held by the College about students' or staffs' religious beliefs.

Sex

There are 378 girls and 340 boys in the College. **3-Year Trend**

2016-2019 - Key Stage 4

Cohort information for pupils at the end of key stage 4	2016-2017 Validated	2017-2018 Validated	Difference	2018-2019 Unvalidated	Difference	TAG 2020-2021
Number of pupils at the end of Key Stage 4	111	100	-11	101	1	
Number of key stage 4 pupils who are non-mobile	109	98	-11	99	1	
% of key stage 4 pupils who are non-mobile	98%	98%	0	98%	0	
Number of disadvantaged pupils	35	28	-7	20	-8	
% of disadvantaged pupils	24%	28%	0.04	20%	-0.08	
Low prior attainment band: number of pupils	5	20	15	8	-12	
Low prior attainment band: % of pupils	5%	21%	0.16	8%	-0.13	
Middle prior attainment band: number of pupils	59	42	-17	48	6	
Middle prior attainment band: % of pupils	54%	44%	-0.10	49%	0.05	
High prior attainment band: number of pupils	45	34	-11	41	7	
High prior attainment band: % of pupils	41%	35%	-0.06	42%	0.07	
Number of pupils with English as an additional language	2	5	3	2	-3	
% of pupils with English as an additional language	2%	5%	0.03	2%	-0.03	
Number of pupils with SEN with statements or EHC plan	2	3	1	0	-3	
% of pupils with SEN with statements or EHC plan	2%	3%	0.01	0%	-0.03	
Number of pupils with SEN without statements or EHC plan (SEN support)	13	8	-5	8	0	
% of pupils with SEN without statements or EHC plan (SEN support)	12%	8%	-0.04	8%	0.00	

Headline measures

Progress 8 score after adjustment for extreme pupil scores		-0.28		-0.17	0.11	
Progress 8 lower confidence interval for adjusted score		-0.53		-0.42	0.11	
Progress 8 upper confidence interval for adjusted score		-0.03		0.09	0.12	
Average attainment 8 score per pupil	43.18	41.86	-1.32	44.61	2.75	
% of pupils entering the English Baccalaureate	10.80%	10.00%	-0.01	13.90%	0.04	
Average EBacc APS score per pupil	3.40	3.47	0.07	3.55	0.08	
% achieving grade 5 or above in the English Baccalaureate	8%	7%	-0.01	8%	0.01	
% achieving grade 5 or above in English and maths	30%	33.00%	0.03	31.68%	-0.01	

Additional measures

% achieving grade 4 or above in the English Baccalaureate	10%	9%	-0.01	10%	0.01	
% achieving grade 4 or above in English and maths	69%	55%	-0.14	61%	0.06	
% entering more than one language	0%	0%	0.00	0%	0.00	
% entering three single sciences	25%	25%	0.00	51%	0.26	

Progress 8

Number of pupils included in the Progress 8 score	109	96	-13	97	1	
% of pupils included in the Progress 8 score	98%	96%	-0.02	96%	0.00	
Number of pupils who have had P8 score adjusted in measure		0		0	0.00	
Unadjusted Progress 8 score	-0.43	-0.28	0.15	-0.17	0.11	
Unadjusted Progress 8 lower 95% confidence interval	-0.66	-0.54	0.12	-0.43	0.11	
Unadjusted Progress 8 upper 95% confidence interval	-0.2	-0.02	0.18	0.09	0.11	
Progress 8 score for English element (all Progress 8 elements are unadjusted)	-0.26	-0.4	-0.14	0.03	0.43	
Progress 8 score for maths element (all Progress 8 elements are unadjusted)	-0.29	-0.18	0.11	-0.3	-0.12	
Progress 8 score for English Baccalaureate element (all Progress 8 elements are unadjusted)	-0.46	-0.09	0.37	-0.26	-0.17	
Progress 8 score for Open element (all Progress 8 elements are unadjusted)	-0.6	-0.45	0.15	-0.11	0.34	

Attainment 8

Attainment 8 score for English element	9.69	8.86	-0.83	9.97	1.11	
Attainment 8 score for maths element	8.58	8.22	-0.36	8.4	0.18	
Attainment 8 score for English Baccalaureate element	11.4	12.43	1.03	12.5	0.07	

Attainment 8 score for Open element	13.51	12.35	-1.16	13.75	1.40	
Open element - GCSE only	13.51	10.44	-3.07	11.71	1.27	
Open element – Non-GCSE only	0	1.91	1.91	2.04	0.13	

Measures by pupil type - Low prior attainers

Number of pupils with low prior attainment in the Progress 8 score	5	20	15	8	-12	
Progress 8 score for pupils with low prior attainment	-0.35	-0.28	0.07	-0.48	-0.20	
Progress 8 lower 95% confidence interval for pupils with low prior attainment		-0.83		-1.37	-0.54	
Progress 8 upper 95% confidence interval for pupils with low prior attainment		0.28		0.4	0.12	
Unadjusted Progress 8 score for pupils with low prior attainment	-0.35	-0.28	0.07	-0.48	-0.20	
Unadjusted Progress 8 lower 95% confidence interval for pupils with low prior attainment		-0.84		-1.39	-0.55	
Unadjusted Progress 8 upper 95% confidence interval for pupils with low prior attainment		0.29		0.42	0.13	
Average Attainment 8 score per pupils with low prior attainment pupil	24.1	23.25	-0.85	21.06	-2.19	
% of pupils with low prior attainment entering the English Baccalaureate	0.00%	0.00%	0.00	0.00%	0.00	
Average EBacc APS score per pupils with low prior attainment pupil	2.63	1.79	-0.84	1.73	-0.06	
% of pupils with low prior attainment achieving grade 5 or above in the English Baccalaureate	0.00%	0.00%	0.00	0.00%	0.00	
% of pupils with low prior attainment achieving grade 5 or above in English and maths	0.00%	5.00%	0.05	0.00%	-0.05	
% of pupils with low prior attainment achieving grade 4 or above in English and maths	0.00%	5.00%	0.05	0.00%	-0.05	

Measures by pupil type - Middle prior attainers

Number of pupils with middle prior attainment in the Progress 8 score	59	42	-17	48	6	
Progress 8 score for pupils with middle prior attainment	-0.28	-0.38	-0.10	-0.11	0.27	
Progress 8 lower 95% confidence interval for pupils with middle prior attainment		-0.76		-0.47	0.29	
Progress 8 upper 95% confidence interval for pupils with middle prior attainment		0		0.26	0.26	
Unadjusted Progress 8 score for pupils with middle prior attainment	-0.28	-0.38	-0.10	-0.11	0.27	
Unadjusted Progress 8 lower 95% confidence interval for pupils with middle prior attainment		-0.77		-0.48	0.29	

Unadjusted Progress 8 upper 95% confidence interval for pupils with middle prior attainment		0.01		0.26	0.25
Average Attainment 8 score per pupils with middle prior attainment pupil	38.96	37.26	-1.70	39.11	1.85
% of pupils with middle prior attainment entering the English Baccalaureate	5.17%	9.52%	0.04	6.25%	-0.03
Average EBacc APS score per pupils with middle prior attainment pupil	3.47	3.15	-0.32	3	-0.15
% of pupils with middle prior attainment achieving grade 5 or above in the English Baccalaureate	3.39	2.38%	-3.37	0.00%	-0.02
% of pupils with middle prior attainment achieving grade 5 or above in English and maths	11.86%	7.14%	-0.05	12.50%	0.05
% of pupils with middle prior attainment achieving grade 4 or above in English and maths	33.33%	45.23%	0.12	52.08%	0.07

Measures by pupil type - High prior attainers

Number of pupils with high prior attainment in the Progress 8 score	45	34	-11	41	7
Progress 8 score for pupils with high prior attainment	-0.63	-0.15	0.48	-0.18	-0.03
Progress 8 lower 95% confidence interval for pupils with high prior attainment		-0.58		-0.57	0.01
Progress 8 upper 95% confidence interval for pupils with high prior attainment		0.27		0.21	-0.06
Unadjusted Progress 8 score for pupils with high prior attainment	-0.63	-0.15	0.48	-0.18	-0.03
Unadjusted Progress 8 lower 95% confidence interval for pupils with high prior attainment		-0.59		-0.58	0.01
Unadjusted Progress 8 upper 95% confidence interval for pupils with high prior attainment		0.28		0.22	-0.06
Average Attainment 8 score per pupils with high prior attainment pupil	50.98	57.29	6.31	56.54	-0.75
% of pupils with high prior attainment entering the English Baccalaureate	19.57%	14.71%	-0.05	26.83%	0.12
Average EBacc APS score per pupils with high prior attainment pupil	3.4	4.73	1.33	4.62	-0.11
% of pupils with high prior attainment achieving grade 5 or above in the English Baccalaureate	13.33%	14.71%	0.01	19.51%	0.05
% of pupils with high prior attainment achieving grade 5 or above in English and maths	53.33%	76.47%	0.23	63.41%	-0.13
% of pupils with high prior attainment achieving grade 4 or above in English and maths	86.67%	91.18%	0.05	90.24%	-0.01

Disadvantaged

Number of disadvantaged pupils in the Progress 8 score	27	27	0	19	-8
Progress 8 score for disadvantaged pupils	-0.55	-0.84	-0.29	-0.55	0.29
Progress 8 lower 95% confidence interval for disadvantaged pupils		-1.31		-1.12	0.19
Progress 8 upper 95% confidence interval for disadvantaged pupils		-0.36		0.03	0.39
Unadjusted Progress 8 score for disadvantaged pupils	-0.55	-0.84	-0.29	-0.55	0.29
Unadjusted Progress 8 lower 95% confidence interval for disadvantaged pupils		-1.32		-1.13	0.19
Unadjusted Progress 8 upper 95% confidence interval for disadvantaged pupils		-0.35		0.04	0.39
Progress 8 score for disadvantaged - English element	-0.25	-0.69	-0.44	-0.32	0.37
Progress 8 score for disadvantaged - maths element	-0.61	-0.82	-0.21	-0.58	0.24
Progress 8 score for disadvantaged - Ebacc element	-0.47	-0.68	-0.21	-0.54	0.14
Progress 8 score for disadvantaged - open element	-0.8	-1.1	-0.30	-0.68	0.42
Average Attainment 8 score per disadvantaged pupil	41.3	33.73	-7.57	37.76	4.03
Average Attainment 8 score per disadvantaged pupil - English element	9.63	7.79	-1.84	8.7	0.91
Average Attainment 8 score per disadvantaged pupil - mathematics element	7.78	6.29	-1.49	7.2	0.91
Average Attainment 8 score per disadvantaged pupil - EBacc element	11.15	9.86	-1.29	10.6	0.74
Average Attainment 8 score per disadvantaged pupil - Open element	12.74	9.8	-2.94	11.26	1.46
Average Attainment 8 score per disadvantaged pupil - Open element - GCSE only	12.74	8.89	-3.85		
Average Attainment 8 score per disadvantaged pupil -Open element - non-GCSE only	0	0.91	0.91		
% of disadvantaged pupils entering the English Baccalaureate	0%	3.57%	0.04	10.00%	0.06
Average EBacc APS score per disadvantaged pupil	3.36	2.73	-0.63	2.92	0.19
Average EBacc APS score per disadvantaged pupil - low prior attainment	2.83	1.14	-1.69	1.42	0.28
Average EBacc APS score per disadvantaged pupil - middle prior attainment	3.77	2.90	-0.87	2.45	-0.45
Average EBacc APS score per disadvantaged pupil - high prior attainment	2.94	4.00	1.06	4.28	0.28
% of disadvantaged pupils achieving grade 5 or above in the English Baccalaureate	0.00%	0.00%	0.00	50%	0.50
% of disadvantaged pupils achieving grade 5 or above in English and maths	25.93	14.29%	-25.79	25.00%	0.11
% of disadvantaged pupils achieving English Baccalaureate	0%	0%	0.00	50%	0.50
% of disadvantaged pupils achieving a good pass in English and maths	59%	35.71%	-0.23	47.37%	0.12

Fixed Term Exclusions for the Academic Year 20/21: were 52 in total; 16 of which were girls and 36 were boys.

As at 22nd October 2021 there are 94 members of female staff and 20 male staff. If you take into account just teaching staff, there are 33 females and 13 males.

Salary information for all staff is as October 2021 and before the National Pay Award for 2021/22 is applied. This includes all teachers, support staff, cleaners, catering on a variety of different hours).

	Average salary (FTE)
Female staff	£26,197
Male staff	£36,450

Salary information for all teaching staff 2021 before the National Pay Award is applied

	Average salary inc TLR/R&R	Average salary	Number receiving TLR	Average TLR rate	Number receiving R&R	Average R&R
Female staff teachers	£41,400	£38,664	17	£4,515	0	£0
Male staff teachers	£44,702	£41,984	6	£5,890	0	£0

Salary information for all teaching staff 2020/21 (excluding members of staff on Leadership Scale)

	Total number	Average salary inc TLR/R&R	Average salary	Number receiving TLR	Average TLR rate	Number receiving R&R	Average R&R
Female staff teachers	30	£40,203	£37,194	17	£4,515	0	
Male staff teachers	11	£39,964	£36,751	6	£5,890	0	£0

Sexual Orientation

No data about the sexual orientation of students, parents or staff is collected or held by the College.

Marriage and Civil Partnership

When information about changes to marital status or home circumstances is communicated to the school this is recorded onto SIMS and the child's file. Any changes made to contact details are recorded onto SIMS. No data it collated by the college about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Pregnancy and Maternity

No students have been reported as being pregnant in this academic year.

One member of staff is currently on maternity leave. The College has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.