



OUR LADY & ST. BEDE

CATHOLIC ACADEMY

EQUALITY INFORMATION AND OBJECTIVES (PUBLIC SECTOR EQUALITY SCHEME STATEMENT FOR PUBLICATION) January 2017

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Public Sector Equality Duty

The Equality Act 2010 replaced all previous discrimination law. It has simplified the law and extends protection from discrimination in some areas.

School must adhere to the following:

- Protection against discrimination is extended to pupils who are pregnant or who have recently given birth, and pupils who are undergoing gender reassignment.
- It is now unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.
- New positive action provisions will allow schools to target disadvantage experienced by pupils with particular protected characteristics.
- It is now unlawful to victimise a pupil for anything done in relation to the Act by a sibling or parent.
- The Act will extend the reasonable adjustments duty to require schools to provide auxiliary aids and services to disabled pupils.
- The previous specific duties on schools have been combined into the new Public Sector Equality Duties (PSED)
- There is a requirement to have an Access Plan to improve access for disabled pupils

Protected characteristics:

It is unlawful for a school to discriminate by treating individuals less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Marriage and Civil Partnership

Children and young people under the age of 18 have limited protection under the Age characteristic. It is lawful to treat people differently because of their age in circumstances where the law allows, or requires, people to be treated differently because of their age.

School Content

Stockton-on-Tees is a diverse borough located in over 20,000 hectares at the heart of the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Billingham, Stockton, Thornaby, Ingleby Barwick and Yarm. The area has a population of 187,100 (up from 175,300 in 1991) and records the largest population increase of the Tees Valley Boroughs over the last twenty years; this rise is projected to continue and population trends suggest a total population of 189,200 by 2016. Despite having some of the most populous urban centres in the Tees Valley, the population growth figures are unevenly balanced across the area; with growth being driven in the south of the borough, and particularly within the Ingleby Barwick community. Projections show that the resident population will age sharply in the next ten years; this will be coupled with a decline in the number of children being born in households in the area. By 2021 the population of working age will account for only 59% of

total population down from 63% in 2005. The overall growth disguises these significant shifts in the population structure. Across the Stockton-on-Tees' communities there is a wide social and economic mix, with areas of significant disadvantage situated alongside areas of affluence. Whilst 15% of the borough's population live within the top 20% of the most affluent areas nationally, 34% of the resident population live in the 20% of the most deprived areas nationally. Some 2.8% of the population is made up of Black and Minority Ethnic communities (an increase of 1.2% from 1991) and the area is culturally diverse with over 70 languages spoken within the borough.

Our Lady and St Bede Profile

Our Lady and St Bede is an 11-16 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. Our Lady and St Bede RC School is smaller than the average-sized secondary school. The proportion of students known to be eligible for support through the pupil premium is above the national average. The pupil premium provides additional funding for children in local authority care, those whose parents are in the forces and those known to be eligible for free school meals. Most students are of White British heritage, although some minority ethnic groups are represented, the largest of which is students of Asian heritage. A few students speak English as an additional language and of these a small minority are at the early stages of learning the language. The proportion of students identified with special educational needs and supported through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is slightly above average. There is a specially resourced provision for students with special educational needs.

Basic Characteristics for Pupils

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	-	-	688				
National	957	945	943	21	588	823	1,034
% girls							
School	-	-	48.1				
National	49.7	49.7	49.7	0.0	45.8	48.2	49.7
% of pupils known to be eligible for free school meals (FSM)*							
School	-	-	32.4				
National	28.5	28.7	28.9	1.0	15.2	22.9	31.6
% of pupils from minority ethnic groups							
School	-	-	11.8				
National	25.6	26.9	28.2	0.0	5.9	10.7	20.5
% of pupils first language not / believed not to be English							
School	-	-	6.7				
National	14.4	15.1	15.7	0.0	2.0	4.4	9.7
% of pupils with SEN support							
School	-	-	8.6				
National	-	12.4	11.0	0.0	6.0	9.2	12.3
% of pupils with an SEN statement or EHC plan							
School	-	-	1.9				
National	-	1.8	1.7	0.0	0.7	1.2	1.8
% stability							
School	-	-	99.1				
National	92.1	91.9	91.6	8.6	87.8	91.1	93.3
School deprivation indicator							
School	-	-	0.29				
National	0.22	0.22	0.20	0.01	0.11	0.16	0.21

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
7	155	47.7 / 52.3
8	152	52.6 / 47.4
9	138	55.8 / 44.2
10	118	54.2 / 45.8
11	125	49.6 / 50.4

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	380	182	48%	198	52%
Female	359	186	52%	173	48%
Total	739	368	50%	371	50%

Based on SIMS Data 9 February 2017

Protected Characteristic: Disability - Pupils

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	-	9	-	-	0
Moderate Learning Difficulty	-	-	15	-	-	
Severe Learning Difficulty	-	-	0	-	-	0
Profound & Multiple Learning Difficulty	-	-	0	-	-	0
Social, Emotional and Mental Health	-	-	7	-	-	0
Speech, Language and Communication Needs	-	-	3	-	-	0
Hearing Impairment	-	-	0	-	-	0
Visual Impairment	-	-	0	-	-	0
Multi-Sensory Impairment	-	-	0	-	-	0
Physical Disability	-	-		-	-	
Autistic Spectrum Disorder	-	-	21	-	-	8
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	3	-	-	
School total	-	-	59	-	-	13
Percentage of school roll	-	-	8.6	-	-	1.9

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	-	-	88.2	69.3
Irish	-	-		
Traveller of Irish heritage	-	-		
Romany or Gypsy	-	-	1.5	
any other White background	-	-	1.3	5.6
Mixed				
White & Black Caribbean	-	-	0.0	1.5
White & Black African	-	-		0.7
White & Asian	-	-	1.2	1.2
any other mixed background	-	-	0.6	1.9
Asian or Asian British				
Indian	-	-	0.7	2.8
Pakistani	-	-	0.6	4.2
Bangladeshi	-	-	0.0	1.7
any other Asian background	-	-	2.9	1.7
Black or Black British				
Caribbean	-	-	0.0	1.2
African	-	-	2.0	3.7
any other Black background	-	-		0.7
Chinese	-	-	0.0	
Any other ethnic group	-	-	0.0	1.7
Parent/pupil preferred not to say	-	-	0.0	0.5
Ethnicity not known	-	-	0.0	0.5
<hr style="border-top: 1px dashed black;"/>				
First language				
English	-	-	93.3	81.8
Other	-	-	6.7	18.0
Unclassified	-	-	0.0	

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Sexual Orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's affective file.

Protected Characteristic: Marriage and Civil Partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in the schools affective file. Any changes to contact details are recorded on SIMS.

No data is collated by the school 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.

Protected Characteristic: Gender Reassignment

No data is collected by the school about gender reassignment and the pupil or staff population.

Key Stage 4 Progress 8

	Cohort	Progress 8
all pupils	119	0.67
male	60	0.61
female	59	0.74
disadvantaged	38	0.55
other	81	0.73
Free School Meals	36	0.54
Children Looked After	2	0.13
SEN with statement or EHC plan	1	0.94
SEN support	6	0.70
no SEN	112	0.67
on roll in years 10 & 11	118	0.67
English first language	109	0.64
English additional language	10	1.02
Prior Attainment		
low overall	13	0.46
middle overall	59	0.70
high overall	47	0.69
English low	15	0.36
English middle	69	0.78
English high	35	0.59
mathematics low	10	0.32
mathematics middle	59	0.69
mathematics high	50	0.72

Ethnic Group	Cohort	Progress 8
all pupils	119	0.67
White	109	0.63
British	105	0.64
Irish	1	0.80
Traveller	0	-
Gypsy/Roma	1	-0.03
any other White background	2	0.74
Mixed	1	0.24
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	1	0.24
any other mixed background	0	-
Asian or Asian British	7	1.08
Indian	1	1.13
Pakistani	1	-1.04
Bangladeshi	0	-
any other Asian background	5	1.49
Black or Black British	2	1.67
Black Caribbean	0	-
Black African	1	1.92
any other Black background	1	1.42
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Attainment 8

	Cohort	National comparator type	Attainment 8		Ethnic Group	Cohort	National comparator type	Attainment 8	
			School	National				School	National
all pupils	125	all	58.54	49.34	all pupils	125	all	58.54	49.34
male	62	same	58.94	47.11	White	112	all	58.27	49.34
female	63	same	58.14	51.67	British	105	all	59.44	49.34
disadvantaged	41	non	49.54	52.56	Irish	1	all	72.00	49.34
other	84	same	62.93	52.56	Traveller	0	all	-	49.34
Free School Meals	39	non	48.87	52.37	Gypsy/Roma	3	all	7.33	49.34
Children Looked After	2	non	50.50	49.56	any other White background	3	all	63.67	49.34
SEN with statement or EHC plan	1	all	67.00	49.34	Mixed	1	all	60.00	49.34
SEN support	6	all	48.00	49.34	White & Black Caribbean	0	all	-	49.34
no SEN	118	same	59.00	52.47	White & Black African	0	all	-	49.34
on roll in years 10 & 11	124	same	58.57	50.18	White & Asian	1	all	60.00	49.34
English first language	109	all	59.70	49.34	any other mixed background	0	all	-	49.34
English additional language	16	all	50.63	49.34	Asian or Asian British	8	all	65.00	49.34
Prior Attainment					Indian	1	all	80.00	49.34
low overall	13	same	37.38	28.39	Pakistani	1	all	24.00	49.34
middle overall	59	same	56.05	48.86	Bangladeshi	0	all	-	49.34
high overall	47	same	70.43	64.17	any other Asian background	6	all	69.33	49.34
English low	15	same	39.00	28.91	Black or Black British	4	all	52.75	49.34
English middle	69	same	59.00	49.22	Black Caribbean	0	all	-	49.34
English high	35	same	69.91	63.46	Black African	3	all	53.00	49.34
mathematics low	10	same	35.20	30.00	any other Black background	1	all	52.00	49.34
mathematics middle	59	same	55.24	48.33	Chinese	0	all	-	49.34
mathematics high	50	same	69.84	62.36	any other ethnic group	0	all	-	49.34
					unclassified - refused	0	all	-	49.34
					unclassified - not obtained	0	all	-	49.34

English, Maths & English Baccalaureate

	Cohort	National comparator type	English & mathematics			English Baccalaureate		
			Percentage of cohort			Percentage of cohort		
			Ent	Sch %	Nat %	Ent	Sch %	Nat %
all pupils	125	all	122	85	62	46	35	24
male	62	same	62	85	58	23	34	19
female	63	same	60	84	66	23	37	29
disadvantaged	41	non	38	73	69	4	10	29
other	84	same	84	90	69	42	48	29
Free School Meals	39	non	36	72	69	2	5	29
Children Looked After	2	non	2	100	62	1	50	24
SEN with statement or EHC plan	1	all	1	100	62	0	0	24
SEN support	6	all	6	83	62	1	17	24
no SEN	118	same	115	85	69	45	36	28
on roll in years 10 & 11	124	same	121	85	63	46	35	25
English first language	109	all	109	89	62	40	35	24
English additional language	16	all	13	56	62	6	38	24
Prior attainment								
low overall	13	same	12	46	11	0	0	1
middle overall	59	same	59	88	62	6	8	15
high overall	47	same	47	100	95	39	81	55
English low	15	same	14	47	14	0	0	1
English middle	69	same	69	91	63	18	23	16
English high	35	same	35	100	93	27	77	54
mathematics low	10	same	9	30	13	0	0	2
mathematics middle	59	same	59	88	61	7	10	15
mathematics high	50	same	50	100	93	38	74	49

Ethnic group	Cohort	National comparator type	English & mathematics			English Baccalaureate		
			Percentage of cohort			Percentage of cohort		
			Ent	Sch %	Nat %	Ent	Sch %	Nat %
all pupils	125	all	122	85	62	46	35	24
White	112	all	109	86	62	41	35	24
British	105	all	105	89	62	38	34	24
Irish	1	all	1	100	62	1	100	24
Traveller	0	all	-	-	62	-	-	24
Gypsy/Roma	3	all	0	0	62	0	0	24
any other White background	3	all	3	67	62	2	67	24
Mixed	1	all	1	100	62	0	0	24
White & Black Caribbean	0	all	-	-	62	-	-	24
White & Black African	0	all	-	-	62	-	-	24
White & Asian	1	all	1	100	62	0	0	24
any other mixed background	0	all	-	-	62	-	-	24
Asian or Asian British	8	all	8	88	62	4	50	24
Indian	1	all	1	100	62	1	100	24
Pakistani	1	all	1	0	62	0	0	24
Bangladeshi	0	all	-	-	62	-	-	24
any other Asian background	6	all	6	100	62	3	50	24
Black or Black British	4	all	4	50	62	1	25	24
Black Caribbean	0	all	-	-	62	-	-	24
Black African	3	all	3	33	62	1	33	24
any other Black background	1	all	1	100	62	0	0	24
Chinese	0	all	-	-	62	-	-	24
any other ethnic group	0	all	-	-	62	-	-	24
unclassified - refused	0	all	-	-	62	-	-	24
unclassified - not obtained	0	all	-	-	62	-	-	24

Staff by Occupational Group and Gender

Where employees hold more than one contract with the School they have only been included once in the figures below in the post in which they have more contracted hours.

	Male		Female	
	Number	Percentage	Number	Percentage
Leadership	1	0.85	1	0.85
Teaching (Inc. TLRs)	9	7.63	40	33.9
Teaching Assistants	7	5.93	19	16.10
Admin	3	2.54	12	10.17
Site, Cleaning, Catering	5	4.24	21	17.80
Total	25	21.19	93	78.81

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	25	21.19	93	78.81
Disability	0	0	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
118	35	4	9	1	0	69	0

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
118	116	0	2	0

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
118		4

Collecting and analysing equality information for pupils at Our Lady and St Bede

Our Lady and St Bede is an inclusive school and we aim to use the curriculum and learning to encourage all individuals to fulfil his or her potential. We collect and analyse the following equality information for our pupils:

- Attainment levels
- Attendance levels
- Exclusions (internal and external)
- Participation in extra-curricular activities & school visits
- Behaviour incidents (Including Racist Incidents)

Collecting and analysing equality information regarding employment and Governance at the Our Lady and St Bede

Our Lady and St Bede is committed to providing a working environment free from discrimination, victimisation and harassment where staff are valued for their ability and skill to provide the best opportunities for pupils. We aim to recruit an appropriately qualified workforce that is representative of all sectors of the community in which we work. We collect the following profile information for our staff:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

Equality Objectives

The following equality Objectives have been identified:

- to narrow the gap in performance of boys
- to narrow the gap in performance between Disadvantaged and non-Disadvantaged students
- to increase participation by ASD students in all aspects of school life including after school activities
- to anticipate the needs of incoming pupils from a new group

Review

Equality information will be updated annually and published on the College web site. Progress against Equality Objectives will be reviewed by the Local Management Board annually and updated every 4 years.