



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

Document Management:

Date Policy Approved:

Date Amended:

Next Review Date:

Version: 1.0

Approving Body: Local Management Board

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

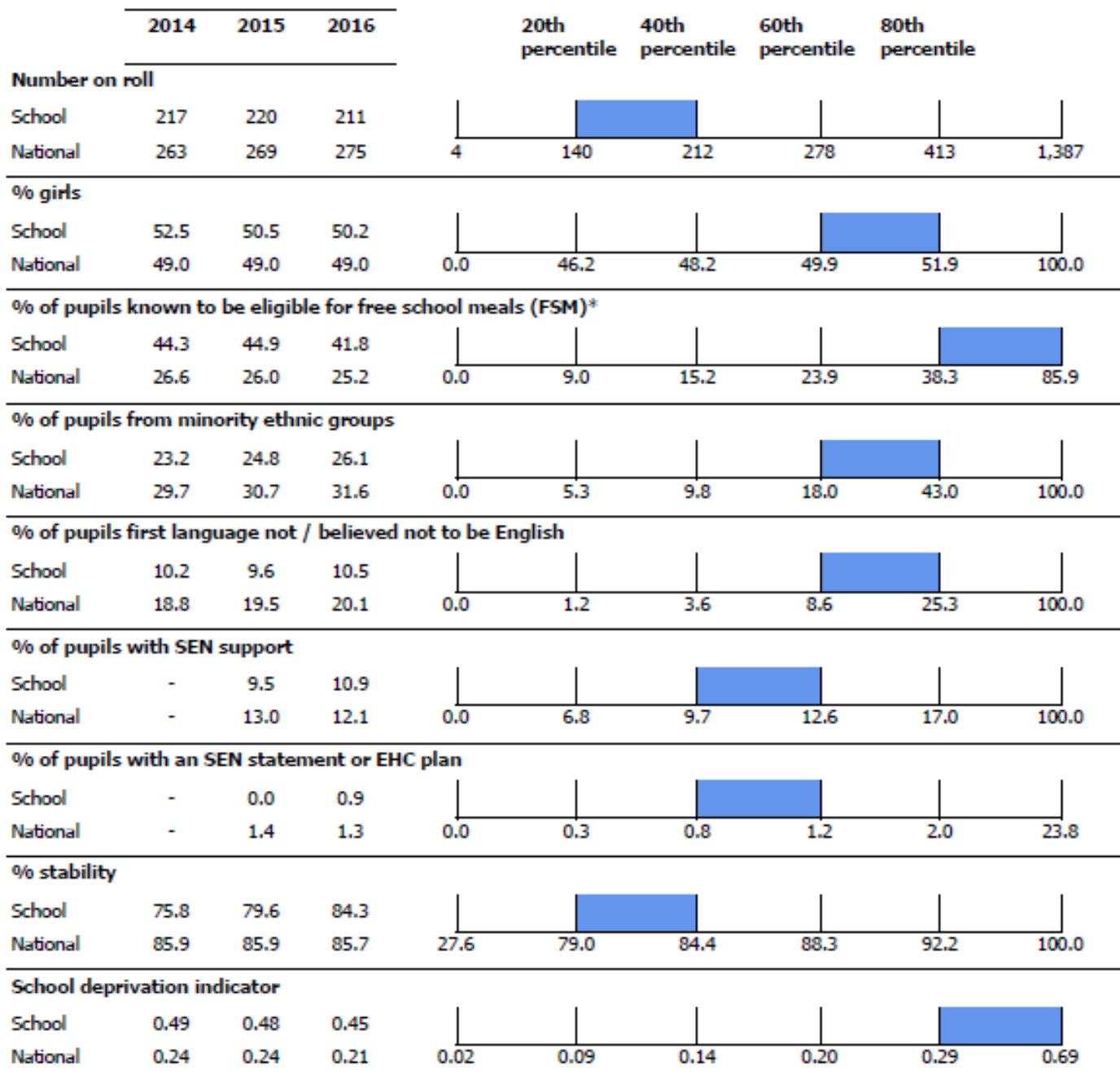
Stockton-on-Tees is a diverse borough located in over 20,000 hectares at the heart of the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Billingham, Stockton, Thornaby, Ingleby Barwick and Yarm. The 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.

St Bede's Profile

St Bede's is a 3-11 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. St Bede's is an average-sized primary school. The overwhelming majority of pupils are of White British heritage. The number of pupils known to be eligible for the pupil premium is well above the national average. The proportion of pupils supported at school action is below average as is the proportion of pupils at school action plus or with a statement of special educational needs.

Basic Characteristics for Pupils



Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
Pre-Compulsory	58	53.4 / 46.6
1	23	34.8 / 65.2
2	28	50.0 / 50.0
3	29	51.7 / 48.3
4	25	40.0 / 60.0
5	23	56.5 / 43.5
6	25	56.0 / 44.0

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	105	57	54%	48	46%
Female	114	61	54%	53	46%
Total	219	118	54%	101	46%

Catholic Education Service Census January 2016

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	-	0		0	0	0
Moderate Learning Difficulty	-	10	13	0	0	
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-		0	0	0	
Speech, Language and Communication Needs	-	10	7	0	0	0
Hearing Impairment	-	0	0	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	0	0
Autistic Spectrum Disorder	-	0	0	0	0	0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
School total	-	21	23	-	-	
Percentage of school roll	-	9.5	10.9	0.0	0.0	0.9

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	75.8	75.2	73.9	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.6	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	6.4	7.6	8.5	5.6
Mixed				
White & Black Caribbean	0.0	0.0	0.0	1.5
White & Black African	0.6	0.6	0.0	0.7
White & Asian	0.0	0.0	0.7	1.2
any other mixed background	1.3	1.3	1.3	1.9
Asian or Asian British				
Indian	0.0	0.0	0.0	2.8
Pakistani	0.0	0.0	0.0	4.2
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	0.0	0.0	0.0	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.2
African	14.0	15.3	15.7	3.7
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.7
Parent/pupil preferred not to say	1.3	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
<hr/>				
First language				
English	89.8	90.4	89.5	81.8
Other	10.2	9.6	10.5	18.0
Unclassified	0.0	0.0	0.0	0.2

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.

Reading Progress

	Reading progress	
	Cohort	Score
all pupils	21	1.22
male	10	0.72
female	11	1.68
disadvantaged	13	1.66
other	8	0.51
Free School Meals	12	1.86
Children Looked After	0	-
SEN with statement or EHC plan	1	-3.96
SEN support	4	0.81
no SEN	16	1.65
on roll in years 5 & 6	21	1.22
English first language	18	0.26
English additional language	3	7.01
Prior attainment		
overall low	3	3.44
overall middle	16	0.75
overall high	2	1.69
reading low	2	5.14
reading middle	16	0.85
reading high	3	0.61
writing low	6	3.20
writing middle	15	0.43
writing high	0	-
mathematics low	2	7.14
mathematics middle	18	0.22
mathematics high	1	7.40

Ethnic group	Reading progress	
	Cohort	Score
all pupils	21	1.22
White	13	0.88
British	12	0.33
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	1	7.40
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	8	1.78
Black Caribbean	0	-
Black African	8	1.78
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Writing Progress

	Writing progress		Writing progress	
	Cohort	Score	Cohort	Score
all pupils	21	4.00	21	4.00
male	10	4.51	13	3.77
female	11	3.54	12	3.17
disadvantaged	13	4.49	0	-
other	8	3.20	0	-
Free School Meals	12	4.14	0	-
Children Looked After	0	-	0	-
SEN with statement or EHC plan	1	-1.60	1	10.94
SEN support	4	2.57	0	-
no SEN	16	4.71	0	-
on roll in years 5 & 6	21	4.00	0	-
English first language	18	3.17	0	-
English additional language	3	9.02	0	-
Prior attainment			0	-
overall low	3	3.55	0	-
overall middle	16	3.55	0	-
overall high	2	8.26	0	-
reading low	2	6.13	0	-
reading middle	16	3.52	0	-
reading high	3	5.14	0	-
writing low	6	4.53	0	-
writing middle	15	3.79	0	-
writing high	0	-	0	-
mathematics low	2	6.13	0	-
mathematics middle	18	3.38	0	-
mathematics high	1	10.94	0	-
			0	-
			0	-
			0	-

Ethnic group	Writing progress	
	Cohort	Score
all pupils	21	4.00
White	13	3.77
British	12	3.17
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	1	10.94
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	8	4.38
Black Caribbean	0	-
Black African	8	4.38
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Maths Progress

	Mathematics progress	
	Cohort	Score
all pupils	21	1.54
male	10	2.73
female	11	0.47
disadvantaged	13	0.74
other	8	2.84
Free School Meals	12	1.19
Children Looked After	0	-
SEN with statement or EHC plan	1	-7.55
SEN support	4	-1.32
no SEN	16	2.82
on roll in years 5 & 6	21	1.54
English first language	18	0.42
English additional language	3	8.27
Prior attainment		
overall low	3	-0.74
overall middle	16	1.95
overall high	2	1.67
reading low	2	1.67
reading middle	16	1.60
reading high	3	1.12
writing low	6	1.97
writing middle	15	1.37
writing high	0	-
mathematics low	2	2.67
mathematics middle	18	0.76
mathematics high	1	13.42

Ethnic group	Mathematics progress	
	Cohort	Score
all pupils	21	1.54
White	13	1.69
British	12	0.71
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	1	13.42
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	8	1.30
Black Caribbean	0	-
Black African	8	1.30
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Expected Standard Plus

	Cohort	National comparator type	Expected standard +	
			Sch %	Nat %
all pupils	25	all	56	53
male	14	same	36	49
female	11	same	82	57
disadvantaged	13	non	69	60
other	12	same	42	60
Free School Meals	12	non	75	59
Children Looked After	0	non	-	53
SEN with statement or EHC plan	1	all	0	53
SEN support	5	all	0	53
no SEN	19	same	74	61
on roll in years 5 & 6	25	same	56	55
English first language	19	all	53	53
English additional language	6	all	67	53
Prior attainment				
overall low	3	same	33	6
overall middle	16	same	63	46
overall high	2	same	100	91
reading low	2	same	50	7
reading middle	16	same	56	48
reading high	3	same	100	91
writing low	6	same	33	10
writing middle	15	same	73	57
writing high	0	same	-	95
mathematics low	2	same	50	5
mathematics middle	18	same	61	49
mathematics high	1	same	100	91

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	0	0	1	2.22
Teaching (Inc. TLRs)	1	2.22	12	26.67
Teaching Assistants	2	4.44	15	33.33
Admin	0	0	3	6.67
Site, Cleaning, Catering	3	6.67	8	17.78
Total	6	13.33	39	86.67

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	6	13.33	39	86.67
Disability	0	0	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
45	24		15	1		3	2

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
45				

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
45	2	2

Collecting and analysing equality information for pupils at St Bede's

St Bede's 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 St Bede's

St Bede's 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

Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a 'tick box' exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.

The following equality Objectives have been identified:

- To provide cultural awareness training to staff in order to engage and support all our families from different cultures/countries.
- To continue to raise levels of attainment in core subjects for pupil premium children so it is at least in line with non-pupil premium children nationally.
- To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school.
- To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

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.