



**EQUALITY INFORMATION AND OBJECTIVES  
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT  
FOR PUBLICATION)  
January 2018**

**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

Whole school context in 2016/17



St Bede's Catholic Academy

URN: 140442 LAESTAB: 8083317

**Phase of education:** Primary  
**Headteacher:** Bernadette Rizzi-Allan  
**Pupils:** 218  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Stockton-on-Tees  
**Admissions policy:** Not applicable  
**Ages:** 3-11  
**Denomination:** Roman Catholic

## School level trends

2017 Quintile

Bottom 20% Top 20%

Q5 Q4 Q3 Q2 Q1

2015 2016 2017

### % girls

**School** 50 50 52

**National** 49 49 49

### % eligible for FSM at any time during the past 6 years

**School** 45 42 45

**National** 26 25 24

### % of pupils first language not/believed not to be English

**School** 10 10 22

**National** 19 20 21

### % of pupils with SEN support

**School** 9.5 10.9 11.9

**National** 13.0 12.1 12.2

### % of pupils with a SEN statement or EHC plan

**School** 0.0 0.9 0.9

**National** 1.4 1.3 1.3

### School deprivation indicator

**School** 0.5 0.4 0.5

**National** 0.2 0.2 0.2

### Number on roll

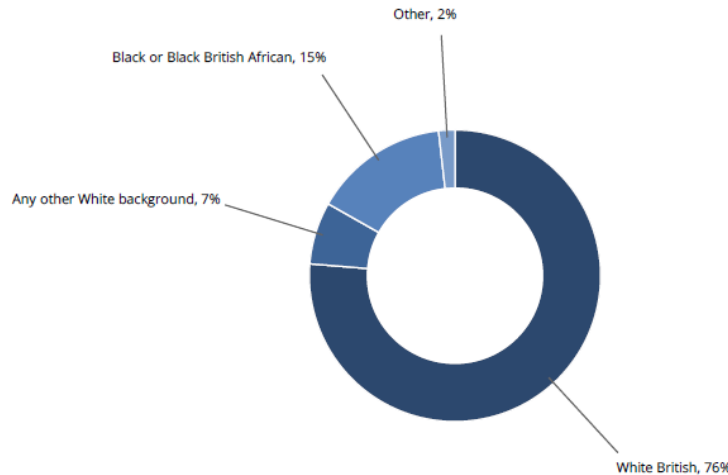
**School** 220 211 218

**National** 269 275 279

Schools details as of 3 January 2018

## Ethnicity

This school has 5 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Analyse School Performance based on validated 2017 data

**Protected Characteristics: Sex - Pupils**

<b>NC Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>
Pre-Compulsory	67	54 / 46
1	31	77 / 23
2	30	50 / 50
3	27	41 / 59
4	52	58 / 42
5	31	45 / 55
6	30	53 / 47
<b>School Total</b>	<b>268</b>	<b>54.5 / 45.5</b>

Spring School Census January 2017

**Protected Characteristic: Religion/Belief - Pupils**

	<b>Total</b>	<b>Roman Catholic</b>		<b>Other</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
Male	106	61	58%	45	42%
Female	114	64	56%	50	44%
<b>Total</b>	<b>220</b>	<b>125</b>	<b>57%</b>	<b>95</b>	<b>43%</b>

Catholic Education Service Census January 2018

## 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.

<b>Main SEN Type</b>	<b>SEN Support</b>	<b>Statement/ EHC plan</b>
Specific Learning Difficulty	7	0
Moderate Learning Difficulty	0	0
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health		0
Speech Language and Communication	4	0
Hearing Impairment		0
Visual Impairment		
Multi-Sensory Impairment	0	0
Physical Disability	0	
Autistic Spectrum Disorder		0
SEN support but no Specialist Assessment	0	0
Other Difficulty/Disability	0	0
<b>School Total</b>	<b>16</b>	<b>2</b>
<b>Percentage of school roll</b>	<b>6.0</b>	<b>0.7</b>

Spring School Census January 2017

Protected Characteristic: Race - Pupils

<b>Ethnic group</b>	<b>School %</b>	<b>National Primary %</b>
<b>White</b>		
British	85.6	67.2
Irish		0.3
Traveller of Irish heritage	0.0	0.1
Romany or Gypsy	0.0	0.4
any other White background	3.0	6.8
<b>Mixed</b>		
White & Black Caribbean		1.6
White & Black African		0.8
White & Asian	2.0	1.4
any other mixed background		2.2
<b>Asian or Asian British</b>		
Indian	0.0	2.9
Pakistani	0.0	4.3
Bangladeshi	0.0	1.7
any other Asian background	8.0	1.8
<b>Black or Black British</b>		
Caribbean	0.0	1.1
African	0.0	3.8
any other Black background	0.0	0.8
<b>Chinese</b>	0.0	0.4
<b>Any other ethnic group</b>	0.0	1.9
<b>Parent/pupil preferred not to say</b>	0.0	0.7
<b>Ethnicity not known</b>	0.0	
<b>First language</b>		
English	95.0	79.3
Other	5.0	20.6
Unclassified	0.0	0.1

**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.



## 2017 Key Stage 2 Progress by pupil group

Breakdown	Cohort	Progress Scores		
		Reading	Writing	Mathematics
All pupils	23	3.12	1.37	1.80
Male	13	3.77	-0.23	3.19
Female	10	2.28	3.46	-0.01
Disadvantaged	10	4.53	2.26	1.69
Other	13	2.04	0.69	1.88
Ever 6 FSM	10	4.53	2.26	1.69
Children looked after	0	N/A	N/A	N/A
SEN with statement or EHC plan	0	N/A	N/A	N/A
SEN support	5	3.42	1.34	2.69
No SEN	18	3.04	1.38	1.55
On roll in years 5 and 6	23	3.12	1.37	1.80
English first language	19	3.08	1.49	1.12
English additional language	4	3.32	0.85	5.05
Low overall	2	■	■	■
Middle overall	14	3.63	-0.08	2.42
High overall	7	0.73	2.76	0.36

Analyse School Performance based on validated 2017 data

## 2017 Key Stage 2 Attainment by pupil group

Breakdown	Cohort	% Achieving the expected standard or higher in Reading, Writing and Mathematics		% Achieving at a higher standard in Reading, Writing and Mathematics	
		School	National Benchmark	School	National Benchmark
All pupils	23	78	61	4	9
Male	13	69	57	0	7
Female	10	90	65	10	10
Disadvantaged	10	80	-	0	-
Other	13	77	67	8	11
Ever 6 FSM	10	80	-	0	-
Children looked after	0	N/A	-	N/A	-
SEN with statement or EHC plan	0	N/A	-	N/A	-
SEN support	5	40	-	0	-
No SEN	18	89	70	6	10
On roll in years 5 and 6	23	78	63	4	9
English first language	19	79	-	5	-
English additional language	4	75	-	0	-
Low overall	2	■	■	■	■
Middle overall	14	71	56	0	1
High overall	7	100	95	14	26

Analyse School Performance based on validated 2017 data

### 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	0.00	2	5.71
Teaching (Inc. TLRs)	0	0.00	9	25.71
Teaching Assistants	1	2.86	12	34.29
Admin	0	0.00	3	8.57
Site, Cleaning, Catering	1	2.86	7	20.00
<b>Total</b>	<b>2</b>	<b>5.71</b>	<b>33</b>	<b>94.29</b>

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	2	5.71	33	94.29
Disability	0	0.00	0	0.00

### Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
35	18	0	13	1	0	2	1

### Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
35	35	0	0	0

### Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
35	1	0

### **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.