



**St Bede's Catholic Academy, Stockton**

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

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.

## Data Suppression Statement

The Carmel Education Trust uses suppression and rounding of data for disclosure control. For example, suppression of data, so that the cell value in a table (which may be disclosive where, for instance, the value is small) is not given. Consequently, data deemed too small has been omitted from some data tables.

## Basic Characteristics for Pupils

		2017	2018	2019
<b>Number on Roll</b>	<b>School</b>	<b>218</b>	<b>220</b>	<b>220</b>
	National	279	281	282
<b>% of Girls</b>	<b>School</b>	<b>52%</b>	<b>52%</b>	<b>54%</b>
	National	49%	49%	49%
<b>% of FSM6 pupils</b>	<b>School</b>	<b>45%</b>	<b>45%</b>	<b>39%</b>
	National	24%	24%	23%
<b>% of SEND support</b>	<b>School</b>	<b>11.9%</b>	<b>11.8%</b>	<b>10.9%</b>
	National	12.2%	12.4%	12.6%
<b>% of SEND EHC plan</b>	<b>School</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.9%</b>
	National	1.3%	1.4%	1.6%
<b>% of EAL</b>	<b>School</b>	<b>22%</b>	<b>25%</b>	<b>27%</b>
	National	21%	21%	21%
<b>% of minority ethnic</b>	<b>School</b>	<b>24%</b>	<b>27%</b>	<b>31%</b>
	National	32%	33%	34%

Source: January School Census for 2017, 2018 and 2019.

- **FSM6** = pupils in receipt of free school meals (FSM) at the time of the January census or have claimed them some time in the last 6 years.
- **EAL** = pupils whose first language is not English or believed to be other than English.

### Protected Characteristics: Sex - Pupils

National curriculum year group	Number on Roll	% of Boys	% of Girls
Pre-Compulsory	56	46%	54%
1	30	33%	67%
2	28	54%	46%
3	25	56%	44%
4	26	38%	62%
5	29	48%	52%
6	26	46%	54%
<b>School Total</b>	<b>220</b>	<b>46%</b>	<b>54%</b>

Source: January School Census 2019

### Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	103	60	58%	43	42%
Female	115	73	63%	42	37%
<b>Total</b>	<b>218</b>	<b>133</b>	<b>61%</b>	<b>85</b>	<b>39%</b>

Catholic Education Service Census January 2020

## Protected Characteristic: Disability - Pupils

The data on the primary needs of pupils with SEN met by SEN support or an EHC plan, are obtained from the School Census.

Type of resourced provision for pupils in years 1 to 11 with SEND Support or an EHC Plan:

<b>Main SEN Type</b>	<b>SEND Support</b>	<b>EHC Plan</b>
Specific Learning Difficulty		0
Moderate Learning Difficulty		
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	0	0
Speech Language and Communication Needs	7	0
Hearing Impairment	0	0
Visual Impairment	0	0
Multi-Sensory Impairment		0
Physical Disability	0	0
Autistic Spectrum Disorder	0	0
SEN support but No Specialist Assessment of type	11	0
Other Difficulty/Disability	0	0
<b>School Total</b>	<b>24</b>	
<b>Percentage of school roll</b>	<b>10.9%</b>	

Source: January School Census 2019

## Protected Characteristic: Race – Pupils

Figures are now based on pupils of all ages due to the collection of ethnicity and first language data being expanded to include pre-compulsory school age pupils.

<b>Ethnic group</b>	<b>School %</b>	<b>National Primary %</b>
<b>White</b>		
British	69.1%	65.5%
Irish		0.3%
Traveller of Irish heritage	0.0%	0.1%
Romany or Gypsy	0.0%	0.4%
any other White background	10.5%	7.3%
<b>Mixed</b>		
White & Black Caribbean	0.0%	1.6%
White & Black African		0.9%
White & Asian	0.0%	1.5%
any other mixed background		2.4%
<b>Asian or Asian British</b>		
Indian		3.2%
Pakistani	0.0%	4.4%
Bangladeshi	0.0%	1.7%
any other Asian background		1.9%
<b>Black or Black British</b>		
Caribbean	0.0%	0.9%
African	14.5%	3.8%
any other Black background		0.8%
<b>Chinese</b>		0.5%
<b>Any other ethnic group</b>	0.0%	2.0%
<b>Parent/pupil preferred not to say</b>	0.0%	1.0%
<b>Ethnicity not known</b>	0.0%	
<b>First language</b>		
English	73.2%	78.6%
Other	26.8%	21.2%
Unclassified	0.0%	0.2%

Source: January School Census 2019

**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.



## 2019 Key Stage 2 Progress by pupil group

Breakdown	Cohort	Adjusted Progress Scores					
		Reading		Writing		Mathematics	
		School	National	School	National	School	National
All pupils	24	<b>-1.92</b>	0.03	<b>-0.04</b>	0.03	<b>-1.71</b>	0.03
Male	12	<b>-1.93</b>	-0.54	<b>-2.27</b>	-0.73	<b>-0.16</b>	0.73
Female	12	<b>-1.91</b>	0.62	<b>2.19</b>	0.82	<b>-3.27</b>	-0.69
Disadvantaged*	17	<b>-3.95</b>	0.32	<b>-1.10</b>	0.27	<b>-2.32</b>	0.37
Ever 6 FSM*	17	<b>-3.95</b>	0.31	<b>-1.10</b>	0.25	<b>-2.32</b>	0.34
Children looked after*	0	-	0.03	-	0.04	-	0.04
Other	7	<b>3.01</b>	0.32	<b>2.53</b>	0.27	<b>-0.23</b>	0.37
SEN with EHC plan	0	-	0.03	-	0.03	-	0.03
SEN support			0.03		0.03		0.03
No SEN	21	<b>-1.67</b>	0.35	<b>0.81</b>	0.52	<b>-2.77</b>	0.37
English first language	20	<b>-1.63</b>	0.03	<b>-0.13</b>	0.03	<b>-1.54</b>	0.03
English additional language	4	<b>-3.36</b>	0.03	<b>0.42</b>	0.03	<b>-2.57</b>	0.03
<b>Prior attainment</b>							
Low overall	0	-	0.02	-	0.02	-	0.03
Middle overall	16	<b>-2.59</b>	0.03	<b>0.18</b>	0.04	<b>-0.88</b>	0.04
High overall	8	<b>-0.58</b>	0.03	<b>-0.48</b>	0.02	<b>-3.39</b>	0.02

National figures for Disadvantaged, FSM and looked after relate to national other pupils.

Source: Analyse School Performance based on validated 2019 data

## 2019 Key Stage 2 Reading, Writing and Maths combined attainment by pupil group

Breakdown	Cohort	KS2 reading, writing and maths combined			
		% achieving the expected standard or higher		% achieving at a higher standard	
		School	National	School	National
All pupils	25	<b>56%</b>	65%	<b>4%</b>	11%
Male	12	<b>50%</b>	60%	<b>8%</b>	9%
Female	13	<b>62%</b>	70%	<b>0%</b>	13%
Disadvantaged*	18	<b>44%</b>	71%	<b>0%</b>	13%
Ever 6 FSM*	18	<b>44%</b>	71%	<b>0%</b>	13%
Children looked after*	0	-	65%	-	11%
Other	7	<b>86%</b>	71%	<b>14%</b>	13%
SEN with EHC plan	0	-	65%	-	11%
SEN support	4	<b>0%</b>	65%	<b>0%</b>	11%
No SEN	21	<b>67%</b>	74%	<b>5%</b>	13%
English first language	21	<b>52%</b>	65%	<b>0%</b>	11%
English additional language	4	<b>75%</b>	65%	<b>25%</b>	11%
<b>Prior attainment</b>					
Low overall	1		7%		0%
Middle overall	16	<b>38%</b>	58%	<b>0%</b>	2%
High overall	8	<b>100%</b>	95%	<b>13%</b>	29%

National figures for Disadvantaged, FSM and looked after relate to national other pupils.

Source: Analyse School Performance based on validated 2019 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	8.70
Teaching	0	0.00	5	21.74
Teaching Assistants	0	0.00	8	34.78
Admin	0	0.00	2	8.70
Site, Cleaning, Catering	1	4.35	5	21.74
Total	1	4.35	22	95.65

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	1	4.35	22	95.65
Disability	0	0.00	0	0

### Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not Collected	Other Religion
23	14		8				1

### Staff by Ethnicity

Number of Staff	White British	White Irish	White any other background	Other	Not Obtained
23	23				

### Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
23	0	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

## Gender Pay Gap Reporting

We are an employer required by law to carry out Gender Pay Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. This involves carrying out six calculations that show the difference between the average earnings of men and women in our organisation.

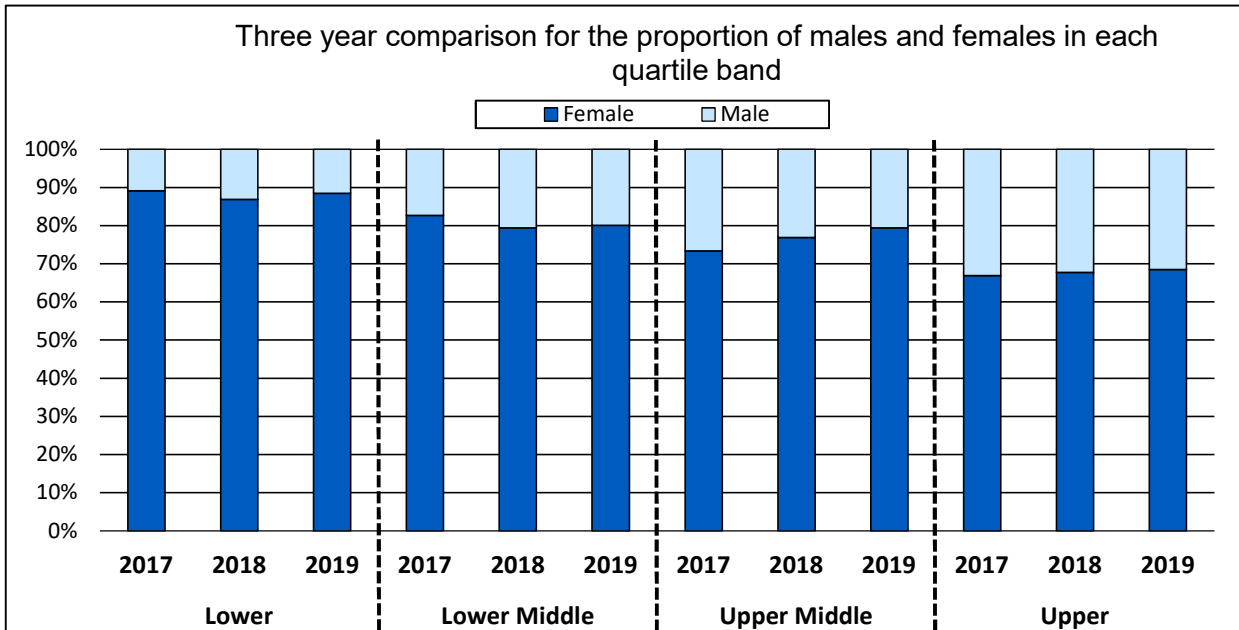
We are required to publish the results on our own website and a government website. We will do this within one calendar year of 31 March.

### Carmel Education Trust's Gender Pay Gap data as at 31 March 2019 is:-

<b>The mean gender pay gap</b>	18.2%	
<b>The median gender pay gap</b>	30.9%	
<b>The mean bonus gender pay gap</b>	n/a	
<b>The median bonus gender pay gap</b>	n/a	
<b>The proportion of males and females receiving a bonus payment</b>	n/a	
<b>The proportion of males and females in each quartile band</b>		
	<b>Female</b>	<b>Male</b>
<b>Lower</b>	88.5%	11.5%
<b>Lower Middle</b>	80.1%	19.9%
<b>Upper Middle</b>	79.4%	20.6%
<b>Upper</b>	68.5%	31.5%

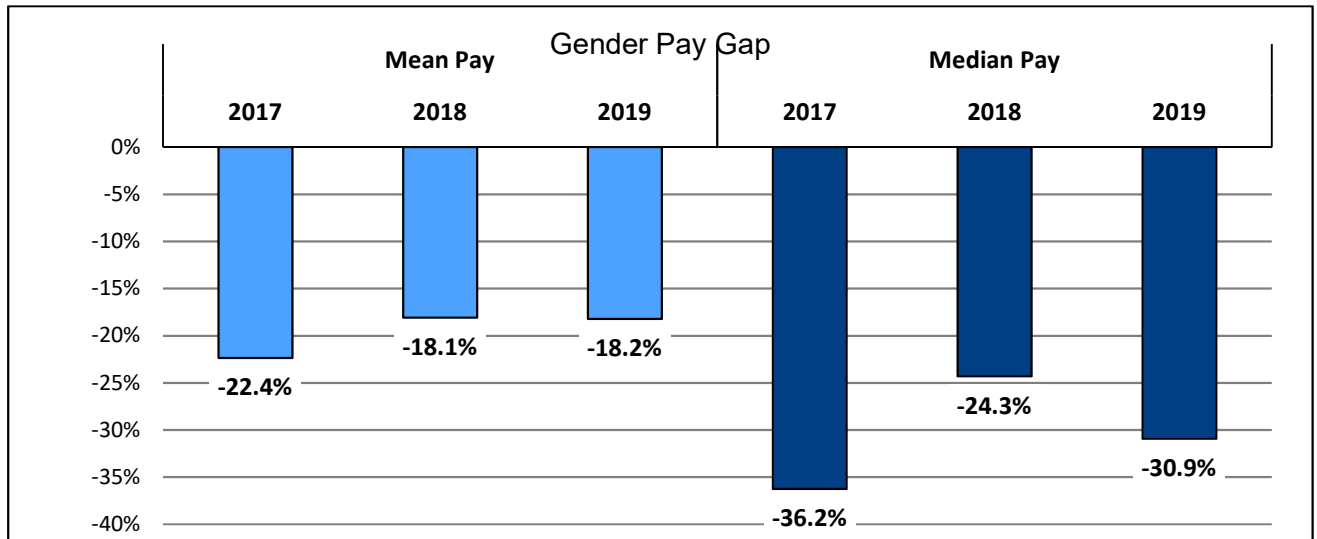
The gender pay gap is the difference in the average hourly wage of all men and women across a workforce. If women do more of the less well paid jobs within an organisation than men, then there is a gender pay gap.

The following additional data is provided for information and comparison purposes:-

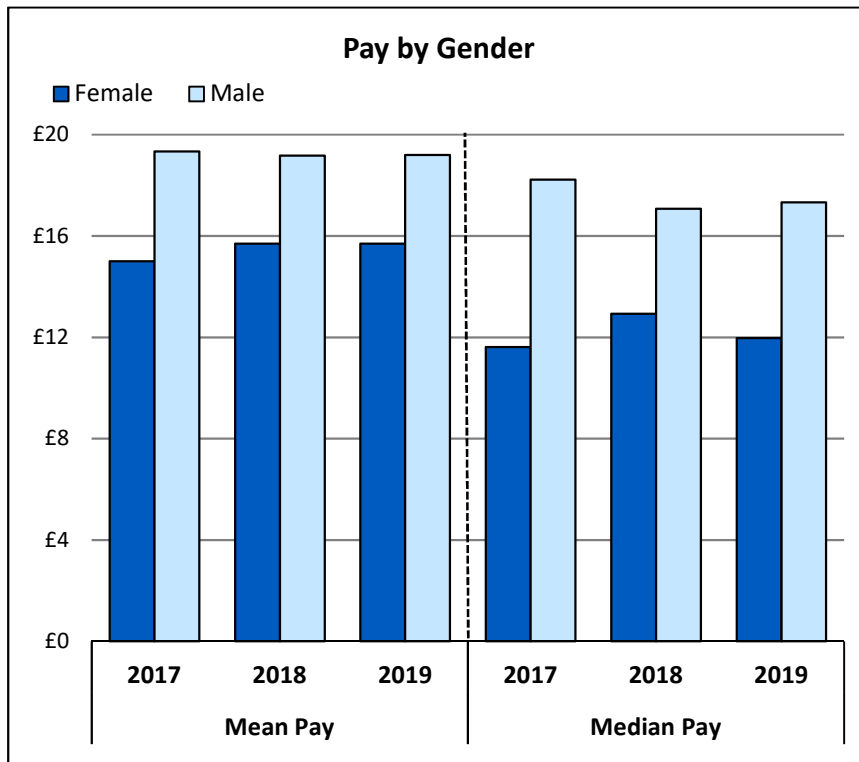


Our data shows that within Carmel Education Trust in all quartiles there is a higher proportion of women, and the proportion is rising.

During the period (April 2018 – March 2019), three primary schools joined the Trust with a staffing profile favouring women in all quartiles.



Overall the mean gender pay gap has increased marginally from 18.1% in 2018 to 18.2% in 2019 and the median gender pay gap has increased from 24.3% in 2018 to 30.9% 2019.



The mean and medium pay of females for 2017, 2018 and 2019 is less than males.

The Gender Pay Gap is a high level, non-adjusted indicator of male and female earnings which is affected by workforce distribution and make-up. The majority of staff are in the lower pay quartiles which have traditionally been over represented by females in occupations including cleaning, catering, lunchtime supervision, administration and education support staff.

Carmel Education Trust has structured Pay Scales that correspond to School Teachers Pay & Conditions and Local Authority Pay Scales and are not gender specific. We are committed to promoting equality and we aim to recruit an appropriately qualified workforce that is representative of all sectors of the community.

Carmel Education Trust supports staff in a number of ways including:-

- Training for all staff
- Equality of opportunity
- Commitment to professional development and career progression
- Encouraging diversity in roles that are under represented.
- Developing Family friendly policies

We believe that the overall gender pay gap reflects workforce composition rather than pay inequalities. Through our Equality Objectives we will seek, wherever possible, to encourage participation and recruitment to under represented roles.

## **Review of Equality Objectives**

Following a review and analysis of the latest data, the following equality Objectives have been identified:

- To increase the attainment of Disadvantaged pupils in mathematics.
- To improve the progress of boys in reading.
- 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.
- To encourage participation and recruitment to underrepresented roles

## **Review**

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