



Carmel College

**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.

Geographical Context

Darlington is located at the southern tip of the North East of England region. The Borough is regarded as the 'gateway' to the Tees Valley and the wider North East region of England, lying adjacent to the Yorkshire and Humber region, with which it shares a boundary, formed by the River Tees. Darlington is a historic market town, surrounded by open countryside. The town's development has been closely associated with the railway age and associated manufacturing. Darlington's population is expected to rise steadily to 110,771 by 2021 from its current 105,000. There are currently 15,478 children in primary and secondary schools (Spring 2014 census) and this number is projected to rise until at least 2020. Darlington saw the 4th fastest growth rate in the child population in the whole of the North of England between 2010 and 2011. About three quarters of the working population of the Borough have jobs based in Darlington. There has been a significant change in the structure of the Darlington economy. Employment in manufacturing has declined dramatically (to 9.2%), but

in contrast, the service sector has grown strongly and now accounts for almost 80% of jobs in Darlington. The public sector, including local government, national government and health, is a major employer. The November 2013 NEET rate in Darlington is 6.8%, a decrease from March 2013. Of the 1,105 18-24 year olds claiming Job Seekers Allowance, 195 of them have been claiming for over 12 months. There are marked contrasts in the life chances and quality of life of people in the Borough, according to where they live. According to the Index of Deprivation 2010, Darlington has some of the most deprived areas of England, and is ranked 75th most deprived local authority out of 326 in England. 31% of the population live in seven wards that are amongst the 10% most deprived in the country, whilst about 7% live in two wards that are amongst the least deprived nationally. There is a 13-year difference in life expectancy between the best and worst wards, and unemployment varies from 12.2% for the inner Central ward (March 2010), to 1.7% in the suburban Hummersknott ward.

The economic downturn has had a disproportionate effect on the least well-off and more vulnerable people in Darlington. National evidence and local analysis, referenced on page 17, shows that inequality gaps have been widening. Since 2009 unemployment has risen, and the difference in unemployment rates between the most and least affluent areas has widened. Youth unemployment in particular has increased significantly. The number of children living in poverty in Darlington is above the national average. The gaps in educational attainment and qualifications between people have widened. People are also affected by the Government's welfare reforms and reductions in funding for public services. The impact on funding for the Council has been particularly severe and will accelerate through the lifetime of this plan. Consequently the approach to service provision must be rebalanced, with a shift in emphasis from the traditional top-down provision of welfare services towards 'home-grown' affordable solutions that are tailored to local needs

Carmel College Profile

Carmel College is an 11-18 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. Carmel College is above the average-sized secondary school. The proportion of students from minority ethnic groups is below average; so too is the proportion who speaks English as an additional language. The proportion of students known to be eligible for the pupil premium (additional funding to support students known to be eligible for free school meals, children of service families or those who are looked after by the local authority) is below average. The proportion of students supported at school action is below average; so too is the proportion supported 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 of Pupils

		2017	2018	2019
Number on Roll	School	1252	1258	1259
	National	950	961	978
% of Girls	School	54%	54%	55%
	National	50%	50%	50%
% of FSM6 pupils	School	18%	19%	16%
	National	29%	28%	28%
% of SEND support	School	5.0%	6.5%	6.0%
	National	10.7%	10.6%	10.8%
% of SEND EHC plan	School	1.2%	0.9%	0.9%
	National	1.7%	1.6%	1.7%
% of EAL	School	9%	10%	11%
	National	16%	17%	17%
% of minority ethnic	School	13%	15%	16%
	National	30%	31%	32%

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

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

National curriculum year group	Number on Roll	% of Boys	% of Girls
7	209	45%	55%
8	200	43%	57%
9	188	43%	57%
10	200	49%	51%
11	192	47%	53%
Post-Compulsory	270	43%	57%
School Total	1259	45%	55%

Source: January School Census 2019

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	574	430	75%	144	25%
Female	737	518	70%	219	30%
Total	1311	948	72%	363	28%

Catholic Education Services Census January 2019.

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:

Main SEN Type	SEND Support	EHC Plan
Specific Learning Difficulty	12	
Moderate Learning Difficulty	20	
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	
Social, Emotional and Mental Health	6	
Speech Language and Communication Needs	10	0
Hearing Impairment		0
Visual Impairment	0	0
Multi-Sensory Impairment		0
Physical Disability		
Autistic Spectrum Disorder	5	
SEN support but No Specialist Assessment of type		0
Other Difficulty/Disability	9	0
School Total	69	11
Percentage of school roll	5.5%	0.9%

Source: January School Census 2019

Protected Characteristic: Race - Pupils

Ethnic group	School %	National Secondary %
White		
British	84.0%	67.0%
Irish		0.3%
Traveller of Irish heritage		0.0%
Romany or Gypsy	0.6%	0.3%
any other White background	6.6%	5.6%
Mixed		
White & Black Caribbean	0.7%	1.4%
White & Black African	0.6%	0.7%
White & Asian	0.6%	1.3%
any other mixed background	0.7%	2.0%
Asian or Asian British		
Indian	2.6%	3.1%
Pakistani		4.4%
Bangladeshi		1.9%
any other Asian background	1.0%	1.9%
Black or Black British		
Caribbean		1.2%
African	0.7%	4.0%
any other Black background		0.7%
Chinese	0.0%	0.4%
Any other ethnic group	0.6%	1.9%
Parent/pupil preferred not to say		1.7%
Ethnicity not known	0.0%	
<hr/>		
First language		
English	89.1%	82.7%
Other	10.9%	16.9%
Unclassified	0.0%	0.5%

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 4 Overall Scores for Progress 8 and Attainment 8 by pupil group

Breakdown	Cohort	Progress 8 adjusted score		Cohort	Overall Attainment 8	
		School	National		School	National
All pupils	192	0.38	-0.03	192	56.03	46.69
Male	91	0.15	-0.27	91	55.35	44.02
Female	101	0.58	0.22	101	56.65	49.47
Disadvantaged*	23	-0.03	0.13	23	43.85	50.30
Ever 6 FSM*	21	0.16	0.12	21	46.17	50.09
Children looked after*	5	-1.28	-0.02	5	20.60	46.91
Other	169	0.43	0.13	169	57.69	50.30
SEN with EHC plan	3		-0.03	3		46.69
SEN support	7	0.37	-0.03	7	45.07	46.69
No SEN	182	0.38	0.07	182	56.76	49.86
English first language	177	0.30	-0.03	177	55.83	46.69
English additional language	15	1.25	-0.03	15	58.43	46.69
Prior attainment						
Low overall	11	1.04	-0.22	11	35.14	21.16
Middle overall	69	0.53	-0.02	69	46.61	40.05
High overall	112	0.21	0.01	112	63.89	60.86

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

Source: DfE's Compare School Performance website based on revised data for 2018/2019

2019 Key Stage 4 English and mathematics achievement by pupil group

Breakdown	Cohort	% achieving grade 5 or above in English and mathematics		% achieving grade 4 or above in English and mathematics	
		School	National	School	National
All pupils	192	65%	43%	87%	65%
Male	91	60%	40%	87%	61%
Female	101	68%	47%	87%	68%
Disadvantaged*	23	39%	50%	57%	72%
Ever 6 FSM*	21	43%	50%	62%	71%
Children looked after*	5	0%	44%	0%	65%
Other	169	68%	50%	91%	72%
SEN with EHC plan	3		43%		65%
SEN support	7	43%	43%	71%	65%
No SEN	182	66%	48%	88%	71%
English first language	177	64%	43%	86%	65%
English additional language	15	73%	43%	100%	65%
Prior attainment					
Low overall	11	18%	2%	45%	8%
Middle overall	69	39%	22%	81%	53%
High overall	112	85%	77%	95%	93%

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

Source: DfE's Compare School Performance website based on revised data for 2018/2019

2019 Key Stage 4 English Baccalaureate (EBacc) achievement by pupil group

Breakdown	Cohort	% entering EBacc		EBacc average point score		% achieving EBacc at grade 5 or above		% achieving EBacc at grade 4 or above	
		Sch.	Nat.	Sch.	Nat.	Sch.	Nat.	Sch.	Nat.
All pupils	192	55%	40%	4.95	4.07	24%	17%	32%	25%
Male	91	49%	34%	4.93	3.84	22%	13%	31%	20%
Female	101	59%	46%	4.97	4.32	26%	21%	34%	30%
Disadvantaged*	23	26%	45%	3.72	4.43	17%	21%	17%	29%
Ever 6 FSM*	21	29%	44%	3.91	4.41	19%	20%	19%	29%
Children looked after*	5	0%	40%	1.63	4.09	0%	17%	0%	25%
Other	169	59%	45%	5.12	4.43	25%	21%	34%	29%
SEN with EHC plan	3		40%		4.07		17%		25%
SEN support	7	14%	40%	3.74	4.07	14%	17%	14%	25%
No SEN	182	57%	44%	5.03	4.38	25%	19%	34%	28%
English first language	177	54%	40%	4.93	4.07	24%	17%	32%	25%
English additional language	15	60%	40%	5.24	4.07	20%	17%	33%	25%
Prior attainment									
Low overall	11	18%	9%	2.92	1.62	18%	0%	18%	1%
Middle overall	69	42%	30%	3.94	3.34	3%	4%	13%	11%
High overall	112	66%	58%	5.77	5.52	38%	35%	46%	46%

Sch. = School and Nat. = National

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

Source: DfE's Compare School Performance website based on revised data for 2018/2019

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	6	3.14	12	6.28
Teaching	24	12.57	64	33.51
Teaching Assistants	1	0.52	5	2.62
Admin	14	7.33	29	15.18
Site, Cleaning, Catering	6	3.14	30	15.71
Total	51	26.70	140	73.30

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	51	26.70	140	73.30
Disability	1	0.52	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not Collected	Other Religion
191	76	45	47	4	8	10	1

Staff by Ethnicity

Number of Staff	White British	White Irish	White any other background	Other	Not Obtained
191	178	6	6		1

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
191	3	7

Collecting and analysing equality information for pupils at Carmel College

Carmel College 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 Carmel College

Carmel College 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.

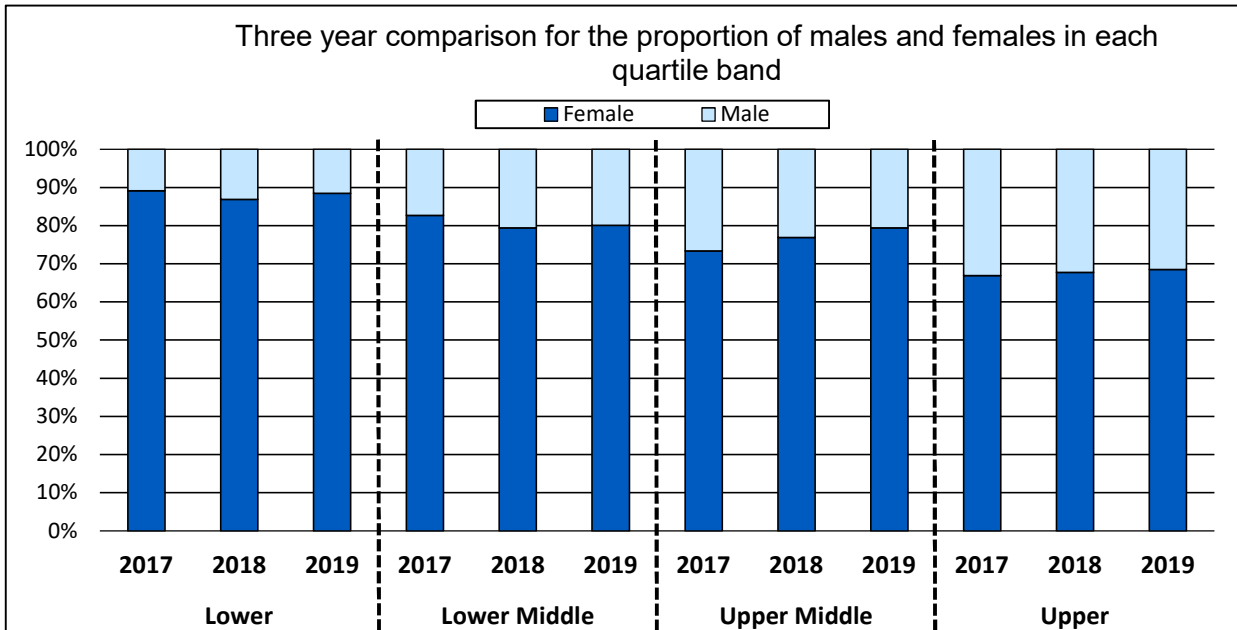
We are required to publish the results on our own website and a government website. We will do this within one calendar year of 31 March.

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

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

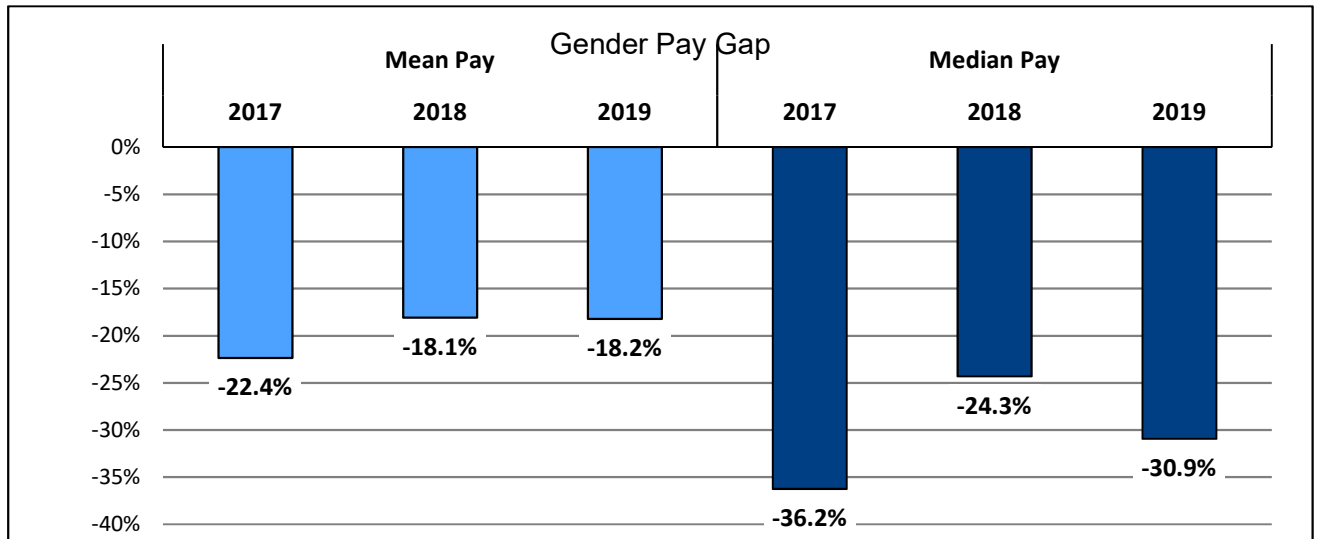
The gender pay gap is the difference in the average hourly wage of all men and women across a workforce. If women do more of the less well paid jobs within an organisation than men, then there is a gender pay gap.

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

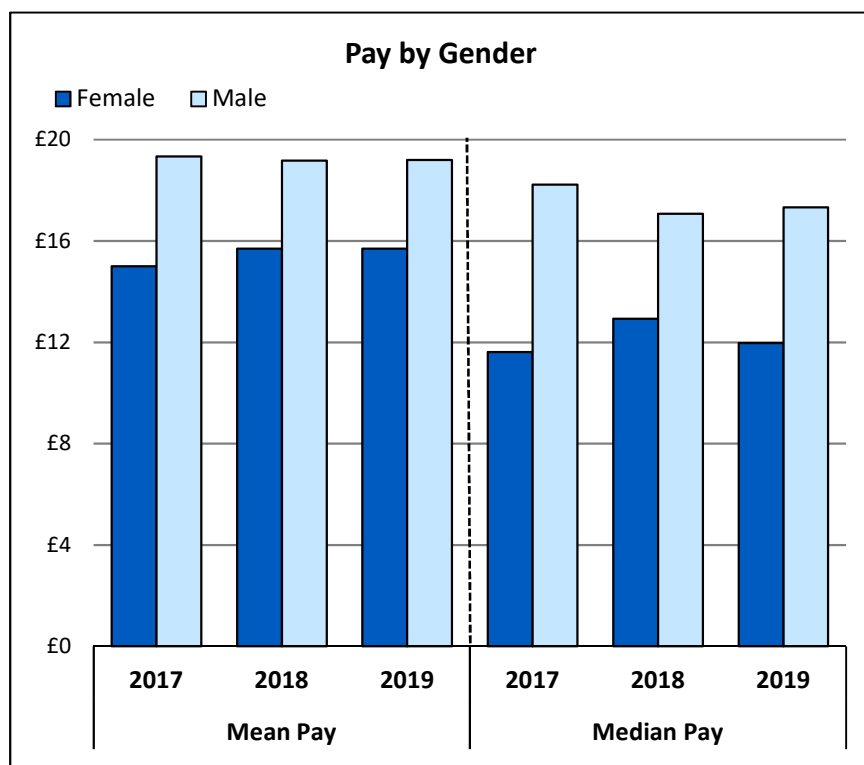


Our data shows that within Carmel Education Trust in all quartiles there is a higher proportion of women, and the proportion is rising.

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 close gap for Disadvantaged pupils
- to increase understanding between religious and ethnic groups;
- to promote British Values and implement the Prevent Duty
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils including as traveller children, disabled Children and children with English as an Additional Language.
- to encourage participation and recruitment to underrepresented roles

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.