



**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 Michael's Profile

St Michael's is an 11-18 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. St Michael's is larger than the average-sized secondary school. A below average proportion of students is eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after). The proportion of students with special educational needs and supported at school action is average. The proportion of students with special educational needs and supported either through school action plus or a statement of special educational needs is below average. Most students are from White British backgrounds.

Basic Characteristics for Pupils

2016 2017 2018

Number of Roll

School	834	858	903
National	943	950	961

% of girls

School	46.4%	49.5%	48.9%
National	49.7%	49.8%	49.8%

% eligible for FSM at any time in the past 6 years

School	24.0%	27.6%	27.5%
National	28.9%	28.5%	28.0%

% of pupils with SEN support

School	12.5%	6.9%	7.1%
National	11.0%	10.7%	10.6%

% of pupils with an EHC plan

School	0.7%	0.9%	1.1%
National	1.7%	1.7%	1.6%

% of pupils first language not English

School	1.1%	1.2%	1.9%
National	15.7%	16.3%	16.6%

% of pupils from minority ethnic groups

School	3.5%	4.1%	5.1%
National	28.2%	29.5%	30.6%

Spring School Census January 2016, 2017 and 2018

Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
7	203	52 / 48
8	200	42 / 58
9	165	53 / 47
10	170	53 / 47
11	165	57 / 43
School Total	903	51.1 / 48.9

Spring School Census January 2018

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	484	200	41%	284	59%
Female	469	206	44%	263	56%
Total	953	406	43%	547	57%

Catholic Education Service 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.

Main SEN Type	SEN Support	EHC plan
Specific Learning Difficulty	8	0
Moderate Learning Difficulty	22	4
Severe Learning Difficulty	0	
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	13	
Speech Language and Communication Needs	5	0
Hearing Impairment		0
Visual Impairment		0
Multi-Sensory Impairment	0	0
Physical Disability		0
Autistic Spectrum Disorder	9	
SEN support but no Specialist Assessment of type of need	0	0
Other Difficulty/Disability		0
School Total	64	10
Percentage of school roll	7.1	1.1

Spring School Census January 2018

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

Ethnic group	School %	National Secondary %
White		
British	94.8	68.2
Irish	0.4	0.3
Traveller of Irish heritage	0.0	0.0
Romany or Gypsy		0.2
any other White background	0.8	5.4
Mixed		
White & Black Caribbean		1.4
White & Black African	0.4	0.7
White & Asian	0.8	1.2
any other mixed background	0.4	1.9
Asian or Asian British		
Indian	0.0	3.0
Pakistani		4.4
Bangladeshi		1.8
any other Asian background	0.9	1.8
Black or Black British		
Caribbean	0.0	1.3
African		3.8
any other Black background		0.7
Chinese	0.0	0.4
Any other ethnic group		1.8
Parent/pupil preferred not to say		1.5
Ethnicity not known	0.0	
First language		
English	98.1	83.2
Other	1.9	16.6
Unclassified	0.0	0.3

Spring Schools Census January 2018

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.

2018 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	166	-0.42	-0.02	166	48.90	46.36
Male	94	-0.66	-0.25	94	47.01	43.65
Female	72	-0.12	0.22	72	51.36	49.18
Disadvantaged	33	-1.13	0.13	33	34.01	49.96
Ever 6 FSM	32	-1.06	0.12	32	35.07	49.75
Children looked after			-0.01			46.57
Other	133	-0.25	0.13	133	52.60	49.96
SEN with EHC plan			-0.02			46.36
SEN support	11	-0.57	-0.02	11	35.77	46.36
No SEN	153	-0.38	0.07	153	50.48	49.51
English first language	164	-0.44	-0.02	164	48.93	46.36
English additional language			-0.02			46.36
Prior attainment						
Low overall	9	-0.16	0.67	9	23.75	22.41
Middle overall	60	-0.68	0.42	60	34.94	40.65
High overall	97	-0.29	0.31	97	59.87	60.96

DfE's Compare School Performance website based on revised data for 2017/2018

2018 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	166	49%	43%	72%	64%
Male	94	47%	40%	71%	60%
Female	72	53%	46%	74%	68%
Disadvantaged	33	18%	50%	45%	71%
Ever 6 FSM	32	19%	49%	47%	71%
Children looked after			43%		64%
Other	133	57%	50%	79%	71%
SEN with EHC plan			43%		64%
SEN support	11	27%	43%	36%	64%
No SEN	153	52%	48%	76%	70%
English first language	164	49%	43%	73%	64%
English additional language			43%		64%
Prior attainment					
Low overall	9	0%	2%	11%	10%
Middle overall	60	13%	24%	45%	55%
High overall	97	76%	77%	95%	93%

DfE's Compare School Performance website based on revised data for 2017/2018

2018 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	166	20%	38%	4.06	4.03	10%	17%	14%	24%
Male	94	13%	33%	3.88	3.79	5%	13%	9%	19%
Female	72	31%	44%	4.29	4.28	15%	21%	21%	29%
Disadvantaged	33	12%	43%	2.76	4.39	0%	20%	3%	28%
Ever 6 FSM	32	13%	43%	2.84	4.37	0%	20%	3%	28%
Children looked after			39%		4.05		17%		24%
Other	133	23%	43%	4.38	4.39	12%	20%	17%	28%
SEN with EHC plan			38%		4.03		17%		24%
SEN support	11	9%	38%	2.99	4.03	0%	17%	0%	24%
No SEN	153	22%	43%	4.19	4.34	10%	19%	15%	27%
English first language	164	20%	38%	4.06	4.03	10%	17%	14%	24%
English additional language			38%		4.03		17%		24%
Prior attainment									
Low overall	9	0%	9%	1.82	1.72	0%	0%	0%	1%
Middle overall	60	13%	30%	2.80	3.39	0%	5%	3%	11%
High overall	97	27%	57%	5.04	5.52	16%	35%	22%	45%

Sch. = School and Nat. = National

DfE's Compare School Performance website based on revised data for 2017/2018

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	4	3.57	3	2.68
Teaching (Inc. TLRs)	21	18.75	33	29.46
Teaching Assistants	0	0.00	8	7.14
Admin	5	4.46	11	9.82
Site, Cleaning, Catering	4	3.57	23	20.54
Total	34	30.36	78	69.64

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	34	30.36	78	69.64
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
112	48	0	25	0	0	39	0

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
112	107	1	0	1

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
112	0	2

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

St Michael'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 Michael's

St Michael'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.

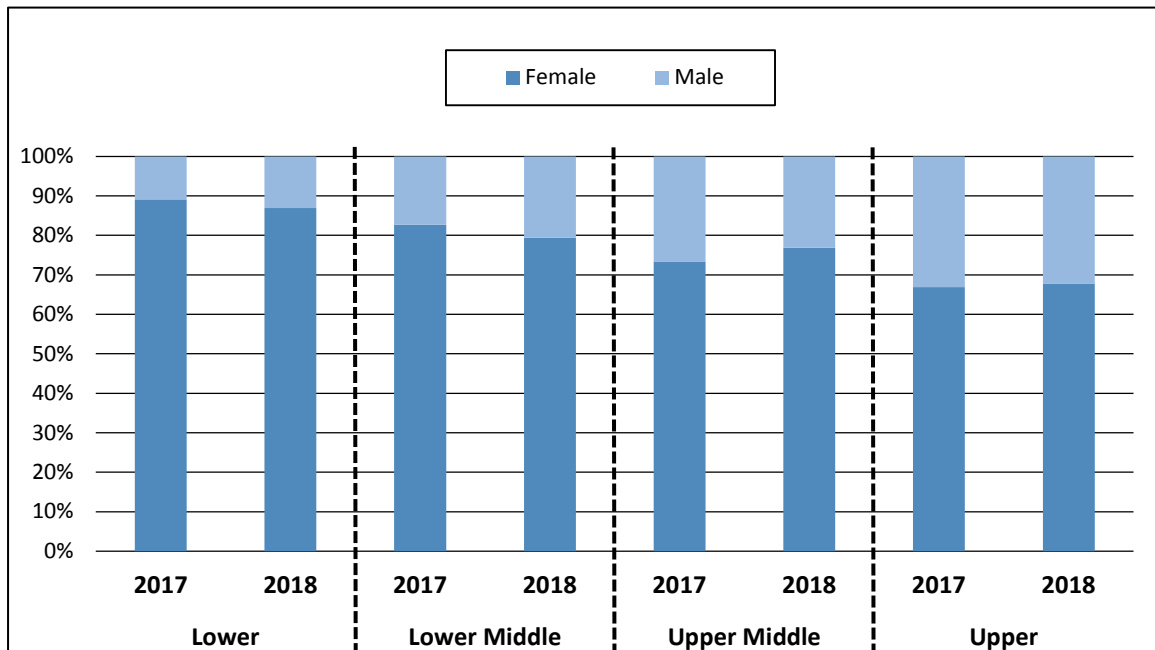
We are required to publish the results on our own website and a government website. We will do this within one calendar year of 31 March. ¹

Carmel Education Trust's Gender Pay Gap data as at 31 March 2018 is:

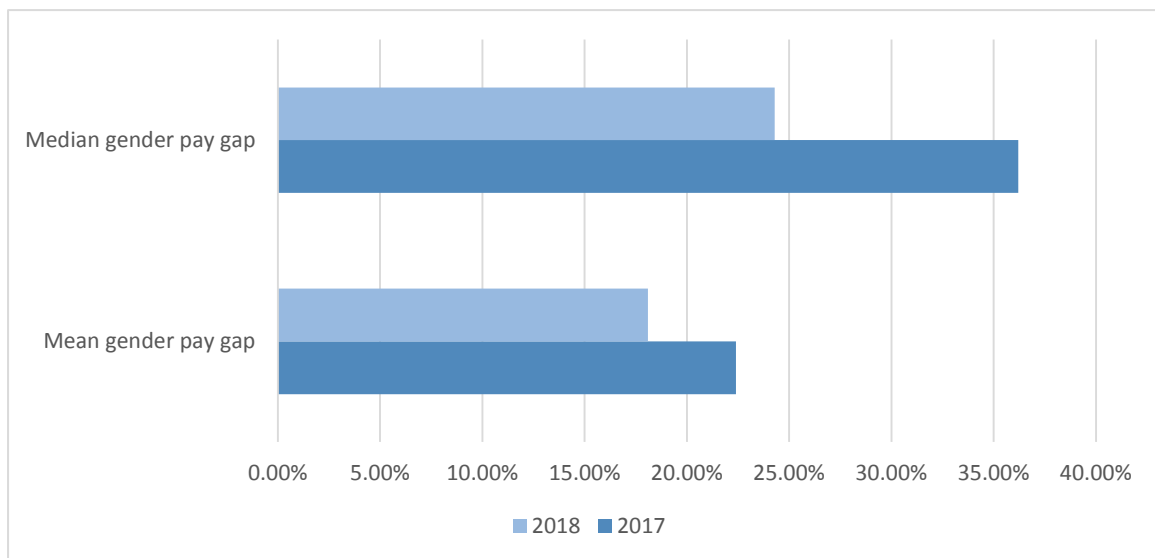
The mean gender pay gap	18.1%	
The median gender pay gap	24.3%	
The mean bonus gender pay gap	n/a	
The median bonus gender pay gap	n/a	
The proportion of males and females receiving a bonus payment	n/a	
The proportion of males and females in each quartile band		
	Female	Male
Lower Quartile Band	86.9%	13.1%
Lower Middle Quartile Band	79.4%	20.6%
Upper Middle Quartile Band	76.9%	23.1%
Upper Quartile Band	67.7%	32.3%

¹ Excluding St Bede's Catholic Academy, Darlington, Our Lady of the Most Holy Rosary Catholic Academy and St Joseph's Catholic Academy.

Two year comparison for the proportion of males and females in each quartile band



Two year comparison of median and mean gender pay gap



Our data shows that within Carmel Education Trust there is a higher proportion of women in all quartiles. In the lower and lower middle quartiles in 2018 the proportion of men increased compared to 2017 in the upper middle and upper quartiles in 2018 the proportion of females increased compared to 2017.

Overall the mean gender pay gap has reduced from 22.4% in 2017 to 18.1% in 2018 and the median gender pay gap has reduced from 36.2% in 2017 to 24.3% in 2018

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. In April 2019 our new support staff pay spine will commence at £9.00 per hour and moves us away from being a minimum wage employer.

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 underrepresented.
- 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 underrepresented roles.

Review of Equality Objectives

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

- to improve progress of Disadvantaged, Middle attaining and/or Boys in Key Stage 4
- 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 staff participation and staff 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.