



**EQUALITY INFORMATION AND OBJECTIVES
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT
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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 Content

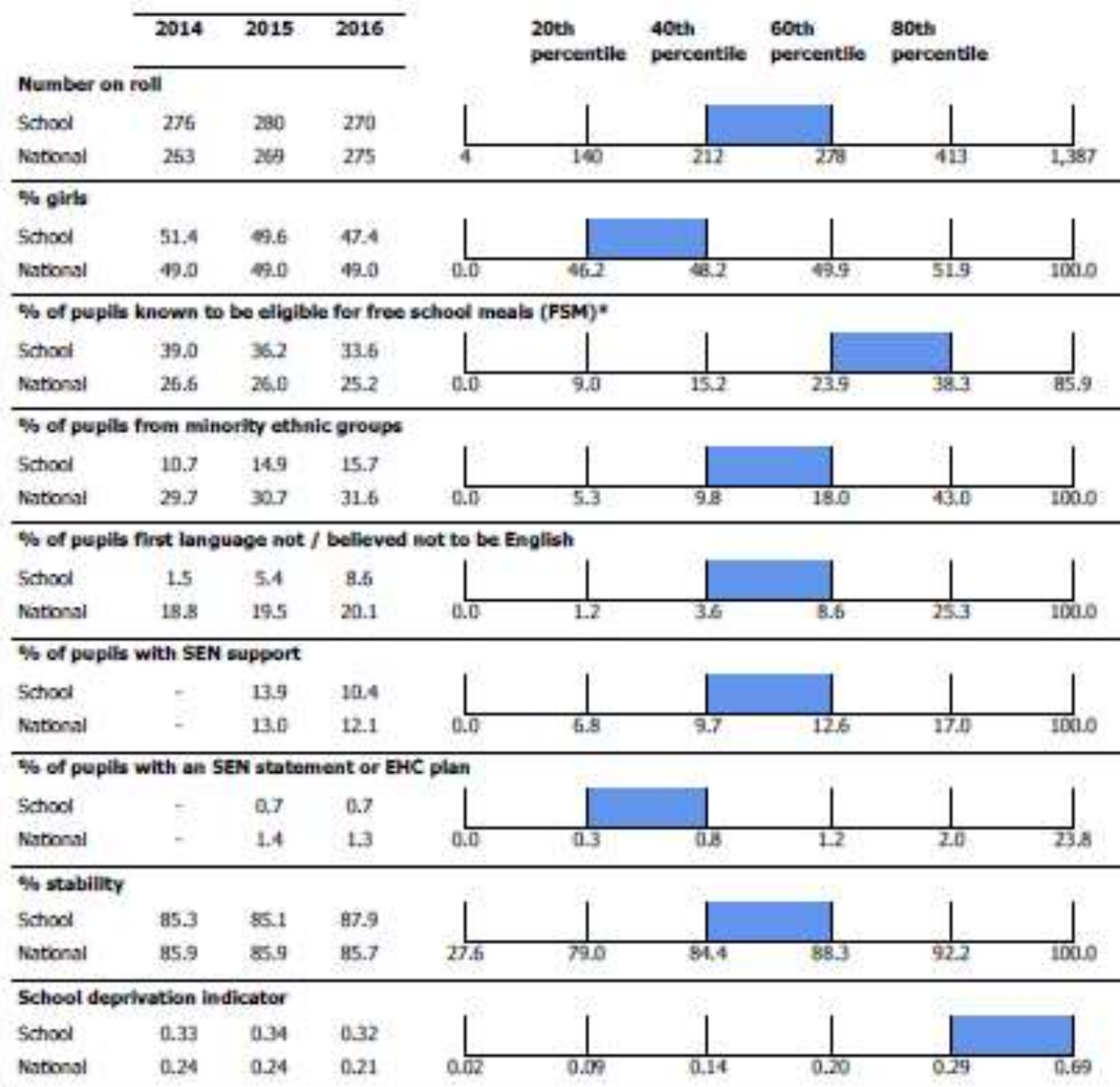
Stockton-on-Tees is a diverse borough located in over 20,000 hectares at the heart of the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Billingham, Stockton, Thornaby, Ingleby Barwick and Yarm. The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

St Gregory's is a 3-11 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. St Gregory's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who are supported by school action plus or who have a statement of special educational needs is above average. Almost all pupils are of White British heritage. 16% of pupils are of minority-ethnic heritages, with 9% of pupils speaking English as an additional language. The children in the Early Years Foundation Stage are taught in a unit as Nursery and Reception classes. The school meets the current floor standards, which set the minimum standards expected by the government.

Basic Characteristics for Pupils



RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
Pre-Compulsory	72	58.3 / 41.7
1	30	50.0 / 50.0
2	27	44.4 / 55.6
3	53	54.7 / 45.3
4	30	46.7 / 53.3
5	27	55.6 / 44.4
6	31	48.4 / 51.6

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	149	81	54%	68	46%
Female	122	81	66%	41	34%
Total	271	162	60%	109	40%

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	-	24	17	0	0	0
Moderate Learning Difficulty	-	0	0	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	1	1	0	0	0
Speech, Language and Communication Needs	-	4	8	0	0	0
Hearing Impairment	-	1	1	0	0	0
Visual Impairment	-	1	1	1	1	1
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	1	1	1
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	-	39	28	2	2	2
Percentage of school roll	-	13.9	10.4	0.7	0.7	0.7

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	89.3	85.1	84.3	69.3
Irish	0.0	0.0	0.0	
Traveller of Irish heritage	0.5	0.5	0.5	
Romany or Gypsy	0.0	0.0	0.0	
any other White background	0.5	2.5	3.0	5.6
Mixed				
White & Black Caribbean	1.0	1.0	0.5	1.5
White & Black African	1.0	1.0	0.5	0.7
White & Asian	1.0	1.0	1.0	1.2
any other mixed background	1.5	1.5	1.0	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	5.1	7.4	9.1	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.2
African	0.0	0.0	0.0	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	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5

First language				
English	98.5	94.6	91.4	81.8
Other	1.5	5.4	8.6	18.0
Unclassified	0.0	0.0	0.0	

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	30	-1.53
male	14	-3.07
female	16	-0.17
disadvantaged	16	-3.66
other	14	0.92
Free School Meals	16	-3.66
Children Looked After	1	-0.62
SEN with statement or EHC plan	0	-
SEN support	3	2.74
no SEN	27	-2.00
on roll in years 5 & 6	27	-1.38
English first language	28	-1.83
English additional language	2	2.70
Prior attainment		
overall low	3	2.17
overall middle	20	-3.33
overall high	7	2.05
reading low	3	2.24
reading middle	20	-3.34
reading high	7	2.05
writing low	5	2.10
writing middle	23	-2.35
writing high	2	-1.08
mathematics low	3	2.17
mathematics middle	23	-1.96
mathematics high	4	-1.81

Ethnic group	Reading progress	
	Cohort	Score
all pupils	30	-1.53
White	25	-2.03
British	25	-2.03
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	0	-
Mixed	2	-6.36
White & Black Caribbean	1	2.74
White & Black African	0	-
White & Asian	0	-
any other mixed background	1	-15.46
Asian or Asian British	3	5.86
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	3	5.86
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Writing Progress

	Writing progress	
	Cohort	Score
all pupils	30	0.27
male	14	-1.22
female	16	1.58
disadvantaged	16	1.16
other	14	-0.74
Free School Meals	16	1.16
Children Looked After	1	-9.75
SEN with statement or EHC plan	0	-
SEN support	3	-0.66
no SEN	27	0.38
on roll in years 5 & 6	27	0.53
English first language	28	0.08
English additional language	2	2.90
Prior attainment		
overall low	3	0.71
overall middle	20	0.44
overall high	7	-0.40
reading low	3	0.17
reading middle	20	0.52
reading high	7	-0.40
writing low	5	-1.36
writing middle	23	1.14
writing high	2	-5.68
mathematics low	3	0.71
mathematics middle	23	0.59
mathematics high	4	-1.90

Ethnic group	Writing progress	
	Cohort	Score
all pupils	30	0.27
White	25	0.42
British	25	0.42
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	0	-
Mixed	2	-8.18
White & Black Caribbean	1	-5.69
White & Black African	0	-
White & Asian	0	-
any other mixed background	1	-10.67
Asian or Asian British	3	4.68
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	3	4.68
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
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	30	-0.11
male	14	0.63
female	16	-0.75
disadvantaged	16	0.26
other	14	-0.53
Free School Meals	16	0.26
Children Looked After	1	3.50
SEN with statement or EHC plan	0	-
SEN support	3	1.15
no SEN	27	-0.25
on roll in years 5 & 6	27	-0.33
English first language	28	-0.49
English additional language	2	5.31
Prior attainment		
overall low	3	2.74
overall middle	20	-0.37
overall high	7	-0.56
reading low	3	6.03
reading middle	20	-0.87
reading high	7	-0.56
writing low	5	3.24
writing middle	23	-0.88
writing high	2	0.43
mathematics low	3	2.74
mathematics middle	23	-0.67
mathematics high	4	1.01

Ethnic group	Mathematics progress	
	Cohort	Score
all pupils	30	-0.11
White	25	-0.12
British	25	-0.12
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	0	-
Mixed	2	-3.24
White & Black Caribbean	1	-3.33
White & Black African	0	-
White & Asian	0	-
any other mixed background	1	-3.14
Asian or Asian British	3	2.10
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	3	2.10
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
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	31	all	35	53
male	15	same	7	49
female	16	same	63	57
disadvantaged	17	non	12	60
other	14	same	64	60
Free School Meals	17	non	12	59
Children Looked After	1	non	0	53
SEN with statement or EHC plan	0	all	-	53
SEN support	3	all	0	53
no SEN	28	same	39	61
on roll in years 5 & 6	28	same	36	55
English first language	29	all	31	53
English additional language	2	all	100	53
Prior attainment				
overall low	3	same	0	6
overall middle	20	same	20	46
overall high	7	same	100	91
reading low	3	same	0	7
reading middle	20	same	20	48
reading high	7	same	100	91
writing low	5	same	0	10
writing middle	23	same	39	57
writing high	2	same	100	95
mathematics low	3	same	0	5
mathematics middle	23	same	30	49
mathematics high	4	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	1.82
Teaching (Inc. TLRs)	0	0	19	34.55
Teaching Assistants	1	1.82	17	30.91
Admin	0	0	4	7.27
Site, Cleaning, Catering	1	1.82	12	
Total	2	3.64	53	96.36

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	2	3.64	53	96.36
Disability	0	0	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
55	25					26	

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
55	54			1

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
55	2	

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

St Gregory'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 Gregory's

St Gregory'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 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.

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.