

**St Gregory's Catholic Academy**

**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 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

	2016	2017	2018
<b>Number of Roll</b>			
School	<b>270</b>	<b>268</b>	<b>268</b>
National	275	279	281

### % of girls

School	<b>47.4%</b>	<b>45.5%</b>	<b>45.9%</b>
National	49.0%	49.0%	49.0%

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

School	<b>33.6%</b>	<b>29.7%</b>	<b>27.4%</b>
National	25.2%	24.3%	23.5%

### % of pupils with SEN support

School	<b>10.4%</b>	<b>6.0%</b>	<b>5.2%</b>
National	12.1%	12.2%	12.4%

### % of pupils with an EHC plan

School	<b>0.7%</b>	<b>0.7%</b>	<b>0.4%</b>
National	1.3%	1.3%	1.4%

### % of pupils first language not English

School	<b>8.6%</b>	<b>5.0%</b>	<b>14.3%</b>
National	20.1%	20.7%	20.9%

### % of pupils from minority ethnic groups

School	<b>15.7%</b>	<b>14.4%</b>	<b>16.3%</b>
National	31.6%	32.3%	32.9%

First language and minority ethnic figures only include pupils of compulsory school age.

Spring School Census January 2016, 2017 and 2018

**Protected Characteristics: Sex - Pupils**

<b>NC Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>
Pre-Compulsory	72	56 / 44
1	30	47 / 53
2	30	77 / 23
3	30	53 / 47
4	29	45 / 55
5	46	54 / 46
6	31	45 / 55
<b>School Total</b>	<b>268</b>	<b>54.1 / 45.9</b>

Spring School Census January 2018

**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	143	89	62%	54	38%
Female	123	75	61%	48	39%
<b>Total</b>	<b>266</b>	<b>164</b>	<b>62%</b>	<b>102</b>	<b>38%</b>

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.

<b>Main SEN Type</b>	<b>SEN Support</b>	<b>EHC plan</b>
Specific Learning Difficulty		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 Needs	6	
Hearing Impairment		0
Visual Impairment		0
Multi-Sensory Impairment	0	0
Physical Disability		0
Autistic Spectrum Disorder		0
SEN support but no Specialist Assessment of type of need	0	0
Other Difficulty/Disability	0	0
<b>School Total</b>	<b>14</b>	
<b>Percentage of school roll</b>	<b>5.2</b>	

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.

<b>Ethnic group</b>	<b>School %</b>	<b>National Primary %</b>
<b>White</b>		
British	86.9	66.1
Irish		0.3
Traveller of Irish heritage	0.0	0.1
Romany or Gypsy	0.0	0.4
any other White background	3.0	7.1
<b>Mixed</b>		
White & Black Caribbean		1.6
White & Black African		0.9
White & Asian		1.5
any other mixed background		2.3
<b>Asian or Asian British</b>		
Indian	0.0	3.1
Pakistani	0.0	4.4
Bangladeshi	0.0	1.7
any other Asian background	6.7	1.9
<b>Black or Black British</b>		
Caribbean	0.0	1.0
African	0.0	3.8
any other Black background	0.0	0.8
<b>Chinese</b>	0.0	0.5
<b>Any other ethnic group</b>	0.0	2.0
<b>Parent/pupil preferred not to say</b>	0.0	0.9
<b>Ethnicity not known</b>	0.0	
<b>First language</b>		
English	89.2	78.7
Other	10.8	21.2
Unclassified	0.0	0.1

Spring School 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 2 Progress by pupil group

Breakdown	Cohort	Adjusted Progress Scores					
		Reading		Writing		Mathematics	
		School	National	School	National	School	National
All pupils	31	<b>1.30</b>	0.03	<b>-0.83</b>	0.03	<b>2.14</b>	0.03
Male	14	<b>2.21</b>	-0.37	<b>-0.88</b>	-0.76	<b>2.58</b>	0.69
Female	17	<b>0.55</b>	0.44	<b>-0.80</b>	0.85	<b>1.78</b>	-0.65
Disadvantaged	12	<b>-0.40</b>	0.31	<b>-1.93</b>	0.24	<b>1.81</b>	0.31
Ever 6 FSM	12	<b>-0.40</b>	0.29	<b>-1.93</b>	0.22	<b>1.81</b>	0.28
Children looked after	0	-	0.03	-	0.03	-	0.04
Other	19	<b>2.37</b>	0.31	<b>-0.14</b>	0.24	<b>2.35</b>	0.31
SEN with EHC plan	0	-	0.03	-	0.03	-	0.03
SEN support			0.03		0.03		0.03
No SEN	29	<b>1.57</b>	0.33	<b>-0.91</b>	0.51	<b>1.98</b>	0.34
English first language	29	<b>1.39</b>	0.03	<b>-0.76</b>	0.03	<b>2.04</b>	0.03
English additional language			0.03		0.03		0.03
<b>Prior attainment</b>							
Low overall			0.01		0.01		0.02
Middle overall	25	<b>0.77</b>	0.03	<b>-0.91</b>	0.04	<b>2.05</b>	0.04
High overall	5	<b>3.92</b>	0.02	<b>-1.13</b>	0.01	<b>2.16</b>	0.02

Analyse School Performance based on validated 2018 data

**2018 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	31	<b>68%</b>	64%	<b>0%</b>	10%
Male	14	<b>64%</b>	61%	<b>0%</b>	8%
Female	17	<b>71%</b>	68%	<b>0%</b>	12%
Disadvantaged	12	<b>50%</b>	70%	<b>0%</b>	12%
Ever 6 FSM	12	<b>50%</b>	70%	<b>0%</b>	12%
Children looked after	0	-	65%	-	10%
Other	19	<b>79%</b>	70%	<b>0%</b>	12%
SEN with EHC plan	0	-	64%	-	10%
SEN support			64%		10%
No SEN	29	<b>72%</b>	74%	<b>0%</b>	12%
English first language	29	<b>72%</b>	64%	<b>0%</b>	10%
English additional language			64%		10%
<b>Prior attainment</b>					
Low overall			7%		0%
Middle overall	25	<b>64%</b>	59%	<b>0%</b>	2%
High overall	5	<b>100%</b>	95%	<b>0%</b>	28%

Analyse School Performance based on validated 2018 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	5.41
Teaching (Inc. TLRs)	0	0.00	8	21.62
Teaching Assistants	1	2.70	10	27.03
Admin	0	0.00	3	8.11
Site, Cleaning, Catering	1	2.70	12	32.43
<b>Total</b>	<b>2</b>	<b>5.41</b>	<b>35</b>	<b>94.59</b>

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	2	5.41	35	94.59
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
37	17	16	0	0	3	0	1

### Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
37	35	0	1	1

### Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
37	1	0

## **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

## 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. <sup>1</sup>

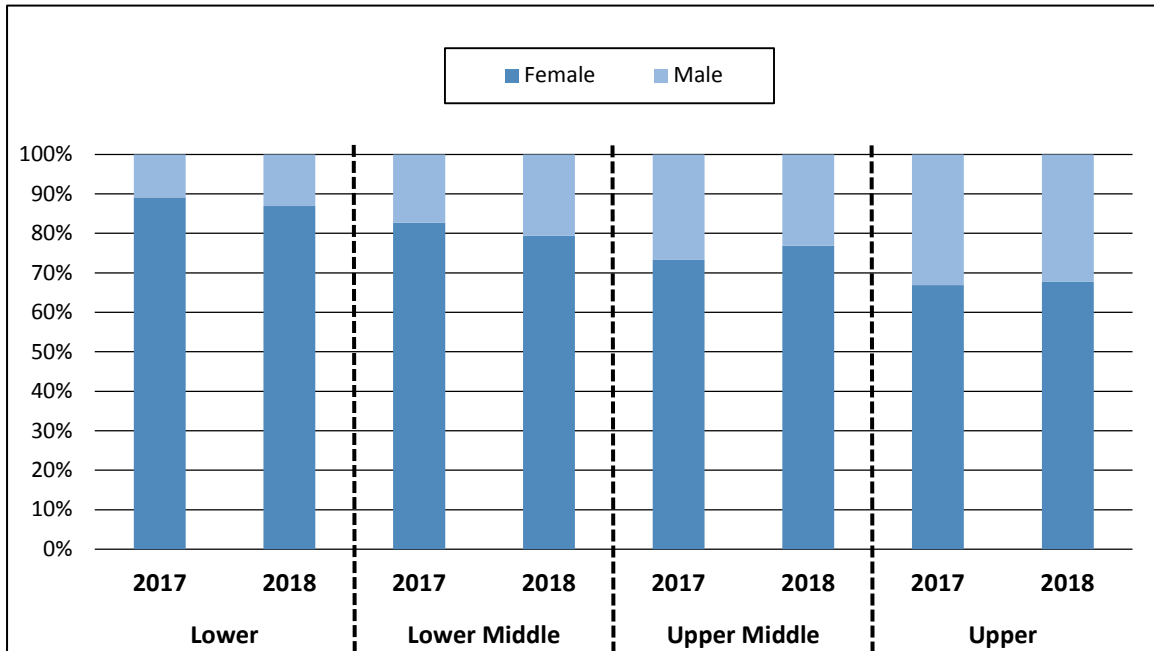
### Carmel Education Trust's Gender Pay Gap data as at 31 March 2018 is:

<b>The mean gender pay gap</b>	18.1%	
<b>The median gender pay gap</b>	24.3%	
<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 Quartile Band</b>	86.9%	13.1%
<b>Lower Middle Quartile Band</b>	79.4%	20.6%
<b>Upper Middle Quartile Band</b>	76.9%	23.1%
<b>Upper Quartile Band</b>	67.7%	32.3%

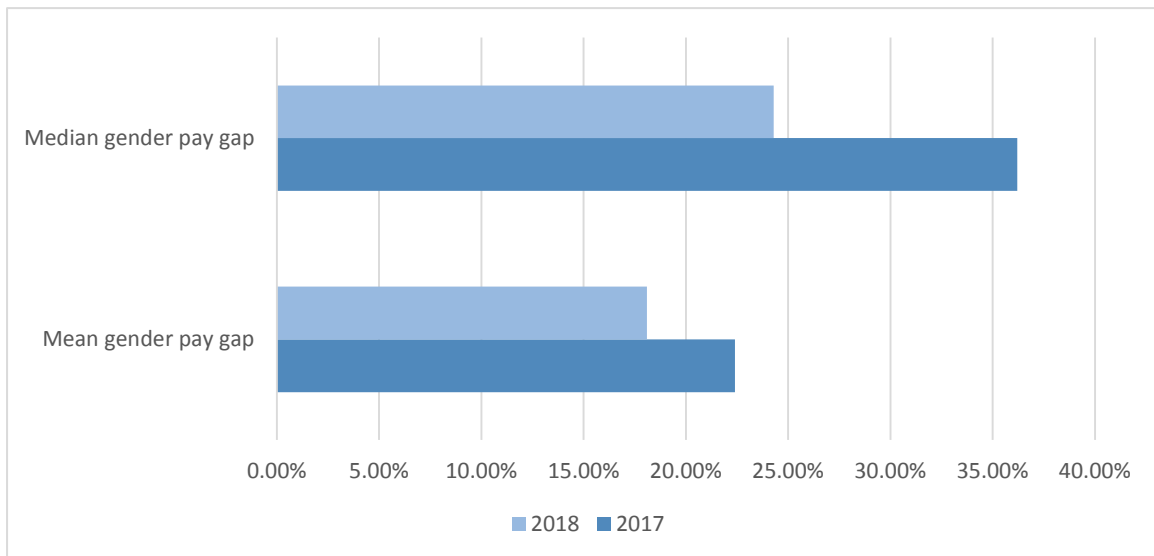
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<sup>1</sup> Excluding St Bede's Catholic Academy, Darlington, Our Lady of the Most Holy Rosary Catholic Academy and St Joseph's Catholic Academy.

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 increase Progress and attainment of Disadvantaged pupils
- to close attainment gap for disadvantaged pupils, which opened in 2018.
- to improve Progress of girls
- 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 School web site. Progress against Equality Objectives will be reviewed by the Local Management Board annually and updated every 4 years.