



**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 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 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

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	825	849	834				
National	957	945	943	21	588	823	1,034
<b>% girls</b>							
School	48.4	47.3	46.4				
National	49.7	49.7	49.7	0.0	45.8	48.2	49.7
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	23.2	22.4	24.0				
National	28.5	28.7	28.9	1.0	15.2	22.9	31.6
<b>% of pupils from minority ethnic groups</b>							
School	2.5	2.4	3.5				
National	25.6	26.9	28.2	0.0	5.9	10.7	20.5
<b>% of pupils first language not / believed not to be English</b>							
School	0.4	0.5	1.1				
National	14.4	15.1	15.7	0.0	2.0	4.4	9.7
<b>% of pupils with SEN support</b>							
School	-	11.7	12.5				
National	-	12.4	11.0	0.0	6.0	9.2	12.3
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	0.7	0.7				
National	-	1.8	1.7	0.0	0.7	1.2	1.8
<b>% stability</b>							
School	99.3	97.3	95.7				
National	92.1	91.9	91.6	8.6	87.8	91.1	93.3
<b>School deprivation indicator</b>							
School	0.19	0.19	0.20				
National	0.22	0.22	0.20	0.01	0.11	0.16	0.21

RAISEonline Summary Report based on unvalidated 2016 data

## Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
7	160	55.6 / 44.4
8	168	53.6 / 46.4
9	167	56.3 / 43.7
10	162	49.4 / 50.6
11	177	53.1 / 46.9

RAISEonline Summary Report based on unvalidated 2016 data

## Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	433	197	45%	236	55%
Female	426	195	46%	231	54%
Total	859	392	46%	467	54%

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	-	6	22	0	0	0
Moderate Learning Difficulty	-	20	45		0	
Severe Learning Difficulty	-	0	0	0	0	
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	9	14		4	
Speech, Language and Communication Needs	-	4	9	0	0	0
Hearing Impairment	-	4	4	0	0	0
Visual Impairment	-			0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-					
Autistic Spectrum Disorder	-	3	4			0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-			0	0	0
<b>School total</b>	-	99	104	4	6	6
<b>Percentage of school roll</b>	-	11.7	12.5	0.5	0.7	0.7

RAISEonline Summary Report based on unvalidated 2016 data

## Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
<b>White</b>				
British	97.5	97.5	96.5	69.3
Irish				
Traveller of Irish heritage	0.0	0.0	0.0	
Romany or Gypsy	0.0			
any other White background				5.6
<b>Mixed</b>				
White & Black Caribbean		0.0		1.5
White & Black African			0.5	0.7
White & Asian			0.6	1.2
any other mixed background				1.9
<b>Asian or Asian British</b>				
Indian	0.0	0.0	0.0	2.8
Pakistani			0.6	4.2
Bangladeshi				1.7
any other Asian background		0.5	0.6	1.7
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.2
African				3.7
any other Black background	0.0	0.0	0.0	0.7
<b>Chinese</b>				
	0.0	0.0	0.0	
<b>Any other ethnic group</b>				
	0.0			1.7
<b>Parent/pupil preferred not to say</b>				
	0.0		0.0	0.5
<b>Ethnicity not known</b>				
	0.0	0.0	0.0	0.5
<b>First language</b>				
English	99.6	99.5	98.9	81.8
Other		0.5	1.1	18.0
Unclassified	0.0	0.0	0.0	

RAISEonline Summary Report based on unvalidated 2016 data

**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.



## Progress 8

	Cohort	Progress 8
<b>all pupils</b>	<b>175</b>	<b>-0.29</b>
male	93	-0.43
female	82	-0.13
disadvantaged	37	-0.73
other	138	-0.17
Free School Meals	36	-0.62
Children Looked After	1	-4.61
SEN with statement or EHC plan	0	-
SEN support	24	-0.88
no SEN	151	-0.20
on roll in years 10 & 11	172	-0.30
English first language	173	-0.30
English additional language	2	0.72
<b>Prior Attainment</b>		
low overall	19	-0.28
middle overall	75	-0.46
high overall	81	-0.14
English low	19	-0.46
English middle	85	-0.34
English high	71	-0.19
mathematics low	20	-0.29
mathematics middle	66	-0.48
mathematics high	89	-0.15

Ethnic Group	Cohort	Progress 8
<b>all pupils</b>	<b>175</b>	<b>-0.29</b>
<b>White</b>	171	-0.30
British	171	-0.30
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	0	-
<b>Mixed</b>	1	-0.55
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	1	-0.55
any other mixed background	0	-
<b>Asian or Asian British</b>	2	1.02
Indian	0	-
Pakistani	2	1.02
Bangladeshi	0	-
any other Asian background	0	-
<b>Black or Black British</b>	1	-0.08
Black Caribbean	0	-
Black African	1	-0.08
any other Black background	0	-
<b>Chinese</b>	0	-
<b>any other ethnic group</b>	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

## Attainment 8

	Cohort	National comparator type	Attainment 8	
			School	National
<b>all pupils</b>	<b>177</b>	<b>all</b>	<b>52.07</b>	<b>49.34</b>
male	94	same	50.82	47.11
female	83	same	53.48	51.67
disadvantaged	38	non	43.12	52.56
other	139	same	54.51	52.56
Free School Meals	37	non	44.28	52.37
Children Looked After	1	non	0.00	49.56
SEN with statement or EHC plan	0	all	-	49.34
SEN support	24	all	33.69	49.34
no SEN	153	same	54.95	52.47
on roll in years 10 & 11	174	same	52.32	50.18
English first language	175	all	52.05	49.34
English additional language	2	all	54.00	49.34
<b>Prior Attainment</b>				
low overall	19	same	29.95	28.39
middle overall	75	same	45.47	48.86
high overall	81	same	63.73	64.17
English low	19	same	30.13	28.91
English middle	85	same	47.81	49.22
English high	71	same	63.45	63.46
mathematics low	20	same	30.95	30.00
mathematics middle	66	same	44.78	48.33
mathematics high	89	same	62.55	62.36

Ethnic Group	Cohort	National comparator type	Attainment 8	
			School	National
<b>all pupils</b>	<b>177</b>	<b>all</b>	<b>52.07</b>	<b>49.34</b>
<b>White</b>	173	all	52.13	49.34
British	173	all	52.13	49.34
Irish	0	all	-	49.34
Traveller	0	all	-	49.34
Gypsy/Roma	0	all	-	49.34
any other White background	0	all	-	49.34
<b>Mixed</b>	1	all	37.00	49.34
White & Black Caribbean	0	all	-	49.34
White & Black African	0	all	-	49.34
White & Asian	1	all	37.00	49.34
any other mixed background	0	all	-	49.34
<b>Asian or Asian British</b>	2	all	44.00	49.34
Indian	0	all	-	49.34
Pakistani	2	all	44.00	49.34
Bangladeshi	0	all	-	49.34
any other Asian background	0	all	-	49.34
<b>Black or Black British</b>	1	all	73.00	49.34
Black Caribbean	0	all	-	49.34
Black African	1	all	73.00	49.34
any other Black background	0	all	-	49.34
<b>Chinese</b>	0	all	-	49.34
<b>any other ethnic group</b>	0	all	-	49.34
unclassified - refused	0	all	-	49.34
unclassified - not obtained	0	all	-	49.34

English, Maths & English Baccalaureate

	Cohort	National comparator type	English & mathematics			English Baccalaureate		
			Percentage of cohort			Percentage of cohort		
			Ent	Sch %	Nat %	Ent	Sch %	Nat %
<b>all pupils</b>	<b>177</b>	<b>all</b>	<b>174</b>	<b>66</b>	<b>62</b>	<b>50</b>	<b>18</b>	<b>24</b>
male	94	same	93	65	58	20	13	19
female	83	same	81	66	66	30	23	29
disadvantaged	38	non	37	47	69	3	5	29
other	139	same	137	71	69	47	21	29
Free School Meals	37	non	37	49	69	3	5	29
Children Looked After	1	non	0	0	62	0	0	24
SEN with statement or EHC plan	0	all	-	-	62	-	-	24
SEN support	24	all	22	25	62	3	4	24
no SEN	153	same	152	72	69	47	20	28
on roll in years 10 & 11	174	same	171	66	63	50	18	25
English first language	175	all	172	66	62	50	18	24
English additional language	2	all	2	50	62	0	0	24
<b>Prior attainment</b>								
low overall	19	same	18	0	11	1	0	1
middle overall	75	same	73	53	62	16	5	15
high overall	81	same	81	93	95	32	33	55
English low	19	same	18	16	14	0	0	1
English middle	85	same	83	54	63	21	9	16
English high	71	same	71	93	93	28	32	54
mathematics low	20	same	19	0	13	1	0	2
mathematics middle	66	same	64	50	61	15	8	15
mathematics high	89	same	89	92	93	33	29	49

Ethnic group	Cohort	National comparator type	English & mathematics			English Baccalaureate		
			Percentage of cohort			Percentage of cohort		
			Ent	Sch %	Nat %	Ent	Sch %	Nat %
<b>all pupils</b>	<b>177</b>	<b>all</b>	<b>174</b>	<b>66</b>	<b>62</b>	<b>50</b>	<b>18</b>	<b>24</b>
<b>White</b>	173	all	170	66	62	50	18	24
British	173	all	170	66	62	50	18	24
Irish	0	all	-	-	62	-	-	24
Traveller	0	all	-	-	62	-	-	24
Gypsy/Roma	0	all	-	-	62	-	-	24
any other White background	0	all	-	-	62	-	-	24
<b>Mixed</b>	1	all	1	0	62	0	0	24
White & Black Caribbean	0	all	-	-	62	-	-	24
White & Black African	0	all	-	-	62	-	-	24
White & Asian	1	all	1	0	62	0	0	24
any other mixed background	0	all	-	-	62	-	-	24
<b>Asian or Asian British</b>	2	all	2	50	62	0	0	24
Indian	0	all	-	-	62	-	-	24
Pakistani	2	all	2	50	62	0	0	24
Bangladeshi	0	all	-	-	62	-	-	24
any other Asian background	0	all	-	-	62	-	-	24
<b>Black or Black British</b>	1	all	1	100	62	0	0	24
Black Caribbean	0	all	-	-	62	-	-	24
Black African	1	all	1	100	62	0	0	24
any other Black background	0	all	-	-	62	-	-	24
<b>Chinese</b>	0	all	-	-	62	-	-	24
<b>any other ethnic group</b>	0	all	-	-	62	-	-	24
unclassified - refused	0	all	-	-	62	-	-	24
unclassified - not obtained	0	all	-	-	62	-	-	24

### 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
<b>Leadership</b>	4	4.08	4	4.08
<b>Teaching (Inc. TLRs)</b>	17	17.35	29	29.59
<b>Teaching Assistants</b>	3	3.06	10	10.20
<b>Admin</b>	4	4.08	11	11.22
<b>Site, Cleaning, Catering</b>	4	4.08	12	12.24
<b>Total</b>	32	32.65	66	67.35

	Male		Female	
	Number	Percentage	Number	Percentage
<b>Gender</b>	32	32.65	66	67.35
<b>Disability</b>	0	0	0	0

### Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
98	44		23			31	

### Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
98	95	2		1

### Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
	2	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

## **Equality Objectives**

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.