



**EQUALITY INFORMATION AND OBJECTIVES
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT
FOR PUBLICATION)
January 2018**

Document Management:

Date Policy Approved:

Date Amended:

Next Review Date:

Version: 1.0

Approving Body: Local Management Board

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

Whole school context in 2016/17



St Michael's Catholic Academy

URN: 139656 LAESTAB: 8084002

Phase of education: Secondary
Headteacher: Andrew Ramsey
Pupils: 858
Gender: Mixed
Special needs provision:

Local authority: Stockton-on-Tees
Admissions policy: Comprehensive (secondary)
Ages: 11-16
Denomination: Roman Catholic

School level trends

2017 Quintile
 Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|-----------------|------|------|------|----|----|----|----|----|
| % girls | | | | | | | | |
| School | 47 | 46 | 50 | | | | | |
| National | 50 | 50 | 50 | | | | | |

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|---|------|------|------|----|----|----|----|----|
| % eligible for FSM at any time during the past 6 years | | | | | | | | |
| School | 22 | 24 | 28 | | | | | |
| National | 29 | 29 | 28 | | | | | |

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|--|------|------|------|----|----|----|----|----|
| % of pupils first language not/believed not to be English | | | | | | | | |
| School | 0 | 1 | 1 | | | | | |
| National | 15 | 16 | 16 | | | | | |

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|-------------------------------------|------|------|------|----|----|----|----|----|
| % of pupils with SEN support | | | | | | | | |
| School | 11.7 | 12.5 | 6.9 | | | | | |
| National | 12.4 | 11.0 | 10.7 | | | | | |

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|---|------|------|------|----|----|----|----|----|
| % of pupils with a SEN statement or EHC plan | | | | | | | | |
| School | 0.7 | 0.7 | 0.9 | | | | | |
| National | 1.8 | 1.7 | 1.7 | | | | | |

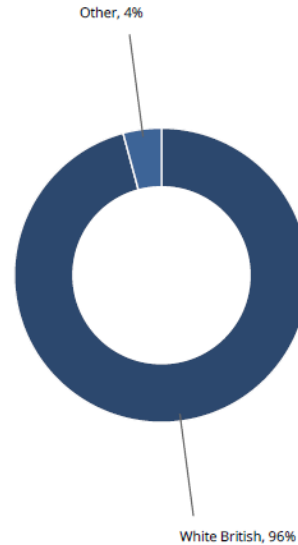
| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|-------------------------------------|------|------|------|----|----|----|----|----|
| School deprivation indicator | | | | | | | | |
| School | 0.2 | 0.2 | 0.2 | | | | | |
| National | 0.2 | 0.2 | 0.2 | | | | | |

| | 2015 | 2016 | 2017 | Q5 | Q4 | Q3 | Q2 | Q1 |
|-----------------------|------|------|------|----|----|----|----|----|
| Number on roll | | | | | | | | |
| School | 849 | 834 | 858 | | | | | |
| National | 945 | 944 | 959 | | | | | |

Schools details as of 3 January 2018

Ethnicity

This school has 11 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Analyse School Performance based on validated 2017 data

Protected Characteristics: Sex - Pupils

| NC Year Group | Number on Roll | % Boy/Girl |
|---------------------|----------------|--------------------|
| 7 | 200 | 42 / 59 |
| 8 | 161 | 55 / 45 |
| 9 | 171 | 53 / 47 |
| 10 | 169 | 57 / 43 |
| 11 | 157 | 48 / 52 |
| School Total | 858 | 50.5 / 49.5 |

Spring School Census January 2017

Protected Characteristic: Religion/Belief - Pupils

| | | Roman Catholic | | Other | |
|--------------|--------------|----------------|------------|------------|------------|
| | Total | No | % | No | % |
| Male | 461 | 194 | 42% | 267 | 58% |
| Female | 442 | 197 | 45% | 245 | 55% |
| Total | 903 | 391 | 43% | 512 | 57% |

Catholic Education Service Census January 2018

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 | SEN Support | Statement/ EHC plan |
|--|--------------------|--------------------------------|
| Specific Learning Difficulty | 10 | 0 |
| Moderate Learning Difficulty | 22 | |
| Severe Learning Difficulty | 0 | |
| Profound & Multiple Learning Difficulty | 0 | 0 |
| Social, Emotional and Mental Health | 9 | |
| Speech Language and Communication | 4 | 0 |
| Hearing Impairment | 4 | 0 |
| Visual Impairment | 0 | 0 |
| Multi-Sensory Impairment | 0 | 0 |
| Physical Disability | | |
| Autistic Spectrum Disorder | 8 | |
| SEN support but no Specialist Assessment | 0 | 0 |
| Other Difficulty/Disability | | 0 |
| School Total | 59 | 8 |
| Percentage of school roll | 6.9 | 0.9 |

Spring School Census January 2017

Protected Characteristic: Race - Pupils

| Ethnic group | School % | National Secondary % |
|--|-----------------|-----------------------------|
| White | | |
| British | 95.8 | 69.5 |
| Irish | | 0.3 |
| Traveller of Irish heritage | 0.0 | 0 |
| Romany or Gypsy | 0.0 | 0.2 |
| any other White background | | 5.1 |
| Mixed | | |
| White & Black Caribbean | | 1.4 |
| White & Black African | 0.5 | 0.6 |
| White & Asian | 0.6 | 1.2 |
| any other mixed background | | 1.8 |
| Asian or Asian British | | |
| Indian | 0.0 | 2.9 |
| Pakistani | 0.6 | 4.2 |
| Bangladeshi | | 1.8 |
| any other Asian background | 0.8 | 1.8 |
| Black or Black British | | |
| Caribbean | 0.0 | 1.3 |
| African | | 3.6 |
| any other Black background | 0.0 | 0.7 |
| Chinese | 0.0 | 0.4 |
| Any other ethnic group | | 1.7 |
| Parent/pupil preferred not to say | | 1.5 |
| Ethnicity not known | 0.0 | |
| First language | | |
| English | 98.8 | 83.5 |
| Other | 1.2 | 16.2 |
| Unclassified | 0.0 | 0.3 |

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.

2017 Key Stage 4 Overall Scores for Progress 8 and Attainment 8 by pupil group

| Breakdown | Cohort | Overall Progress 8 | | Cohort | Overall Attainment 8 | |
|----------------------------------|--------|--------------------|--------------------|--------|----------------------|--------------------|
| | | School | National Benchmark | | School | National Benchmark |
| All pupils | 157 | 0.07 | -0.03 | 157 | 49.32 | 46.02 |
| Male | 75 | -0.27 | -0.24 | 75 | 46.56 | 43.40 |
| Female | 82 | 0.38 | +0.18 | 82 | 51.85 | 48.72 |
| Disadvantaged | 35 | -0.43 | - | 35 | 39.41 | - |
| Other | 122 | 0.21 | +0.11 | 122 | 52.16 | 49.51 |
| Ever 6 FSM | 34 | -0.48 | - | 34 | 38.96 | - |
| Children looked after | 1 | | | | | |
| SEN with statement or EHC plan | 1 | | | | | |
| SEN support | 7 | 0.07 | - | 7 | 32.21 | - |
| No SEN | 149 | 0.07 | +0.06 | 149 | 50.14 | 49.17 |
| On roll in years 10 and 11 | 154 | 0.08 | -0.01 | 154 | 49.70 | 46.50 |
| English first language | 157 | 0.07 | - | 157 | 49.32 | - |
| English additional language | 0 | N/A | - | 0 | N/A | - |
| Prior Attainment: Low overall | 14 | -0.10 | -0.17 | 14 | 24.18 | 22.27 |
| Prior Attainment: Middle overall | 74 | 0.19 | -0.02 | 74 | 44.38 | 40.71 |
| Prior Attainment: High overall | 69 | -0.03 | 0.00 | 69 | 59.72 | 60.25 |

Analyse School Performance based on validated 2017 data

2017 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 Benchmark | School | National Benchmark |
| All pupils | 157 | 43 | 42 | 71 | 63 |
| Male | 75 | 41 | 39 | 72 | 60 |
| Female | 82 | 44 | 45 | 71 | 67 |
| Disadvantaged | 35 | 26 | - | 54 | - |
| Other | 122 | 48 | 49 | 76 | 71 |
| Ever 6 FSM | 34 | 24 | - | 53 | - |
| Children looked after | 1 |  |  |  |  |
| SEN with statement or EHC plan | 1 |  |  |  |  |
| SEN support | 7 | 14 | - | 29 | - |
| No SEN | 149 | 44 | 47 | 73 | 70 |
| On roll in years 10 and 11 | 154 | 44 | 43 | 72 | 64 |
| English first language | 157 | 43 | - | 71 | - |
| English additional language | 0 | N/A | - | N/A | - |
| Prior Attainment: Low overall | 14 | 0 | 2 | 7 | 9 |
| Prior Attainment: Middle overall | 74 | 22 | 24 | 62 | 54 |
| Prior Attainment: High overall | 69 | 74 | 76 | 94 | 92 |

Analyse School Performance based on validated 2017 data

2017 Key Stage 4 English Baccalaureate (EBacc) achievement by pupil group

| Breakdown | Cohort | % achieving EBacc at grade 5/C or above | | % achieving EBacc at grade 4/C or above | | % entering the EBacc | |
|----------------------------------|--------|---|----------|---|----------|----------------------|----------|
| | | School | National | School | National | School | National |
| All pupils | 157 | 9 | 21 | 10 | 24 | 17 | 38 |
| Male | 75 | 3 | 17 | 3 | 19 | 9 | 33 |
| Female | 82 | 15 | 25 | 16 | 29 | 24 | 44 |
| Disadvantaged | 35 | 0 | - | 0 | - | 0 | - |
| Other | 122 | 11 | 25 | 12 | 28 | 22 | 43 |
| Ever 6 FSM | 34 | 0 | - | 0 | - | 0 | - |
| Children looked after | 1 | █ | █ | █ | █ | █ | █ |
| SEN with statement or EHC plan | 1 | █ | █ | █ | █ | █ | █ |
| SEN support | 7 | 0 | - | 0 | - | 0 | - |
| No SEN | 149 | 9 | 24 | 10 | 27 | 18 | 42 |
| On roll in years 10 and 11 | 154 | 9 | 22 | 10 | 24 | 18 | 39 |
| English first language | 157 | 9 | - | 10 | - | 17 | - |
| English additional language | 0 | N/A | - | N/A | - | N/A | - |
| Prior Attainment: Low overall | 14 | 0 | 0 | 0 | 1 | 0 | 8 |
| Prior Attainment: Middle overall | 74 | 1 | 8 | 3 | 10 | 11 | 29 |
| Prior Attainment: High overall | 69 | 19 | 43 | 19 | 45 | 28 | 58 |

Analyse School Performance based on validated 2017 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 | 4 | 3.70 | 4 | 3.70 |
| Teaching (Inc. TLRs) | 17 | 15.74 | 32 | 29.63 |
| Teaching Assistants | 0 | 0.00 | 4 | 3.70 |
| Admin | 6 | 5.56 | 15 | 13.89 |
| Site, Cleaning, Catering | 3 | 2.78 | 23 | 21.30 |
| Total | 30 | 27.78 | 78 | 72.22 |

| | Male | | Female | |
|-------------------|--------|------------|--------|------------|
| | Number | Percentage | Number | Percentage |
| Gender | 30 | 27.78 | 78 | 72.22 |
| Disability | 0 | 0.00 | 0 | 0.00 |

Staff by Religion

| Number of Staff | Roman Catholic | Christian | Church of England | Methodist | No Religion | Not collected | Other Religion |
|-----------------|----------------|-----------|-------------------|-----------|-------------|---------------|----------------|
| 108 | 45 | 0 | 27 | 0 | 0 | 36 | 0 |

Staff by Ethnicity

| Number of Staff | White British | White Irish | White, any other White Background | Not obtained |
|-----------------|---------------|-------------|-----------------------------------|--------------|
| 108 | 103 | 2 | 1 | 1 |

Protected Characteristic: Staff Pregnancy/Maternity

| Number of Staff | Pregnant | Maternity |
|-----------------|----------|-----------|
| 108 | 1 | 0 |

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.