



**EQUALITY INFORMATION AND OBJECTIVES  
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT  
FOR PUBLICATION)  
2014 - 2018**

**Document Management:**

Date Policy Approved:	October 2015
Date Amended:	
Next Review Date:	October 2019
Version:	1.0
Approving Body:	Local Governing Body

## **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 there:

- 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.

### **Geographical Context**

Darlington is located at the southern tip of the North East of England region. The Borough is regarded as the 'gateway' to the Tees Valley and the wider North East region of England, lying adjacent to the Yorkshire and Humber region, with which it shares a boundary, formed by the River Tees.

Darlington is a historic market town, surrounded by open countryside. The town's development has been closely associated with the railway age and associated manufacturing. Darlington's population is expected to rise steadily to 110,771 by 2021 from its current 105,000. There are currently 15,478 children in primary and secondary schools (Spring 2014 census) and this number is projected to rise until at least 2020. Darlington saw the 4th fastest growth rate in the child population in the whole of the North of England between 2010 and 2011.

About three quarters of the working population of the Borough have jobs based in Darlington. There has been a significant change in the structure of the Darlington economy. Employment in manufacturing has declined dramatically (to 9.2%), but in contrast, the service sector has grown strongly and now accounts for almost 80% of jobs in Darlington. The public sector, including local government, national government and health, is a major employer. The November 2013 NEET rate in Darlington is 6.8%, a decrease from March 2013. Of the 1,105 18-24 year olds claiming Job Seekers Allowance, 195 of them have been claiming for over 12 months.

There are marked contrasts in the life chances and quality of life of people in the Borough, according to where they live. According to the Index of Deprivation 2010, Darlington has some of the most deprived areas of England, and is ranked 75th most deprived local authority out of 326 in England. 31% of the population live in seven wards that are amongst the 10% most deprived in the country, whilst about 7% live in two wards that are amongst the least deprived nationally. There is a 13-year difference in life expectancy between the best and worst wards, and unemployment varies from 12.2% for the inner Central ward (March 2010), to 1.7% in the suburban Hummersknott ward.

### **Carmel College Profile**

Carmel College is an 11-18 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. Carmel College is above the average-sized secondary school. The proportion of students from minority ethnic groups is below average; so too is the proportion who speaks English as an additional language. The proportion of students known to be eligible for the pupil premium (additional funding to support students known to be eligible for free school meals, children of service families or those who are looked after by the local authority) is below average. The proportion of students supported at school action is below average; so too is the proportion supported at school action plus or with a statement of special educational needs.

## Basic Characteristic's

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	1,171	1,234	1,212				
National	990	978	957	8	617	845	1,047
<b>% girls</b>							
School	53.3	53.5	53.1				
National	49.6	49.6	49.7	0.0	45.8	48.1	49.6
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	15.3	16.3	18.5				
National	26.7	28.2	28.5	0.9	14.4	21.6	30.6
<b>% of pupils from minority ethnic groups</b>							
School	10.3	11.4	12.9				
National	23.5	24.5	25.6	0.0	5.1	9.0	17.3
<b>% of pupils first language not / believed not to be English</b>							
School	4.4	5.9	7.6				
National	13.0	13.6	14.4	0.0	1.7	3.6	8.1
<b>% of pupils supported at school action</b>							
School	6.6	6.8	5.1				
National	12.1	11.2	10.4	0.0	6.1	8.7	11.3
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	3.9	4.5	6.9				
National	8.1	7.7	7.3	0.0	4.1	6.0	7.9
<b>% stability</b>							
School	97.9	97.8	97.9				
National	92.3	92.4	92.1	46.0	88.5	91.7	93.7
<b>School deprivation indicator</b>							
School	0.17	0.17	0.16				
National	0.21	0.22	0.22	0.03	0.12	0.16	0.23

## Protected Characteristics: Sex

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl
7	199	50.8 / 49.2
8	198	51.5 / 48.5
9	182	50.5 / 49.5
10	180	51.7 / 48.3
11	183	44.3 / 55.7
Post-Compulsory	270	36.7 / 63.3

RAISEonline Summary Report based on validated 2014 data

## Protected Characteristic: Religion/Belief

	Male		Female	
	Number	Percentage	Number	Percentage
Roman Catholic	404	48%	433	52%
Other	179	47%	201	53%
<b>Total</b>	<b>583</b>	<b>48%</b>	<b>634</b>	<b>52%</b>

Catholic Education Service Census January 2015

## Protected Characteristic: Disability

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	School action plus			Statements		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	4	-	9	-	-	-
Moderate Learning Difficulty	14	16	31	-	-	-
Severe Learning Difficulty	-	-	-	-	-	-
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	-	-	4	-	-	-
Speech, Language and Communication Needs	-	0	4	-	-	-
Hearing Impairment	-	-	-	0	0	0
Visual Impairment	-	-	-	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	-	-	-	-	-	-
Autistic Spectrum Disorder	6	7	9	-	5	5
Other Difficulty/Disability	0	-	4	0	0	0
<b>School total</b>	<b>34</b>	<b>38</b>	<b>68</b>	<b>12</b>	<b>17</b>	<b>16</b>
<b>Percentage of school roll</b>	<b>2.9</b>	<b>3.1</b>	<b>5.6</b>	<b>1.0</b>	<b>1.4</b>	<b>1.3</b>

RAISEonline Summary Report based on validated 2014 data

## Protected Characteristic: Race

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2012	2013	2014	2014
<b>White</b>				
British	89.4	88.4	86.7	71.6
Irish	0.3	0.3	0.2	0.3
Traveller of Irish heritage	0.2	0.2	0.0	0.1
Romany or Gypsy	1.1	0.8	0.7	0.3
any other White background	3.4	5.0	6.2	4.7
<b>Mixed</b>				
White & Black Caribbean	0.9	0.8	0.7	1.4
White & Black African	0.7	0.4	0.5	0.6
White & Asian	0.5	0.4	0.7	1.1
any other mixed background	0.3	0.2	0.1	1.7
<b>Asian or Asian British</b>				
Indian	1.2	1.5	2.0	2.7
Pakistani	0.0	0.1	0.2	4.0
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.4	0.3	0.3	1.6
<b>Black or Black British</b>				
Caribbean	0.3	0.3	0.2	1.3
African	0.4	0.4	0.4	3.4
any other Black background	0.1	0.1	0.1	0.7
<b>Chinese</b>	0.2	0.2	0.1	0.4
<b>Any other ethnic group</b>	0.2	0.3	0.4	1.6
<b>Parent/pupil preferred not to say</b>	0.3	0.2	0.4	0.5
<b>Ethnicity not known</b>	0.1	0.1	0.1	0.5
<hr style="border-top: 1px dashed black;"/>				
<b>First language</b>				
English	95.6	94.0	92.3	83.2
Other	4.4	5.9	7.6	16.6
Unclassified	0.0	0.1	0.1	0.2

### **Protected Characteristic: Staff Pregnancy/Maternity**

<b>Number of Staff</b>	<b>Pregnant</b>	<b>Maternity</b>
2	0	2

### **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.



## RAISEonline Summary Report based on validation 2014

### Attainment at Key Stage 4

#### Percentage of candidates achieving thresholds

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics performance tables approved qualifications. Statistical significance tests have not been performed on this data.

		5+ A* to C (including English and Maths)	
		School	National
<b>All Pupils</b>	183	87	55
<b>Gender</b>			
Male	81	83	50
Female	102	91	61
<b>Free School Meals*</b>			
FSM	39	79	36
Not FSM	144	90	62
<b>Children Looked After</b>			
CLA	-	-	-
Not CLA	181	87	56
<b>Disadvantaged pupils</b>			
Disadvantaged pupils	40	80	36
Other pupils	143	90	62
<b>Prior Attainment</b>			
Low	4	0	5
Middle	78	81	50
High	96	97	92

<b>Non-mobile pupils</b>			
Pupils on roll throughout years 10 & 11	182	87	57
<b>English as a First Language</b>			
English or believed to be English	172	87	56
Other than English or believed to be other	11	100	54
Unclassified	-	-	6
<b>Special Educational Needs</b>			
No Identified SEN	166	93	64
<b>SEN without a Statement</b>	16	38	23
School Action	9	33	24
School Action Plus	7	43	20
SEN with a statement	-	-	-
<b>Ethnicity Group</b>			
<b>White</b>			
British	160	88	56
Irish	-	-	65
Traveller of Irish Heritage	-	-	14
Gypsy/Roma	-	-	8
Any other White Background	10	100	53
<b>Mixed</b>			
White & Black Caribbean	-	-	48
White & Black African	-	-	56
White & Asian	-	-	67
Any other Mixed Background	-	-	60
<b>Asian or Asian British</b>			
Indian	-	-	72
Pakistani	-	-	51

Bangladeshi	-	-	60
Any other Asian Background	-	-	62
<b>Black or Black British</b>			
Black Caribbean	-	-	46
Black African	-	-	56
Any other Black Background	-	-	48
<b>Chinese</b>	-	-	56
<b>Any Other Ethnic Group</b>			
Unclassified – Refused	-	-	59
Unclassified – Information	-	-	15
Not Obtained			

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## RAISEonline Summary Report based on validation 2014

### Expected Progress English, Mathematics

This table indicates the proportion of pupils making expected progress between KS2 and KS4. Statistical significance tests have been performed on the data.

	English			Mathematics		
	Cohort	School	National	Cohort	School	National
<b>All Pupils</b>	183	99	70	181	81	65
<b>Gender</b>						
Male	81	99	64	81	78	62
Female	102	100	76	100	84	67
<b>Free School Meals*</b>						
FSM	39	100	58	38	76	48
Not FSM	144	99	74	143	83	71
<b>Children Looked After</b>						
CLA	-	-	39	-	-	29
Not CLA	181	99	70	179	81	65
<b>Disadvantaged pupils</b>						
Disadvantaged pupils	40	100	58	39	77	48
Other pupils	143	99	75	142	82	71
<b>Prior Attainment</b>						
Low	4	100	47	4	0	26
Middle	78	99	69	78	81	65
High	96	100	85	96	84	84
<b>Non-mobile pupils</b>						

Pupils on roll throughout years 10 & 11	182	99	71	180	82	66
<b>English as a First Language</b>						
English or believed to be English	172	99	70	170	80	64
Other than English or believed to be other	11	100	76	11	100	76
Unclassified	-	-	11	-	-	14
<b>Special Educational Needs</b>						
No Identified SEN	166	100	75	164	85	72
SEN without a Statement	16	94	53	16	44	41
School Action	9	89	56	9	56	44
School Action Plus	7	100	48	7	29	34
SEN with a statement	-	-	27	-	-	19
<b>Ethnicity Group</b>						
<b>White</b>						
British	160	99	69	159	81	64
Irish	-	-	77	-	-	72
Traveller of Irish Heritage	-	-	32	-	-	23
Gypsy/Roma	-	-	30	-	-	15
Any other White Background	10	100	76	10	100	71
<b>Mixed</b>						
White & Black Caribbean	-	-	67	-	-	56
White & Black African	-	-	74	-	-	66
White & Asian	-	-	78	-	-	73
Any other Mixed Background	-	-	75	-	-	69
<b>Asian or Asian British</b>						
Indian	-	-	83	-	-	83
Pakistani	-	-	71	-	-	65
Bangladeshi	-	-	79	-	-	73

Any other Asian Background	-	-	81	-	-	81
<b>Black or Black British</b>						
Black Caribbean	-	-	69	-	-	60
Black African	-	-	79	-	-	73
Any other Black Background	-	-	71	-	-	62
<b>Chinese</b>	-	-	86	-	-	92
<b>Any Other Ethnic Group</b>	-	-	79	-	-	74
Unclassified – Refused	-	-	74	-	-	68
Unclassified – Information	-	-	22	-	-	24

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### 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>				
<b>Teaching (Inc. TLRs)</b>	19	20%	74	80%
<b>Teaching Assistants</b>	3	25%	9	75%
<b>Admin</b>	12	29%	29	71%
<b>Site, Cleaning, Catering</b>	3	13%	20	87%
<b>Total</b>	39	22%	141	78%

	Male		Female	
	Number	Percentage	Number	Percentage
<b>Gender</b>	47	24%	148	76%
<b>Disability</b>	1	100%	0	0%

### Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
195	86	27	52	6	5	18	1

### Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
195	184	3	3	5

## **Collecting and analysing equality information for pupils at Carmel College**

Carmel College 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 Carmel College**

Carmel College 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 Governing Body annually and updated every 4 years.