



**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.

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 Characteristics of Pupils

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,212	1,216	1,228				
National	957	945	943	21	588	823	1,034
							1,289
							3,001
% girls							
School	53.1	52.1	52.2				
National	49.7	49.7	49.7	0.0	45.8	48.2	49.7
							51.6
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	18.5	16.5	16.0				
National	28.5	28.7	28.9	1.0	15.2	22.9	31.6
							44.2
							88.7
% of pupils from minority ethnic groups							
School	12.9	13.2	13.5				
National	25.6	26.9	28.2	0.0	5.9	10.7	20.5
							50.9
							100.0
% of pupils first language not / believed not to be English							
School	7.6	8.1	8.6				
National	14.4	15.1	15.7	0.0	2.0	4.4	9.7
							26.5
							98.5
% of pupils with SEN support							
School	-	10.4	3.1				
National	-	12.4	11.0	0.0	6.0	9.2	12.3
							16.7
							52.7
% of pupils with an SEN statement or EHC plan							
School	-	1.4	1.1				
National	-	1.8	1.7	0.0	0.7	1.2	1.8
							2.7
							17.0
% stability							
School	97.9	98.3	98.9				
National	92.1	91.9	91.6	8.6	87.8	91.1	93.3
							95.4
							100.0
School deprivation indicator							
School	0.16	0.16	0.16				
National	0.22	0.22	0.20	0.01	0.11	0.16	0.21
							0.29
							0.55

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristics: Sex - Pupils

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	196	49.0 / 51.0
8	202	49.0 / 51.0
9	197	50.8 / 49.2
10	193	51.3 / 48.7
11	174	50.6 / 49.4
Post-Compulsory	266	39.5 / 60.5

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	578	404	70%	174	30%
Female	675	438	65%	237	35%
Total	1253	842	67%	411	33%

Based on SIMS Data 9 February 2017

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	-	11	5			
Moderate Learning Difficulty	-	34	20		4	
Severe Learning Difficulty	-	0	0			0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-					
Speech, Language and Communication Needs	-	4				
Hearing Impairment	-		0	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	4				
Autistic Spectrum Disorder	-	8		5	5	
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	4		0	0	0
School total	-	126	38	16	17	14
Percentage of school roll	-	10.4	3.1	1.3	1.4	1.1

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	86.7	86.3	86.2	69.3
Irish				
Traveller of Irish heritage	0.0	0.0	0.0	
Romany or Gypsy	0.7	1.1	0.7	
any other White background	6.2	6.3	6.4	5.6
Mixed				
White & Black Caribbean	0.7	0.6	0.7	1.5
White & Black African	0.5	0.4	0.5	0.7
White & Asian	0.7	0.9	1.0	1.2
any other mixed background			0.4	1.9
Asian or Asian British				
Indian	2.0	2.1	2.2	2.8
Pakistani				4.2
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background				1.7
Black or Black British				
Caribbean				1.2
African	0.4	0.4	0.4	3.7
any other Black background				0.7
Chinese			0.0	0.4
Any other ethnic group	0.4		0.4	1.7
Parent/pupil preferred not to say	0.4	0.6	0.4	0.5
Ethnicity not known			0.0	0.5
First language				
English	92.3	91.9	91.3	81.8
Other	7.6	8.1	8.6	18.0
Unclassified		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
all pupils	169	0.25
male	86	0.09
female	83	0.42
disadvantaged	20	-0.15
other	149	0.31
Free School Meals	18	-0.25
Children Looked After	2	0.97
SEN with statement or EHC plan	2	0.79
SEN support	6	-1.39
no SEN	161	0.31
on roll in years 10 & 11	169	0.25
English first language	164	0.22
English additional language	5	1.34
Prior Attainment		
low overall	11	0.65
middle overall	79	0.22
high overall	79	0.22
English low	9	0.74
English middle	84	0.15
English high	76	0.30
mathematics low	14	0.52
mathematics middle	70	0.25
mathematics high	85	0.21

Ethnic Group	Cohort	Progress 8
all pupils	169	0.25
White	162	0.23
British	158	0.22
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	4	0.98
Mixed	3	0.27
White & Black Caribbean	2	-0.06
White & Black African	1	0.93
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	2	1.66
Indian	2	1.66
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	1	-0.26
Black Caribbean	1	-0.26
Black African	0	-
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	1	0.50
unclassified - not obtained	0	-

Attainment 8

	Cohort	National comparator type	Attainment 8		Ethnic Group	Cohort	National comparator type	Attainment 8	
			School	National				School	National
all pupils	174	all	58.95	49.34	all pupils	174	all	58.95	49.34
male	88	same	58.19	47.11	White	166	all	58.85	49.34
female	86	same	59.73	51.67	British	160	all	59.01	49.34
disadvantaged	23	non	49.17	52.56	Irish	0	all	-	49.34
other	151	same	60.44	52.56	Traveller	0	all	-	49.34
Free School Meals	21	non	50.24	52.37	Gypsy/Roma	0	all	-	49.34
Children Looked After	2	non	46.50	49.56	any other White background	6	all	54.67	49.34
SEN with statement or EHC plan	2	all	49.50	49.34	Mixed	4	all	56.00	49.34
SEN support	6	all	34.33	49.34	White & Black Caribbean	2	all	55.50	49.34
no SEN	166	same	59.96	52.47	White & Black African	1	all	61.00	49.34
on roll in years 10 & 11	174	same	58.95	50.18	White & Asian	1	all	52.00	49.34
English first language	168	all	59.02	49.34	any other mixed background	0	all	-	49.34
English additional language	6	all	57.00	49.34	Asian or Asian British	2	all	70.50	49.34
Prior Attainment					Indian	2	all	70.50	49.34
low overall	11	same	40.55	28.39	Pakistani	0	all	-	49.34
middle overall	79	same	53.10	48.86	Bangladeshi	0	all	-	49.34
high overall	79	same	67.46	64.17	any other Asian background	0	all	-	49.34
English low	9	same	41.22	28.91	Black or Black British	1	all	55.00	49.34
English middle	84	same	53.25	49.22	Black Caribbean	1	all	55.00	49.34
English high	76	same	67.45	63.46	Black African	0	all	-	49.34
mathematics low	14	same	42.00	30.00	any other Black background	0	all	-	49.34
mathematics middle	70	same	53.24	48.33	Chinese	0	all	-	49.34
mathematics high	85	same	66.53	62.36	any other ethnic group	0	all	-	49.34
					unclassified - refused	1	all	69.00	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 %
all pupils	174	all	174	87	62	61	26	24
male	88	same	88	92	58	24	19	19
female	86	same	86	81	66	37	34	29
disadvantaged	23	non	23	65	69	5	13	29
other	151	same	151	90	69	56	28	29
Free School Meals	21	non	21	67	69	5	14	29
Children Looked After	2	non	2	100	62	0	0	24
SEN with statement or EHC plan	2	all	2	100	62	1	0	24
SEN support	6	all	6	0	62	0	0	24
no SEN	166	same	166	90	69	60	28	28
on roll in years 10 & 11	174	same	174	87	63	61	26	25
English first language	168	all	168	88	62	61	27	24
English additional language	6	all	6	67	62	0	0	24
Prior attainment								
low overall	11	same	11	36	11	0	0	1
middle overall	79	same	79	84	62	22	16	15
high overall	79	same	79	97	95	37	41	55
English low	9	same	9	33	14	0	0	1
English middle	84	same	84	85	63	22	13	16
English high	76	same	76	96	93	37	45	54
mathematics low	14	same	14	43	13	0	0	2
mathematics middle	70	same	70	81	61	16	16	15
mathematics high	85	same	85	99	93	43	40	49

Ethnic group	Cohort	National comparator type	English & mathematics			English Baccalaureate		
			Percentage of cohort			Percentage of cohort		
			Ent	Sch %	Nat %	Ent	Sch %	Nat %
all pupils	174	all	174	87	62	61	26	24
White	166	all	166	86	62	58	27	24
British	160	all	160	87	62	57	28	24
Irish	0	all	-	-	62	-	-	24
Traveller	0	all	-	-	62	-	-	24
Gypsy/Roma	0	all	-	-	62	-	-	24
any other White background	6	all	6	67	62	1	17	24
Mixed	4	all	4	100	62	2	25	24
White & Black Caribbean	2	all	2	100	62	1	50	24
White & Black African	1	all	1	100	62	0	0	24
White & Asian	1	all	1	100	62	1	0	24
any other mixed background	0	all	-	-	62	-	-	24
Asian or Asian British	2	all	2	100	62	0	0	24
Indian	2	all	2	100	62	0	0	24
Pakistani	0	all	-	-	62	-	-	24
Bangladeshi	0	all	-	-	62	-	-	24
any other Asian background	0	all	-	-	62	-	-	24
Black or Black British	1	all	1	100	62	1	0	24
Black Caribbean	1	all	1	100	62	1	0	24
Black African	0	all	-	-	62	-	-	24
any other Black background	0	all	-	-	62	-	-	24
Chinese	0	all	-	-	62	-	-	24
any other ethnic group	0	all	-	-	62	-	-	24
unclassified - refused	1	all	1	100	62	0	0	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
Leadership	4	2.2	8	4.04
Teaching (Inc. TLRs)	19	9.6	70	35.35
Teaching Assistants	3	1.52	8	4.04
Admin	13	6.57	32	16.16
Site, Cleaning, Catering	4	2.02	37	18.69
Total	43	21.72	155	78.28

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	43	21.72	155	78.28
Disability	1	0.5	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
198	81	36	68	4	3	1	

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
198	184	5	5	4

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
198	3	1

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 Management Board annually and updated every 4 years.