



**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.

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

Whole school context in 2016/17



Carmel College

URN: 137622 LAESTAB: 8414603

Phase of education: Secondary
Headteacher: Mike Shorten
Pupils: 1252
Gender: Mixed
Special needs provision:

Local authority: Darlington
Admissions policy: Comprehensive (secondary)
Ages: 11-18
Denomination: Roman Catholic

School level trends

2017 Quintile

Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

% girls

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	52	52	54	█	█	█	█	█
National	50	50	50					

% eligible for FSM at any time during the past 6 years

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	16	16	18	█	█	█	█	█
National	29	29	28					

% of pupils first language not/believed not to be English

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	8	9	9	█	█	█	█	█
National	15	16	16					

% of pupils with SEN support

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	10.4	3.1	5.0	█	█	█	█	█
National	12.4	11.0	10.7					

% of pupils with a SEN statement or EHC plan

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	1.4	1.1	1.2	█	█	█	█	█
National	1.8	1.7	1.7					

School deprivation indicator

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	0.2	0.2	0.2	█	█	█	█	█
National	0.2	0.2	0.2					

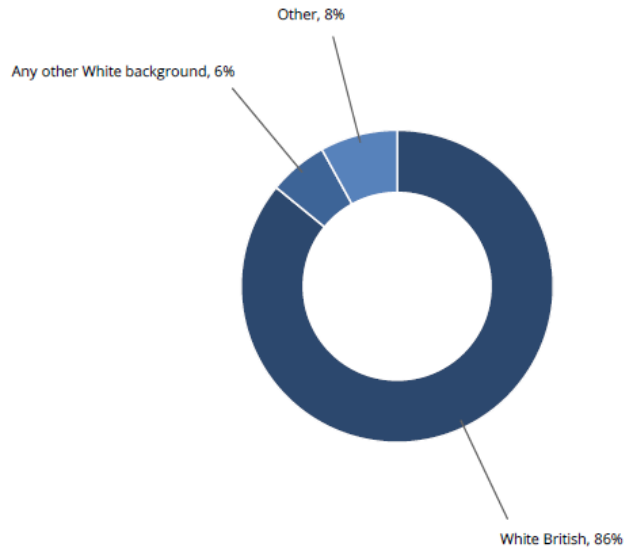
Number on roll

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School	1216	1228	1252	█	█	█	█	█
National	945	944	959					

Schools details as of 3 January 2018

Ethnicity

This school has 14 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

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	190	44 / 56
8	200	50 / 50
9	202	49 / 51
10	193	51 / 49
11	191	51 / 49
Post-Compulsory	276	36 / 64
School Total	1252	46.2 / 53.8

Spring School Census January 2017

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	576	412	72%	164	28%
Female	682	451	66%	231	34%
Total	1258	863	69%	395	31%

Catholic Education Services 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	7	
Moderate Learning Difficulty	27	4
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	5	
Speech Language and Communication	6	0
Hearing Impairment		0
Visual Impairment	0	0
Multi-Sensory Impairment	0	0
Physical Disability		
Autistic Spectrum Disorder	6	4
SEN support but no Specialist Assessment		0
Other Difficulty/Disability	4	0
School Total	62	15
Percentage of school roll	5.0	1.2

Spring School Census January 2017

Protected Characteristic: Race - Pupils

Ethnic group	School %	National Secondary %
White		
British	85.9	69.5
Irish		0.3
Traveller of Irish heritage		0
Romany or Gypsy	0.8	0.2
any other White background	6.1	5.1
Mixed		
White & Black Caribbean	0.6	1.4
White & Black African	0.7	0.6
White & Asian	0.6	1.2
any other mixed background	0.5	1.8
Asian or Asian British		
Indian	2.3	2.9
Pakistani	0.0	4.2
Bangladeshi	0.0	1.8
any other Asian background	0.3	1.8
Black or Black British		
Caribbean		1.3
African	0.4	3.6
any other Black background		0.7
Chinese	0.0	0.4
Any other ethnic group	0.5	1.7
Parent/pupil preferred not to say	0.5	1.5
Ethnicity not known	0.3	
First language		
English	91.2	83.5
Other	8.7	16.2
Unclassified		0.3

Spring School Census January 2017

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 Score for Progress 8 and Attainment 8

Breakdown	Cohort	Overall Progress 8		Cohort	Overall Attainment 8	
		School	National Benchmark		School	National Benchmark
All pupils	188	0.49	-0.03	191	56.64	46.02
Male	96	0.09	-0.24	98	52.06	43.40
Female	92	0.92	+0.18	93	61.47	48.72
Disadvantaged	33	0.27	-	33	48.26	-
Other	155	0.54	+0.11	158	58.39	49.51
Ever 6 FSM	32	0.34	-	32	49.77	-
Children looked after	2	█	█	█	█	█
SEN with statement or EHC plan	4	-0.89	-	4	18.50	-
SEN support	18	-0.32	-	19	35.47	-
No SEN	166	0.62	+0.06	168	59.94	49.17
On roll in years 10 and 11	187	0.50	-0.01	190	56.75	46.50
English first language	167	0.41	-	169	56.37	-
English additional language	21	1.19	-	22	58.70	-
Prior Attainment: Low overall	13	-0.46	-0.17	13	20.12	22.27
Prior Attainment: Middle overall	72	0.57	-0.02	72	47.74	40.71
Prior Attainment: High overall	103	0.56	0.00	103	67.40	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	191	73	42	84	63
Male	98	67	39	78	60
Female	93	78	45	90	67
Disadvantaged	33	52	-	67	-
Other	158	77	49	87	71
Ever 6 FSM	32	53	-	69	-
Children looked after	2	■	■	■	■
SEN with statement or EHC plan	4	25	-	25	-
SEN support	19	32	-	42	-
No SEN	168	79	47	90	70
On roll in years 10 and 11	190	73	43	84	64
English first language	169	72	-	83	-
English additional language	22	82	-	86	-
Prior Attainment: Low overall	13	8	2	15	9
Prior Attainment: Middle overall	72	54	24	76	54
Prior Attainment: High overall	103	94	76	98	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	191	31	21	32	24	42	38
Male	98	16	17	16	19	23	33
Female	93	47	25	49	29	61	44
Disadvantaged	33	18	-	21	-	24	-
Other	158	34	25	35	28	46	43
Ever 6 FSM	32	19	-	22	-	25	-
Children looked after	2	■	■	■	■	■	■
SEN with statement or EHC plan	4	0	-	0	-	0	-
SEN support	19	0	-	0	-	5	-
No SEN	168	36	24	37	27	47	42
On roll in years 10 and 11	190	32	22	33	24	42	39
English first language	169	30	-	31	-	40	-
English additional language	22	45	-	45	-	55	-
Prior Attainment: Low overall	13	8	0	8	1	8	8
Prior Attainment: Middle overall	72	13	8	14	10	29	29
Prior Attainment: High overall	103	47	43	48	45	54	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	2.11	11	5.79
Teaching (Inc. TLRs)	24	12.63	61	32.11
Teaching Assistants	3	1.58	7	3.68
Admin	15	7.89	25	13.16
Site, Cleaning, Catering	6	3.16	34	17.89
Total	52	27.37	138	72.63

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	52	27.37	138	72.63
Disability	1	0.53	0	0

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
190	73	40	55	4	7	11	0

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
190	179	4	5	1

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
190	3	2

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.