EQUALITY INFORMATION AND OBJECTIVES (PUBLIC SECTOR EQUALITY SCHEME STATEMENT FOR PUBLICATION)
January 2017

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
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.

St Augustine Profile

St Augustine's is a 4-11 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. St Augustine's is an average size primary school which serves mainly Catholic families who come mostly from the south and west of Darlington, a locality where socio-economic characteristics range widely from well above to well below average. The number of pupils eligible for free school meals is below average. Most pupils are from a White British heritage, but a small number from Poland and Lithuania have recently joined the school and are learning to speak English. The proportion of pupils with learning difficulties and/or disabilities, including those with a Statement of Special Educational Need, is below average. In recognition of the school's work, it has the Artsmark Gold award, Investors in People award, Healthy School award and the Local Authority Inclusive School award.

Basic Characteristics for Pupils

	2014	2015	2016		20th percentile	40th percentile	60th percentile	80th percentile	
Number on roll									
School	207	204	210						
National	263	269	275	4	140	212	278	413	1,387
% girls									
School	54.6	53.9	54.8						
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9	51.9	100.0
% of pupils known to be eligible for free school meals (FSM)*									
School	13.0	12.7	14.3						
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9	38.3	85.9
% of pupils from minority ethnic groups									
School	11.8	12.6	14.4						
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0	43.0	100.0
% of pupils first language not / believed not to be English									
School	10.1	10.9	12.8						
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6	25.3	100.0
% of pupils with SEN support									
School	-	12.3	7.1						
National	-	13.0	12.1	0.0	6.8	9.7	12.6	17.0	100.0
% of pupils with an SEN statement or EHC plan									
School	-	1.5	1.0						
National	-	1.4	1.3	0.0	0.3	0.8	1.2	2.0	23.8
% stability									
School	91.0	92.5	89.4						
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3	92.2	100.0
School deprivation indicator									
School	0.17	0.18	0.18						
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20	0.29	0.69

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
Pre-Compulsory	30	46.7 / 53.3
1	30	56.7 / 43.3
2	30	50.0 / 50.0
3	30	46.7 / 53.3
4	30	50.0 / 50.0
5	29	24.1 / 75.9
6	31	41.9 / 58.1

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	**%**	**No**	**%**
Male	98	98	100%	0	0%
Female	108	108	100%	0	0%
Total	**206**	**206**	**100%**	**0**	**0%**

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	-	0		0	0	0
Moderate Learning Difficulty	-		6	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	0		0	0	0
Speech, Language and Communication Needs	-	6				
Hearing Impairment	-	0	0			
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-			0	0	0
Autistic Spectrum Disorder	-		0	0	0	0
SEN support but no Specialist Assessment of type of need	-	13		-	0	0
Other Difficulty/Disability	-	0	0	0		0
School total	-	25	15			
Percentage of school roll	-	12.3	7.1	1.0	1.5	1.0

RAISEonline Summary Report based on unvalidated 2016 data

Protected Characteristic: Race - Pupils

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	88.2	87.4	85.6	69.3
Irish	0.0	0.0	0.0	
Traveller of Irish heritage	0.0	0.0	0.0	
Romany or Gypsy	0.0	0.0	0.0	
any other White background	9.6	10.3	11.1	5.6
Mixed				
White & Black Caribbean	0.0	0.0	0.0	1.5
White & Black African	0.0	0.0	0.0	0.7
White & Asian	0.0	0.0	0.0	1.2
any other mixed background	0.6	0.6	0.0	1.9
Asian or Asian British				
Indian	0.6	0.6	1.1	2.8
Pakistani	0.0	0.0	0.0	4.2
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	0.0	0.0	0.0	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.2
African	0.0	0.0	0.0	3.7
any other Black background	1.1	1.1	1.7	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.6	1.7
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	89.9	89.1	87.2	81.8
Other	10.1	10.9	12.8	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.

Reading Progress

	Reading progress	
	Cohort	Score
all pupils	27	0.79
male	13	-0.51
female	14	2.00
disadvantaged	6	-2.32
other	21	1.68
Free School Meals	6	-2.32
Children Looked After	0	-
SEN with statement or EHC plan	0	-
SEN support	3	-1.83
no SEN	24	1.12
on roll in years 5 & 6	26	0.75
English first language	24	0.71
English additional language	3	1.45
Prior attainment		
overall low	2	-3.36
overall middle	14	1.92
overall high	11	0.11
reading low	3	-1.83
reading middle	12	0.54
reading high	12	1.70
writing low	3	-1.83
writing middle	21	1.05
writing high	3	1.63
mathematics low	1	-7.76
mathematics middle	18	1.74
mathematics high	8	-0.27

	Reading progress	
	Cohort	Score
Ethnic group		
all pupils	27	0.79
White	27	0.79
British	24	0.71
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	3	1.45
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Writing Progress

	Writing progress	
	Cohort	Score
all pupils	28	1.89
male	13	1.75
female	15	2.02
disadvantaged	7	-0.02
other	21	2.53
Free School Meals	7	-0.02
Children Looked After	0	-
SEN with statement or EHC plan	0	-
SEN support	4	1.46
no SEN	24	1.96
on roll in years 5 & 6	27	1.95
English first language	25	1.46
English additional language	3	5.53
Prior attainment		
overall low	2	0.13
overall middle	15	3.17
overall high	11	0.46
reading low	3	3.02
reading middle	13	2.15
reading high	12	1.33
writing low	4	1.46
writing middle	21	1.96
writing high	3	1.96
mathematics low	1	1.86
mathematics middle	19	3.15
mathematics high	8	-1.08

Ethnic group	Writing progress	
	Cohort	Score
all pupils	28	1.89
White	28	1.89
British	25	1.46
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	3	5.53
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Maths Progress

	Mathematics progress	
	Cohort	Score
all pupils	28	0.32
male	13	1.13
female	15	-0.38
disadvantaged	7	-2.96
other	21	1.42
Free School Meals	7	-2.96
Children Looked After	0	-
SEN with statement or EHC plan	0	-
SEN support	4	-2.01
no SEN	24	0.71
on roll in years 5 & 6	27	0.17
English first language	25	-0.03
English additional language	3	3.24
Prior attainment		
overall low	2	1.17
overall middle	15	-0.18
overall high	11	0.84
reading low	3	1.22
reading middle	13	-0.29
reading high	12	0.76
writing low	4	-2.01
writing middle	21	0.56
writing high	3	1.77
mathematics low	1	-3.11
mathematics middle	19	-0.13
mathematics high	8	1.81

	Mathematics progress	
	Cohort	Score
Ethnic group		
all pupils	28	0.32
White	28	0.32
British	25	-0.03
Irish	0	-
Traveller	0	-
Gypsy/Roma	0	-
any other White background	3	3.24
Mixed	0	-
White & Black Caribbean	0	-
White & Black African	0	-
White & Asian	0	-
any other mixed background	0	-
Asian or Asian British	0	-
Indian	0	-
Pakistani	0	-
Bangladeshi	0	-
any other Asian background	0	-
Black or Black British	0	-
Black Caribbean	0	-
Black African	0	-
any other Black background	0	-
Chinese	0	-
any other ethnic group	0	-
unclassified - refused	0	-
unclassified - not obtained	0	-

Expected Standard Plus

	Cohort	National comparator type	Expected standard +	
			Sch %	Nat %
all pupils	31	all	74	53
male	13	same	77	49
female	18	same	72	57
disadvantaged	7	non	29	60
other	24	same	88	60
Free School Meals	7	non	29	59
Children Looked After	0	non	-	53
SEN with statement or EHC plan	0	all	-	53
SEN support	5	all	0	53
no SEN	26	same	88	61
on roll in years 5 & 6	28	same	75	55
English first language	28	all	71	53
English additional language	3	all	100	53
Prior attainment				
overall low	2	same	0	6
overall middle	15	same	67	46
overall high	11	same	100	91
reading low	3	same	0	7
reading middle	13	same	69	48
reading high	12	same	100	91
writing low	4	same	0	10
writing middle	21	same	86	57
writing high	3	same	100	95
mathematics low	1	same	0	5
mathematics middle	19	same	68	49
mathematics high	8	same	100	91

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	1	4	1	4
Teaching (Inc. TLRs)	0	0	8	32
Teaching Assistants	0	0	7	28
Admin	0	0	2	8
Site, Cleaning, Catering	0	0	6	24
Total	1	4	24	96

	Male		Female	
	Number	**Percentage**	**Number**	**Percentage**
Gender	1	4	24	96
Disability	0	0	1	4

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
25	15	0	0	0	0	10	0

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
25	22	1	1	1

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
25		1

Collecting and analysing equality information for pupils at St Augustine's

St Augustine'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 Augustine's

St Augustine'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 promote British Values and implement the Prevent Duty
- to anticipate and support the needs of incoming pupils with English as an Additional Language.
- to extend changes to the physical environment to meet the needs of pupils with hearing impairment.
- To support the higher attainment and progress of disadvantaged pupils in Reading.

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.