



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

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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.

### **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.

### **Holy Family Profile**

Holy Family is a 4-11 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. Holy family is an average sized primary school, with a slightly lower proportion of girls than found nationally. The proportion of pupils known to be eligible for free school meals is very small. The proportion of disabled pupils and those who have special educational needs are well below average. Most pupils are of White British heritage. A small percentage is from minority ethnic groups. The school has been awarded Healthy School Status and renewed the Primary Quality Mark. The school meets the current government floor standards

# Basic Characteristics or Pupils

Whole school context in 2016/17



Holy Family RC Primary School

URN: 139533 LAESTAB: 8413307

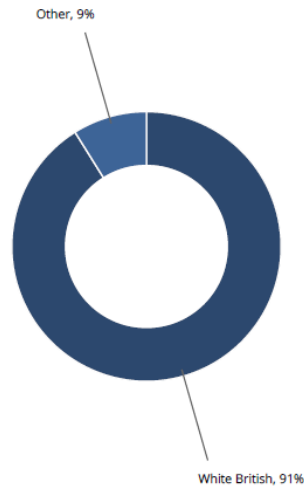
**Phase of education:** Primary  
**Headteacher:** Josie Wilson  
**Pupils:** 209  
**Gender:** Mixed  
**Special needs provision:**

**Local authority:** Darlington  
**Admissions policy:** Not recorded  
**Ages:** 4-11  
**Denomination:** Roman Catholic

Schools details as of 3 January 2018

## Ethnicity

This school has 7 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



## School level trends

2017 Quintile

Bottom 20% Top 20%

2015 2016 2017 Q5 Q4 Q3 Q2 Q1

### % girls

<b>School</b>	50	49	47	
<b>National</b>	49	49	49	

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

<b>School</b>	11	10	11	
<b>National</b>	26	25	24	

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

<b>School</b>	7	6	6	
<b>National</b>	19	20	21	

### % of pupils with SEN support

<b>School</b>	6.7	4.3	5.3	
<b>National</b>	13.0	12.1	12.2	

### % of pupils with a SEN statement or EHC plan

<b>School</b>	1.0	0.5	0.5	
<b>National</b>	1.4	1.3	1.3	

### School deprivation indicator

<b>School</b>	0.1	0.1	0.1	
<b>National</b>	0.2	0.2	0.2	

### Number on roll

<b>School</b>	208	208	209	
<b>National</b>	269	275	279	

Analyse School Performance based on validated 2017 data

**Protected Characteristics: Sex - Pupils**

<b>NC Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>
Pre-Compulsory	30	53 / 47
1	30	57 / 43
2	30	57 / 43
3	29	69 / 31
4	30	37 / 63
5	30	57 / 43
6	30	43 / 57
<b>School Total</b>	<b>209</b>	<b>53.1 / 46.9</b>

Spring School Census January 2017

**Protected Characteristic: Religion/Belief - Pupils**

	<b>Total</b>	<b>Roman Catholic</b>		<b>Other</b>	
		<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
Male	115	104	90%	11	10%
Female	93	85	91%	8	9%
<b>Total</b>	<b>208</b>	<b>189</b>	<b>91%</b>	<b>19</b>	<b>9%</b>

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.

<b>Main SEN Type</b>	<b>SEN Support</b>	<b>Statement/ EHC plan</b>
Specific Learning Difficulty	4	0
Moderate Learning Difficulty	0	0
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health		0
Speech Language and Communication	0	
Hearing Impairment		0
Visual Impairment	0	0
Multi-Sensory Impairment		0
Physical Disability	0	0
Autistic Spectrum Disorder	0	0
SEN support but no Specialist Assessment	0	0
Other Difficulty/Disability		0
<b>School Total</b>	<b>11</b>	<b>1</b>
<b>Percentage of school roll</b>	<b>5.3</b>	<b>0.5</b>

Spring School Census January 2017

Protected Characteristic: Race - Pupils

<b>Ethnic group</b>	<b>School %</b>	<b>National Primary %</b>
<b>White</b>		
British	91.1	67.2
Irish	0.0	0.3
Traveller of Irish heritage	0.0	0.1
Romany or Gypsy	0.0	0.4
any other White background	3.4	6.8
<b>Mixed</b>		
White & Black Caribbean		1.6
White & Black African	0.0	0.8
White & Asian		1.4
any other mixed background		2.2
<b>Asian or Asian British</b>		
Indian	1.7	2.9
Pakistani	0.0	4.3
Bangladeshi	0.0	1.7
any other Asian background		1.8
<b>Black or Black British</b>		
Caribbean	0.0	1.1
African	0.0	3.8
any other Black background	0.0	0.8
<b>Chinese</b>	0.0	0.4
<b>Any other ethnic group</b>	0.0	1.9
<b>Parent/pupil preferred not to say</b>		0.7
<b>Ethnicity not known</b>	0.0	
<b>First language</b>		
English	93.9	79.3
Other	6.1	20.6
Unclassified	0.0	0.1

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 2 Progress by pupil group

Breakdown	Cohort	Progress Scores		
		Reading	Writing	Mathematics
All pupils	30	0.05	2.21	-0.29
Male	13	-0.11	2.03	0.13
Female	17	0.17	2.34	-0.60
Disadvantaged	7	-0.19	4.50	-1.07
Other	23	0.12	1.51	-0.05
Ever 6 FSM	5	1.56	4.62	-0.29
Children looked after	0	N/A	N/A	N/A
SEN with statement or EHC plan	0	N/A	N/A	N/A
SEN support	4	-0.74	-0.27	0.98
No SEN	26	0.17	2.59	-0.48
On roll in years 5 and 6	29	-0.05	2.26	0.07
English first language	29	-0.01	2.48	0.00
English additional language	1	■	■	■
Low overall	3	■	■	■
Middle overall	18	0.14	-0.49	-1.35
High overall	9	-0.64	5.64	1.30

Analyse School Performance based on validated 2017 data

## 2017 Key Stage 2 Attainment by pupil group

Breakdown	Cohort	% Achieving the expected standard or higher in Reading, Writing and Mathematics		% Achieving at a higher standard in Reading, Writing and Mathematics	
		School	National Benchmark	School	National Benchmark
All pupils	30	60	61	13	9
Male	13	77	57	23	7
Female	17	47	65	6	10
Disadvantaged	7	43	-	29	-
Other	23	65	67	9	11
Ever 6 FSM	5	60	-	40	-
Children looked after	0	N/A	-	N/A	-
SEN with statement or EHC plan	0	N/A	-	N/A	-
SEN support	4	25	-	0	-
No SEN	26	65	70	15	10
On roll in years 5 and 6	29	62	63	14	9
English first language	29	62	-	14	-
English additional language	1				
Low overall	3				
Middle overall	18	50	56	0	1
High overall	9	100	95	44	26

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	0	0.00	2	7.69
Teaching (Inc. TLRs)	1	3.85	8	30.77
Teaching Assistants	0	0.00	5	19.23
Admin	0	0.00	2	7.69
Site, Cleaning, Catering	1	3.85	7	26.92
<b>Total</b>	<b>2</b>	<b>7.69</b>	<b>24</b>	<b>92.31</b>

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	2	7.69	24	92.31
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
26	11	0	0	0	0	15	0

### Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
26	25	0	0	0

### Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
26	0	0

## **Collecting and analysing equality information for pupils at Holy Family**

Holy Family 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 Holy Family**

Holy Family 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 monitor and analyse achievement of disadvantaged pupils (and other vulnerable groups) and close any gaps in attainment or progress in comparison with their peers.
- To prepare pupils for life in a diverse British society.to encourage girls to consider non-stereotyped career options;
- To ensure disadvantaged pupils have equal access to enrichment opportunities and basic needs.
- To develop awareness that pupils have rights, how they can exercise their rights and understand how rights link to responsibilities.

## **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.