ST AIDAN'S CATHOLIC ACADEMY

Equality information and objectives

(Public Sector Equality Scheme Statement for Publication)

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 and Academies 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 question is 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 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); and
- 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
- Age
- Marriage/civil partnership

Children and young people under the age of 18 have limited protection under the Age characteristics. 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.

Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

St Aidan's Catholic Academy Profile

St Aidan's Catholic Academy is an 11 -18 Faith school for boys that receives pupils with a wide range of physical, educational, emotional and spiritual needs. St Aidan's is an average-sized secondary school. The proportion of pupils from minority ethnic groups is below average, so too is the proportion who speaks English as an additional language. The proportion of pupils known to be eligible for the pupil premium (additional Funding to support pupils known to be eligible for fre school meals, children of service families or those who are looked after by the local authority) is below average. The proportion of pupils 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.

Data relating to staff characteristics is as 1st February 2024

Protected Characteristics: Sex

St Aidan's Catholic Academy is a single-sex establishment therefore this characteristic is not applicable.

Protected Characteristic: Religion/belief

	Number	Percentage
Roman Catholic	362 (Yr 7 – 11)	44.86%
Other	445 (Yr 7 -11)	55.14%
Total	**809**	**100%**

	Number	Percentage
Roman Catholic	58 (Yr 12 -13)	42.65%
Other	78 (Yr 12 -13)	57.35%
Total	**136**	**100**

	Number	Percentage
Grand Total	**945**	

Catholic Education Service Census – Feb 2024

Protected Characteristic: Disability

	St Aidan's Catholic Academy	nationally
Total pupils on roll	945	3,630,171
Pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	3 (0.32%)	12.4% 2.4%

Protected Characteristic: Race

Ethnicity	Years 7 – 11	Years 12 -13 (M & F)
White British	526 (65.01%)	211 (58.94%)
White – any other background	23 (2.84%)	15 (4.19%)
Asian – Bangladeshi	50 (6.18%)	26 (7.26%)
Asian – Indian	33 (4.1%)	28 (7.82%)
Asian – Pakistani	20 (2.47%)	12 (3.35%)
Asian - any other background	50 (6.18%)	38 (10.61%)
Black - African	87 (10.75%)	12 (3.35%)
White and Black – African	2 (0.25%)	3 (0.84%)
Any other ethnic group	17 (2.10%)	9 (2.51%)
Refused	1 (0.12%)	4 (1.12%)
Total	**809**	**358***

Catholic Education Service Census – Feb 2024

- Where less than 5 pupils in a particular category, these pupils are aggregated and included n 'other'.

*This total includes all male and female students in year 12 and 13. Year 12 – 70 male students. Year 13 – 66 male students

Protected Characteristic: Staff Pregnancy/Maternity

Number of staff	Pregnant	Maternity
99	1	0

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 Civic Partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in Arbor.

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.

Staff by Occupational Group and Gender

	Male		Female	
	Number	Percentage	Number	percentage
Leadership	4	4.04%	3	3.03%
Teaching	16	16.16%	30	30.03%
Teaching Assistant	1	1.01%	1	1.01%
Admin	5	5.05%	20	20.02%
Site, Cleaning, Catering	5	5.05%	14	14.14%
Total	31	31%	68	68%

Catholic Education Service Census – Feb 2024

Staff by Gender and/or Disability

	Male		Female	
	Number	Percentage	Number	percentage
Gender	32	31.37%	70	68.63%
Disability	0		0	

Staff by religion

No. of Staff	Roman Catholic	Christian	Anglican	Methodist	Sikh	No Religion	Other Religion	Not collected
99	28	34	4	1	1	20	1	10

Staff by Ethnicity

No. of Staff	White British	White, Any other white background	Asian or Asian British, Indian	Any other ethnic background	Not obtained
99	90	3	1	2	3

Collecting and analysing equality information for pupils at St Aidan's Catholic Academy

St Aidan's Catholic Academy is an inclusive school and we aim to use the curriculum and learning to encourage all individuals to fulfil his 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 and school visits; and
- Behaviour incidents (including racist incidents).

Collecting and analysing equality information regarding employment and Governance at the St Aidan's Catholic Academy

St Aidan's Catholic Academy 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; and
- Performance Management.

Equality Objectives

Objective 1

Undertaking an analysis of recruitment data and trends in regard to race, disability, and any gender pay gap, and reporting this to the governing board.

Why we have chosen this objective:

- Ensuring fairness, diversity, and inclusion in our recruitment processes is essential for fostering a representative workforce.
- Committed to upholding principles of equity and transparency in all aspects of our organisation's operations.

To achieve this objective we plan to:

- Compile and analyse recruitment data by race, disability status, and gender to identify any disparities or trends.
- Develop a report detailing the findings of the analysis, along with recommendations for improvement, to present to the governing board.

Progress we are making towards this objective:

- Identified patterns and disparities in recruitment outcomes related to race, disability, and gender pay gap, highlighting areas for improvement.
- Initiated discussions with relevant stakeholders, including HR to develop targeted strategies for addressing identified disparities.

Overall, we are making progress towards achieving our objective of analysing recruitment data and trends to promote fairness and diversity within our organisation. We remain committed to implementing proactive measures to ensure equitable opportunities for all applicants and employees.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- Recognising the importance of accommodating the diverse needs of our staff to foster a supportive and inclusive work environment.
- Committed to upholding legal obligations and ethical responsibilities towards employees with disabilities.

To achieve this objective we plan to:

- Conduct an assessment of the current needs and challenges faced by staff with disabilities in the workplace.
- Establish clear communication channels for staff to request and discuss reasonable adjustments confidentially.
- Regularly review and update the reasonable adjustment agreements to ensure effectiveness and relevance.

Progress we are making towards this objective:

- Launched an internal communication campaign to raise awareness about the importance of reasonable adjustments and how staff can request them.
- Scheduled regular reviews of the reasonable adjustment agreements to incorporate feedback and adapt to changing circumstances.

Overall, we are making steady progress towards achieving our objective of implementing reasonable adjustment agreements for all staff with disabilities. We remain committed to fostering an inclusive work environment where all employees can thrive.

Objective 3

Implement a Broad and Balanced Curriculum Embedding Pupils' Understanding of the Nine Protected Characteristics

Why we have chosen this objective:

- Recognising the significance of providing pupils with a holistic education that fosters their understanding and appreciation of diversity and inclusion.
- Understanding the importance of preparing pupils to thrive in a diverse and interconnected world by equipping them with knowledge and skills related to the nine protected characteristics.
- Committed to promoting a curriculum that reflects and celebrates the diversity of our society while addressing issues of inequality and discrimination.

To achieve this objective we plan to:

- Review and revise existing curriculum frameworks to ensure they encompass a wide range of subjects and topics that reflect the diverse experiences and perspectives of individuals from different backgrounds.
- Integrate discussions and activities related to the nine protected characteristics seamlessly into all subject areas, providing opportunities for students to explore these concepts in meaningful and relevant contexts.
- Provide teachers with training and resources to support the delivery of lessons that promote understanding and appreciation of diversity, including strategies for addressing sensitive topics and facilitating respectful dialogue.

- Establish mechanisms for ongoing evaluation and feedback to assess the effectiveness of the curriculum in embedding pupils' understanding of the nine protected characteristics, making adjustments as needed to ensure continuous improvement.

Progress we are making towards this objective:

- Provided professional development opportunities for teachers to enhance their skills in delivering inclusive and culturally responsive lessons, with positive feedback received on the quality and relevance of training sessions.
- Established feedback mechanisms, including pupil surveys and teacher reflections, to gather input on the effectiveness of the curriculum in embedding pupils' understanding of the nine protected characteristics, with ongoing adjustments made based on feedback and evaluation data.

Overall, we are making significant progress towards achieving our objective of implementing a broad and balanced curriculum that embeds pupils' understanding of the nine protected characteristics. We remain committed to providing pupils with a rich educational experience that prepares them to thrive in a diverse and inclusive society.

Objective 4

Training all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination, with the aim of achieving a 100% understanding of legal requirements.

Why we have chosen this objective:

- Ensuring that all staff and governors are well-equipped to uphold principles of equal opportunities and non-discrimination is essential for promoting fairness and inclusivity in our recruitment processes.
- Recognising the legal and ethical obligations to prevent discrimination and promote diversity within our organisation.
- Committed to fostering a culture of awareness and accountability in all aspects of our operations.

To achieve this objective we plan to:

- Schedule training sessions for all staff and governors involved in recruitment and selection, ensuring accessibility and accommodating diverse learning needs.
- Provide resources and support materials for ongoing reference and reinforcement of key concepts.
- Implement an evaluation mechanism to assess the effectiveness of the training and measure participants' understanding of legal requirements, aiming for a 100% satisfactory rating.

Progress we are making towards this objective:

- Developed and finalized training materials in collaboration with legal experts, HR professionals, and diversity and inclusion specialists.

- Scheduled training sessions for staff and governors involved in recruitment and selection, ensuring comprehensive coverage across departments and levels of authority.
- Implemented evaluation surveys to gather feedback and assess participants' comprehension of key concepts, with preliminary data indicating high levels of satisfaction and understanding.

Overall, we are making significant progress towards achieving our objective of training all staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. We remain committed to fostering a culture of inclusivity and fairness within our organisation.

Review

The headteacher will update the equality information we publish annually.

This document will be reviewed and approved by the Governing body at least every 4 years.

Progress against Equality Objectives will be reviewed by the Local Governing Body annually and updated every 4 years.