



ST BEDE'S CATHOLIC ACADEMY

EQUALITY INFORMATION AND OBJECTIVES (PUBLIC SECTOR EQUALITY SCHEME STATEMENT FOR PUBLICATION) June 2025

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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.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive

attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. We will not tolerate any forms of violence and abuse, whether physical or verbal, that is directed to any of our staff, volunteers or pupils.

Our pupils are taught to be:

- Understanding of others
- Celebratory of cultural and religious diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

The school's employee's will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

Collecting and analysing equality information for pupils

We are 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 on an annual basis:

- Attainment levels
- Attendance levels
- Exclusions (internal and external)
- Behaviour incidents (Including Racist Incidents)
- Gender
- Race
- Disability
- Ethnicity
- EAL (English as an additional language)
- SEND Support
- Disadvantaged
- Looked after Children
- Pupil Premium

Collecting and analysing equality information regarding employment

We are 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 on an annual basis:

- Gender
- Occupational Group
- Gender
- Disability
- Religion
- Race
- Ethnicity
- Pay
- Staff Pregnancy/Maternity

School Contextual Data

Contextual information	Current data	National average (if applicable)
Overall number of pupils at the school	231	277
Overall percentage of boys in the school	46%	51%
Overall percentage of girls in the school	54%	49%
Percentage of pupils eligible for the pupil premium	56%	27%
Percentage of pupils with SEND	17%	16.0%
Percentage of LAC	0%	-
Percentage of pupils in receipt of an EHC plan	1.2%	2.5%
Percentage of pupils with EAL	42%	22%
Percentage of pupils who are part of an ethnic minority group	41%	37%
Overall attendance rate	97% (up to June 3 rd 25)	94.6% (2023-24 up to 3 rd May)
Persistent absence rate	5.6% Four/10 of these children are now off roll (up to June 3 rd 25)	15.3% (2023-24 up to 3 rd May)
Persistent absence rate of pupils who are eligible for the pupil premium	11.7% (up to June 3 rd 25)	29.3% (2022-23)
Persistent absence rate of pupils who are not eligible for the pupil premium	1.3% (up to June 3 rd 25)	10.9% (2022-23)
Number of suspensions	1.7% (4 suspensions) (Autumn 2024 to Spring 2025)	52,709 (1.13%) (Autumn 2022 to Spring 2023)
Number of permanent exclusions	0 (0.00%) (Autumn 2024 to Spring 2025)	794 (0.02%) (Autumn 2022 to Spring 2023)
Pupil stability	76%	80%
Total number of pupils leaving from start of academic year	12 in Nursery-Y6	-
Percentage of pupils who are Catholic	39%	62%

For further information about this school please see 'Get Information About Schools' (<https://www.get-information-schools.service.gov.uk/>) and 'School Performance Tables' (<https://www.gov.uk/school-performance-tables>).

Equality Objectives (2023-2027)

Following review and analysis, the following equality Objectives have been identified:

- Narrow the gender gap at KS2 to improve progress of females in maths.
- Narrowing the gap between SEND pupils and Non-SEND pupils at KS2 by improving the progress of SEND pupils.
- To improve progress at KS2 of Low ability pupils in maths.
- To improve progress at KS2 of High ability pupils in writing so more reach greater depth.
- To encourage participation and recruitment to underrepresented roles such as males and people from ethnic minority backgrounds.
- That the school commits to signing the Gypsy, Traveller, Roma, Showman and Boater Pledge.

Review

Equality Objectives will be reviewed at least once every four years by the Local Governing Committee