

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Equality, Information & Objective Statement

Approved by Resources Committee:	March 2024
Reviewed by Full Governing Body:	March 2024
Next Review Date:	March 2025

1. Introduction

- 1.1 The Public Sector Equality Duty came into force in April 2011 as a consequence of the Equality Act (2010). This report monitors progress against the school equality objectives as part of our duties under the Public Sector Equality Duty and as outlined in our Equality Objectives Statement for Publication document, March 2020.

2. Review of Equality Objectives

- 2.1 Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

- 2.2 STCM set its Equality Objectives for the three-year period 2020 to 2023.

- 2.3 Progress against our Equality Objectives is as follows:

a) To use performance data to monitor achievement and respond to variations between groups of children, subjects, key stages, trends over time in order to close identified gaps in attainment amongst disadvantaged children.

- 2.4 All schools within the school report and identify gaps and trend analysis in relation to attainment and variations between groups of children. This analysis focuses on identifying any gaps in attainment in relation to disadvantaged pupils and non-disadvantaged pupils, males and females, assessing trends over time and to take actions to close these gaps.

- 2.5 At Key Stage 4, Progress 8 data this year is better than national across all schools (national based on 2018/19). Progress 8 figures for gender reflects a similar picture of females achieving more than males (in line with the national picture). KS5 outcomes continue to improve with a closing gap in value added between disadvantaged and non-disadvantaged pupils.

- 2.6 This has to be set against the backdrop of the significant challenges that teaching throughout the Covid-19 pandemic has brought. However, each secondary school continues to identify gaps and

analyse trends on subject specific areas. Data is analysed by subject, male/female, disadvantaged/non-disadvantaged, SEN/non-SEN using 2018 performance data to date. This enables the school and schools to focus on gaps that are closing as well as gaps that are persisting. Relevant and targeted actions are then put in place, for example,

targeted intervention groups held during tutorial time, the targeting of extra maths using the online Sparx maths platform, and additional assignments.

2.7 At Key Stage Two, there is no data available for Summer 2020, as National testing was cancelled due to Covid-19. However, the school continues to analyse attainment gaps and trend analysis over time in order to identify and target actions to raise attainment amongst disadvantaged groups of pupils.

2.8 Reading predictions across STCM primary schools are higher than Writing and Maths. Gaps do exist in some areas but this is specific to each school. Schools level data is used to identify gaps and analyse trends on subject specific areas such as reading, writing and maths. Data is analysed by male/female, disadvantaged/non-disadvantaged, SEN/non-SEN. This enables the school and schools to focus relevant and targeted actions to in place to help close the gaps, for example, targeted small invention groups.

b) To increase awareness and understanding by children of different communities and cultures through the PHSE curriculum, assemblies and links to the PREVENT agenda and Rights Respecting Schools initiative.

2.9 STCM is proud to be a Rights Respecting Academy. All of our schools have UNICEF Rights Respecting accreditation, which recognises our commitment to creating safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

2.10 The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

2.11 Currently, we have five schools at bronze level accreditation, three schools with a silver award and one school at gold standard level, an improvement on the previous year's achievements.

2.12 All schools have strengthened their Relationships, Sex and Health

Education Curriculum to be compliant with the latest government expectations and reflect their individual school contexts. There is also a school Personal Development Group which has met 6 times this year to collaborate and share best practice.

c) To promote and encourage participation throughout the school schools of the involvement by children in extracurricular life of the academy, including leadership opportunities and to make positive contributions to school life.

- 2.13 During the Covid-19 pandemic, extra-curricular opportunities have been limited. However, schools throughout the school continue to promote and encourage children to make positive contributions to school life as well as recognise and celebrate an environment that promotes equality and diversity. This has included whole school messages which have been delivered via Equality and Diversity assemblies across many of the schools within the school.
- 2.14 At one secondary school, as part of their drive to increase participation in extracurricular life, they have restructured their pastoral system and created new roles in each year group to promote leadership, enrichment and making a positive contribution.
- 2.15 The new Year Team Leaders have developed student leadership in each year group using Teams to meet year group councils. Year Team Leaders have responsibility for the promotion of enrichment, developing leadership opportunities and rewards. Post 16 Student Governors have been able to attend Local Governing Body meetings. There have been limits on what can take place due to Covid restrictions however, LGBTQ awareness has been developed by establishing a focus group with cross school participation including staff and students.
- 2.16 Likewise, another secondary school college has appointed a key stage 3-4 College Council and the 6th Form Equality and Diversity group which meet weekly and focus on promoting equality and diversity. Their focus includes initiatives to promote; LGBTQ+, anti-bullying, anti-racism and an environment that promotes equality and diversity.
- 2.17 Whilst Covid has curtailed several initiatives surrounding Pride month, the schools and colleges were still able to hold activities in bubbles including; making ribbons, year-based lunchtime activities as well as posters and bunting around site. We have also seen in one school new student leadership roles being created as part of the 2021/22 College Student Leadership Team. This will include appointing a Year 13 student

as Steering Group Ambassador Lead for Equality and Diversity. They will lead the creation of a key stage 3-5 Equality and Diversity Student Steering Group which will promote and encourage participation in extracurricular activities in this area.

- 2.18 Another secondary college has also successfully run a mental health ambassador lunchtime group. The group covers, healthy lifestyles, mindfulness techniques, communication and active listening skills and social media awareness. The group also took part in wellbeing activities such as gardening, stone painting and a wellbeing trip to the cat cafe.
- 2.19 Plans are also being put together for LGBTQ+ groups for September 2021. This is being led by a year 11 student who has shown leadership and positive contributions to school life by committing to 2 hours a week to help develop the mental health ambassador and LGBTQ+ group content for next year.

d) To raise awareness of the impact of bullying, especially where this relates to protected characteristics, including reducing the incidence of the use of sexist, homophobic and racist language by children within the school.

- 2.20 All children have the right to feel safe in school and it is the duty of every member of staff to protect the interests of children and to try and prevent any form of bullying.
- 2.21 All schools record and act on any incident of bullying, including specifically logging any racist incident should they occur. At secondary schools there is also use of online reporting forums such as 'whisper' to ensure pupils can anonymously report concerns.
- 2.22 All schools within the school also target anti-bullying messages, use of correct language in assemblies and school-wide initiatives. For example, at one school they have been training students in year 9 as anti bullying ambassadors through the Diana Award programme as well as training students in year 10 to become mental health ambassadors.

e) To maximise the inclusion of learners with Special Educational Needs within the mainstream provision, in order to build confidence as learners, promote independence and raise self-esteem.

- 2.23 Unfortunately, the Covid-19 pandemic has curtailed much of the inclusion work with SEND pupils in to additional activities and

integrating within the mainstream provision across the school this year. From September 2021 onwards the school will be able to report again on this aspect of work.

f) To continue to value and support all staff within the school by promoting a culture where each employee is treated with respect and dignity and recognises the value that a diverse workforce can bring where recruitment, retention, career development, progression, benefits, pay, terms and conditions of employment, redundancy and disciplinary are determined on the basis of capability, qualifications, experience, skills and productivity.

2.24 STCM operates as an equal opportunities employer, and does not discriminate in any way regarding recruitment, performance management and employee career development opportunities. Its policies in these areas are freely published

2.25 For instance, we are committed to ensuring that throughout our recruitment and selection processes no applicant is disadvantaged or discriminated against because of the protected characteristics of age, disability, gender, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and sexual orientation. Reasonable adjustments in line with the Equality Act are put in place where requested.

2.26 Regular reviews of salaries versus the market by educational sector, professional field or geographical locality is undertaken in order to ensure recruitment and retention of the best people for the right role. Likewise, with regards to career development, all employees are actively encouraged to undertake training where relevant to their job roles.

2.27 We have in place an Employee Assistance Programme (EAP) that is available to all employees within the school. This offers support to our employees and their families with confidential access to services. As part of this programme health referrals and support for mental health is available.

g) Endeavour to ensure that the staff body is reflective of the demographics of the local community and in particular focus on the representation of women in leadership roles.

2.28 STCM endeavours to ensure its employees reflects, as far as possible, the demographics of the local community.

2.29 The school is fortunate to have attracted a high percentage of its leadership roles as women in headteacher, heads of school, senior leadership team and senior management roles. In September 2020, 56.41% of the leadership roles were females, an increase from 52.50% from the year before.

2.30 For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of the school's part-time, term-time and relatively lower paid roles. In September 2020 out of 683 total employees, 77.16% of these are women.

2.31 The school will continue to monitor its staff body and assess its reflectiveness with the local demographics especially in relation to ethnicity, age, gender and disability.

h) To monitor the gender pay gap within the school and if a gap exists seek to explore any differentials and aspire to close the gap.

2.32 The school continues to monitor and report on the gender pay gap annually with the report being published and available on the school website. Data continues to be uploaded to the government database from the figures become public record.

2.33 Staff in all roles, whether teachers or staff other than teachers, are paid on nationally agreed pay scales. All staff, whether male or female, are paid at the same rate for the same job.

2.34 The method of calculating the statistics shows the overall headline statistic for STCM to be a supposed pay gap of 62.4%. This can be highly misleading as a figure in itself, and in comparison, with other schools and schools, because STCM does not outsource any services.

2.35 All catering and cleaning staff are directly employed, unlike in many similar organisations. For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of these part-time, term-time and relatively lower paid roles.