Equality Information and objectives

The following information is published each year in order to help us to consider and analyse the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations:

1. A brief review of the equality objectives from the previous year
2. Information about our school population
3. Our due regard for equality and how we promote community cohesion
4. Information about our staff demographics
5. Equality objectives to show how we plan to tackle particular inequalities and improve what we do

We have suppressed data when numbers are low as part of our due regard to data protection.

1. Review of Equality Information and objectives 2021/2022

	Objective	Improvements	Next Steps	Will this be an objective for 22/23?
1	Making improvements to the school site to enable staff and students with mobility difficulties to have access to all key areas.	We have undertaken significant improvements to the school site to ensure wheelchair users are able to access the ground floor facilities. Added ramp to stage in drama studio and adapted curriculum and trips to make them accessible.	We still require more improvements: eg accessibility to tennis courts.	Yes
2	Narrow the attainment gap for vulnerable learners	Developed the effectiveness of Hackney Literacy Project Introduced Fresh Start - reading package Ensured students are supported with their HW	Embed the Hackney Literacy Project Review Fresh Start Monitor HW club Liaise with CAMhs link worker to ensure pastoral team have the latest resources to support students with anxiety Ensure the new Pupil Premium Champion is supported in their new role. Attendance monitoring and steps to improve We will audit whether students have access to IT at home.	Yes
3	Ensure students have increased confidence when reporting incidents of bullying	This is part of the PSHE programme. Students have assemblies on how to report issues. Surveys showed increased confidence	Maintain the assembly and tutor programme which promotes ways of reporting bullying. Student survey stated 92% of students knew how to report incidents of bullying. We are meeting this target.	No
4	To challenge intolerance and stereotypes	We ensure that our assemblies take every opportunity to celebrate diversity The PSHE/RSE programme educates our students on diverse cultures and identities. Curriculum areas such as English and Drama have supported this priority.	We believe we have met this objective. Student surveys showed a high percentage (89.8%) felt that school helps them understand and respect people from different backgrounds. We will continue to build on our curriculum and work in this area.	No

| 5 | To continue to ensure all learning is accessible to all students - with a focus on Autistic Spectrum Disorder (ASD) | Morning briefings focussed on specific disabilities / learning difficulties and shared good practice. For example, emotional regulation, task management (chunking and processing), handwriting/laptop. Language acquisition and key vocabulary. | We will continue to develop this area by embedding the 'Student Focus' morning initiatives in the Learning Support Base. Develop TA confidence to use the assisted technology and support students. To ensure we have TAs who are trained to Level 2 Understanding ASD Raising staff awareness, using Oxford ASD Service, of the language for emotional regulation | Yes |

2. Information about the student population

Number of students on roll at the school: 624

Information on students by protected characteristics

The Equality Act (2010) protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Number of students with special needs and disabilities:

There are students at our school with different types of disabilities and these include (SEND Register, primary need):

Asperger	26
Physical Difficulties	<10
Hearing Impairment	<10
Social, Emotional and Mental Health Difficulties	24
Specific Learning Difficulties	39
Moderate Learning Difficulties	<10
Speech and language Difficulties	<10
Other Difficulties and Disabilities	<10
Vision Impairment	<10

Ethnicity

Main Categories	Male	Female	Total
White British	270	269	539
Any other white background	12	18	30
White and Asian	<10	<10	19
Any other mixed background	<10	<10	10
White - Irish	<10	<10	<10
White and Black African	<10	<10	<10
Any other Asian background	<10	<10	<10
Any other ethnic group	<10	<10	<10
Black Caribbean	<10	<10	<10
Indian	<10	<10	<10
Gypsy/Roma	<10	<10	<10
Traveller of Irish heritage	<10	<10	<10
Refused	<10	<10	2

Religion and belief

Buddhist	<10	Muslim	<10	No religion	247
Christian	307	Sikh	<10	Other religion	<10
Hindu	<10	Jewish	<10	Unknown	51
Refused	<10			Total	624

Pregnancy and maternity

Students who are pregnant	0
Students who have recently given birth	0

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from students in relation to some protected characteristics, such as gender identity and sexual orientation. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender. Through our core values of courtesy, respect and tolerance we endeavour to promote a culture of acceptance.

Information on other groups of students

Inspections of schools will look at how schools help all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Students from low income households

	Boys	Girls	Total	% of school
Number of students currently eligible for free school meals (FSM)	20	23	43	6.9%
Ever 6	<10	<10	<10	1%

Looked after children (LAC)

LAC	POST LAC
<10	<10

Students with Special Educational Needs (SEN)

Number of student with:	Number of students	% of school
Special Educational Need	96	17.92%
Education, Health & Care Plan	17	2.72%

Students with English as an additional language (EAL)

	Boys	Girls	Total	% of school
Number of students who speak English as an additional language.	<10	<10	<10	0.6

Young carers and other Vulnerable Groups

Young carers can display poor attendance, punctuality and behaviour because of a knock on effect from problems at home and are more likely to become NEET. Students care for one or more parents; have suffered a bereavement; have siblings with severe illness/disability.
Langtree use a wider definition than the previously official one use by Oxford in order to highlight any vulnerable students. Once they are on the young carers list they remain there for their time at Langtree.

	Year 7	Year 8	Year 9	Year 10	Year 11
Young carers	11	18	21	12	14
Children of Service Families:	<10	<10	<10	<10	<10

3. Our due regard for equality and how we promote community cohesion

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. This includes student and staff matters and in the way we work with external colleagues and visitors/contractors etc. We take due regard for equality by:

- Record-keeping linked to protected characteristics
- Publishing related policies, such as anti-bullying, behaviour, SEND, complaints procedures, Whistleblowing procedure
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment
- Ensuring staff training is relevant and up-to-date with specialist knowledge
- Ensuring a non-discriminatory employment practice
- staff have to adhere to national standards (teaching standards, teaching assistant standards)

- Fostering an effective pastoral system to support students
- Employing a Pupil Premium and Young Carers co-ordinator
- Ensuring that all students, regardless of their financial means, have the opportunity to participate fully in school life
- Planning and delivering assemblies that challenge stereotypes, promote equality and diversity, and motivate all students to engage in school life.
- Ensure our curriculum reflects a diverse global community

We are committed to working against discrimination and for equality towards individuals and groups of people with protected characteristics. To meet our duties under the Equality Act 2010 we need to:

Advance equality of opportunity by:
- Making improvements to the school site to enable staff and students with mobility difficulties to have access to all key areas.
- Ensuring a good supply of second hand supply
- Supporting students financially to attend enrichment opportunities where there is hardship
- Supporting PP champion eg in assisting with parents evening appointments

We foster good relations and community cohesion by:
the manner in which bullying and prejudice-related incidents are dealt with
- awarding students for their efforts, achievements and good citizenship (see Behaviour Management Policy)
- ensuring the curriculum and assembly programme have increased understanding of and promote British Values and our core values of Courtesy, Respect and Tolerance
- providing students with a wide variety of extra curricular trips and activities which enable students to broaden their experiences
- creating an ethos of restorative practice when conflict occurs
- enabling students to participate in decision-making and how they take responsibility (Student Leaders, student council, Year 9 leadership programme, Langtree Challenge)
- Actively encouraging students' involvement with local communities and organisations and groups (Senior Citizen Party, Harvest Festival, christmas hampers)
- Attendance at Remembrance Day ceremony
- Delivering a Spiritual and Ethical issues through lessons and assembly every fortnight
- Conservation work in the community
- School Visits to local areas of interest

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised. The following table shows the policies where equality issues have been considered:

Policy or decision	Equality issues we considered
Sex & Relationship Education Policy	Gender, religion / belief
Staffing policies e.g teachers' pay	Maternity leave; paternity leave; leave of absence
Behaviour Management	Ethnicity / gender
Uniform	Gender
Anti-bullying	Gender, race, religion, nationality
Curriculum	Gender,
Collective Worship	Ethnicity, religion
Homework Schedule	Access to IT
SEND	Disability
Safeguarding policy	Vulnerable students, gender, race, religion, nationality
Supporting students with medical conditions	Health
Children with health needs who cannot attend school	Health
Accessibility plans	mobility difficulties

4. Information about the staff demographics

Number of staff employed by the school: 92 (51 Teaching:41 Support)
Information on staff by protected characteristics

Ethnicity	Black Caribbean <10 Chinese <10 White British 86 White Other <10

	White and Black <10
Disability	<10
Gender	F74:M18
Age	20-29 = 8 30-39 = 8 40-49 = 30 50-59 = 33 60-65 = 12 66+ = 1
Religion	No declarations

Pregnancy and maternity

Staff who are pregnant	0
Staff on maternity leave	<10
Return to full-time work post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	<10
Flexible working post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	0
Left post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	<10

Sensitive information on some staff with protected characteristics

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation.

However, we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information about recruitment, retention, training, performance assessment, promotion, disciplinary action, redundancy and leavers

Teachers	Male	Female
Management Allowances	5	14
Average Allowance	2114	3242
Unqualified Range	0	4
Main Pay Range	2	3
Upper Pay Range	7	22
Leadership Spine	2	3
Staff numbers	11	33
Average Pay	16616.48	34853.36
Average Pay Full time staff (22)	30876.55	35622
Average FTE	.97	.77

Support Staff	Male	Female
Staff Numbers	5	35
Average Pay	1925	10913
Average FTE	0.59	0.5

5. Equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages. Schools can set equality objectives to tackle any issues of discrimination, inequality or disadvantage. Objectives might be linked to challenges the school is already responding to in the school improvement plan, or can address issues and concerns identified through consultation with students, staff and parents.

5.1 Equality Objective 1

Make further improvements to the school site to enable staff and students with mobility difficulties to have access to all key areas. We still need to improve accessibility to reception and tennis courts, and explore whether we can increase our capacity for physiotherapy space.

5.2 Equality Objective 2

Narrow the attainment gap for vulnerable users by:
- Embed the HLP
- Review Fresh Start
- Monitor HW club
- Support the new Pupil Premium Champion in their new role
- Liaise with CAMhs link worker to ensure pastoral team have the latest resources to support students with anxiety
- Organise parent forums for supporting students with anxiety and students who self harm.
- Embed incentive rewards for vulnerable learners to improve their attendance, if needed.

5.3 Equality Objective 3

Enrich the quality of teaching and learning within the school by:
- strengthen the process for department and teacher evaluation
- develop the use of feedback strategies to ensure maximum progress

5.4 Equality Objective 4

Review our processes for establishing high expectations of behaviour for learning by:
- Having a behaviour focus each term
- Publishing behaviour updates to staff
- Ensure students with the most improved behaviour are identify and celebrated in a timely manner
- Strengthen our communication with parents when their children are late for school, lessons, and fail to bring the correct equipment to school.