

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 2023/24

| | 2023 / 24 Objectives | Improvements | Next Steps | Will this be an objective for 24/25? |
|---|---|--|---|--------------------------------------|
| 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 to our science laboratories and the external pathway at the DT room. | Yes |
| 2 | Narrow the attainment gap for vulnerable learners | Data reflects that the GAP between PP students and others has closed slightly. However, PP attainment continues to be a priority for development. There is significantly less of a gap between our SEN and non-SEN than nationally. | - Continue to review interventions alongside impact data and source skilled and effective staffing for these interventions. -Make effective use of our new communication system: Satchel for disseminating key information and accessing data. -Enhance communication between TA and teacher. -Embed the principle of Adaptive teaching including AfL. -Develop strategies for building independent learners, including homework. | Yes |
| 3 | Enrich the quality of teaching and learning within the school by: | -Embedded the 'Putting Learning First document' -High staff input in Festival of Education | -Empower teachers to adapt their teaching to suit learners at the point of need. | Yes |

| | | | | |
|---|--|--|---|-----|
| | | <ul style="list-style-type: none"> -Developed department evaluation -Discussed effective use of TAs -Delivered Inset on reasonable adjustments within the curriculum -6 members of staff have completed NPQ's - ensure HW after school club is staffed; lunch time HW detentions are staffed to support students learning | <ul style="list-style-type: none"> -We will continue to refine the putting learning first document -Continue to evaluate and share evidence based strategies to support the learning of all students. -Consider the purpose and role of homework to enrich the quality of T+L -Strengthen staff understanding and application of metacognition and metacognitive strategies | |
| 4 | Review our processes for establishing high expectations of behaviour | <ul style="list-style-type: none"> -delivered Inset on understanding ADHD -Explored a shared understanding of reasonable adjustments -Embedded Behaviour Focus for each term. -Reviewed ATLs for Progress Reports. | <ul style="list-style-type: none"> -Review key Standard Operation Processes (patrol, phones, progress reports) -Review guidance and support for EBSA students. - Review behaviour policy - Continue to build on links with our CAMhs outreach worker to offer targeted workshops. | Yes |

2. Information about the student population 2024 - 2025

Number of students on roll at the school:620

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 | 39 |
| Physical Difficulties | <10 |
| Hearing Impairment | <10 |
| Social, Emotional and Mental Health Difficulties | 35 |
| Specific Learning Difficulties | 28 |
| Moderate Learning Difficulties | <10 |
| Speech and language Difficulties | <10 |
| Other Difficulties and Disabilities | <10 |
| Vision Impairment | <10 |
| Severe Learning Difficulty | <10 |

Ethnicity.

| Main Categories | Male | Female | Total |
|-----------------------------|------|--------|-------|
| White British | 284 | 251 | 535 |
| Any other white background | 2 | 2 | <10 |
| White and Asian | 7 | 9 | 16 |
| Any other mixed background | 1 | 0 | <10 |
| White - Irish | 0 | 0 | <10 |
| White and Black African | 4 | 3 | <10 |
| Any other Asian background | 1 | 0 | <10 |
| Any other ethnic group | 1 | 0 | <10 |
| Black Caribbean | 1 | 0 | <10 |
| Indian | 1 | 0 | <10 |
| Gypsy/Roma | 0 | 0 | <10 |
| Traveller of Irish heritage | 0 | 0 | <10 |
| Refused | 1 | 0 | <10 |
| Unknown | | | 52 |

Religion and belief

| | | | | | |
|-----------|-----|----------------|-----|----------------|-----|
| Buddhist | <10 | Muslim | <10 | No religion | 206 |
| Christian | 240 | Sikh | <10 | Other religion | 10 |
| Hindu | <10 | Jewish | <10 | Unknown | 158 |
| Refused | <10 | Roman Catholic | <10 | Total | 621 |

Pregnancy and maternity

| | |
|--|-----|
| Students who are pregnant | <10 |
| Students who have recently given birth | <10 |

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 integrity 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 | 38 | 31 | 69 | 11.11 % |
| Ever 6 | <10 | <10 | <10 | <10 |

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 | 90 | 14.44% |
| Education, Health & Care Plan | 34 | 5.45% |

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 | <10 |

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 used 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 | 22 | 24 | 22 | 30 | 26 |
| 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, equity 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 uniform

- Supporting students financially to attend enrichment opportunities where there is hardship
- Supporting our PP champion to help close the attainment gap between PP students and non PP students eg in assisting with parents evening appointments
- Liaising with our CAMHs link worker to provide group sessions in school to build resilience and positive mental health

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 Integrity
- 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
- signposting parents/carers to local charities & organisations in our weekly bulletin

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 |
| Pupil Premium Strategy | Narrowing the academic gap |

4. Information about the staff demographics

Number of staff employed by the school: 91 (45 Teaching:46 Support)

Information on staff by protected characteristics

| | |
|-----------|---|
| Ethnicity | Black Caribbean 0 Chinese <10 Mixed other <10 |
|-----------|---|

| | |
|------------|--|
| | Mixed White & Asian <10 White British 82 White Other <10 White and Black Unknown |
| Disability | 1 known |
| Gender | F 73 :M 18 |
| Age | 20-29 = <10 30-39 = <10 40-49 = 27 50-59 = 38 60-65 = <10 66+ = <10 |
| Religion | No declarations |

Pregnancy and maternity

| | |
|--|-----|
| Staff who are pregnant | <10 |
| Staff on maternity leave | 0 |
| Return to full-time work post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year) | 0 |
| 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 | 6 | 17 |
| Average Allowance | £2,810 | £2,466 |
| Unqualified Range | 1 | 6 |
| Main Pay Range | 5 | 2 |
| Upper Pay Range | 5 | 21 |
| Leadership Spine | 2 | 3 |
| Staff numbers | 13 | 32 |
| Average Pay | £44,418 | £35,659 |
| Average Pay Full time staff | £47,584 | £47,441 |
| Average FTE | 0.94 | 0.78 |
| Note: the disparity between male and female average pay is due to having more female part time staff. | | |

| Support Staff | Male | Female |
|---------------|------|--------|
| Staff Numbers | 5 | 41 |

| | | |
|---|---------|---------|
| Average Pay | £19,358 | £12,497 |
| Average FTE | 0.54 | 0.45 |
| Note: the disparity between male and female average pay is due to having more female part time staff. | | |

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 improvements to the school site

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 some of our science labs (Sc2 in particular) which are poorly laid out and not fully accessible to wheelchair users without significant disruption to lessons. We have to timetable the science classes quite carefully to mitigate these issues and this can result in disruption and loss of teaching time and opportunities for practical work. We are currently submitting a CIF bid to rectify the worst of these issues.

5.2 Equality Objective 2: narrow the gap for vulnerable learners

- Continue to review interventions alongside impact data and source skilled and effective staffing for these interventions.
- Make effective use of our new communication system: Satchel for disseminating key information and accessing data.
- Enhance communication between Teaching assistant and teacher.
- Embed the principle of Adaptive teaching including AfL.-Develop strategies for building independent learners, including homework

5.3 Equality Objective 3: Enrich the quality of teaching and learning within the school

- Empower teachers to adapt their teaching to suit learners at the point of need.
- We will continue to refine the putting learning first document
- Continue to evaluate and share evidence based strategies to support the learning of all students.
- Consider the purpose and role of homework to enrich the quality of T+L
- Strengthen staff understanding and application of metacognition and metacognitive strategies

5.4 Equality Objective 4 : Embed our processes for establishing high expectations of behaviour for learning by:

- Review key Standard Operation Processes (patrol, phones, progress reports)
- Review guidance and support for Emotional Based School Avoidance (EBSA) students.
- Review our behaviour policy
- Continue to build on links with our CAMhs outreach worker to offer targeted workshops.