

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 from 2024/25

	2024 / 25 Objectives	2024 / 25 Actions	Review of 2024 / 2025 and next steps	Will this be an objective for 25/26?
1	Make further improvements to the school site to enable staff and students with mobility difficulties to have access to all key areas.	We 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.	<p>Objective met</p> <p>Renewed science labs. New science labs meet all accessible standards for wheelchair users.</p> <p>The CIF bid was unfortunately unsuccessful.</p> <p>Mend the Gap supported the school in improving the drainage on the path near Design Technology at the back of the school.</p>	N
2	Narrow the gap for vulnerable learners	<p>a) Continue to review interventions alongside impact data and source skilled and effective staffing for these interventions.</p> <p>b) Make effective use of our new communication system: Satchel for disseminating key information and accessing data.</p>	<p>Partially met</p> <p>a) Continue to develop our auditing and oversight processes for evaluating the impact of our interventions</p> <p>b) Satchel systems are better embedded at the school and are more widely used by staff. We now need to consider our messages to parents using this system, developing good clear language for effective communication.</p>	<p>a) Y</p> <p>b) Y</p> <p>c) N</p> <p>d) N</p>

		<ul style="list-style-type: none"> c) Enhance communication between Teaching assistant and teacher. d) Embed the principle of Adaptive teaching including AfL.-Develop strategies for building independent learners, including homework 	<p>c) Work has been completed in this area. Training for teaching staff and teaching assistants has been completed, learning walks have evaluated the success of this training and staff voice has been gathered. Performance development systems for teaching assistants has been re-organised and improved.</p> <p>d) Staff training has been delivered over the course of the academic year and staff voice highlights that in general adaptive teaching techniques are understood and in place. Dept learning walks corroborate this. In terms of building independent learners the Langtree Three has been introduced to highlight the importance of revision and provide students with three evidence tested strategies to support their revision.</p>	
3	Enrich the quality of teaching and learning within the school	<ul style="list-style-type: none"> a) Empower teachers to adapt their teaching to suit learners at the point of need. b) We will continue to refine the putting learning first document c) Continue to evaluate and share evidence based strategies to support the learning of all students. d) Consider the purpose and role of homework to enrich the quality of T+L e) Strengthen staff understanding and application of metacognition and metacognitive strategies 	<p>Partially met</p> <p>a)Staff training has been delivered over the course of the academic year and staff voice highlights that in general adaptive teaching techniques are understood and in place. Dept learning walks corroborate this.</p> <ul style="list-style-type: none"> a) This document is now in operation following staff consultation and amendment. b) Continues c) A new homework policy has been written and shared with trustees and parents. d) Is a focus for T+L 25-26 	<ul style="list-style-type: none"> a)n b)n C) Y D)N E)Y
4	Embed our processes for establishing high expectations of behaviour for learning	<ul style="list-style-type: none"> a) Review key Standard Operation Processes (patrol, phones, progress reports) b) Review guidance and support for Emotional Based School Avoidance (EBSA) students. c) Review our behaviour policy d) Continue to build on links with our CAMhs outreach worker to offer targeted workshops. 	<p>Partially met</p> <ul style="list-style-type: none"> a) Phone policy was reviewed. At present, we are maintaining our policy on phones. They are not allowed in the school building unless directed by a teacher. Phone confiscations are monitored. The vast majority of students respect the rules and know that they will be confiscated if seen. We will continue to monitor phone use at social times. b) EBSA information reviewed and guidance is now part of our attendance conversations within the pastoral team. c) Behaviour policy reviewed and work completed with 	<ul style="list-style-type: none"> a) Y b) N c) N d) Y

			<p>Team Leaders on the appendix in the behaviour policy; created a behaviour script to be used as guidance after consultation with Ed psychologist</p> <p>d) One to one coaching offered to teachers with the Ed Psychologist. Will continue to explore links with OCC Inclusion team.</p> <p>Unfortunately our work with the CAMhs link worker has ended due to a redistribution of resources in the CAMHs.</p>	
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2. Information about the student population 2025 - 2026

Number of students on roll at the school: 628

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):

	25/26
Aspergers	38
Physical Difficulties	<10
Hearing Impairment	<10
Social, Emotional and Mental Health Difficulties	44
Specific Learning Difficulties	38
Moderate Learning Difficulties	<10
Speech and language Difficulties	24
Other Difficulties and Disabilities	<10
Vision Impairment	<10
Severe Learning Difficulty	<10

Ethnicity.

Main Categories	Male	Female	Total
White British	279	256	535
Any other white background	1	1	<10
White and Asian	8	10	18
Any other mixed background	3	5	<10
White - Irish	0	0	<10
White and Black African	4	4	<10
Any other Asian background	1	0	<10
Any other ethnic group	2	0	<10
White and Black Caribbean	3	1	<10

Indian	1	1	<10
Gypsy/Roma	0	0	0
Traveller of Irish heritage	0	0	0
Refused / unknown	0	0	48

Religion and belief

Buddhist	<10	Muslim	<10	No religion	213
Christian	237	Sikh	<10	Other religion	<10
Hindu	<10	Jewish	<10	Unknown	164
Roman Catholic	<10			Total	628

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	37	33	70	11.15%
Ever 6	19	25	44	7%

Looked after children (LAC)

LAC	POST LAC
<10	11

Students with Special Educational Needs (SEN)

Number of student with:	Number of students	% of school
Special Educational Need	138	22%
Education, Health & Care Plan	40	6.4

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. This year we are working on refining our definition in order to ensure that support can be directed where needed.

	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

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: 82 (43 Teaching:39 Support)

Information on staff by protected characteristics

Ethnicity	Black Caribbean 0 Chinese <10 Mixed other <10 Mixed White & Asian <10 White British 77 White Other <10 White and Black Unknown
Disability	1 known
Gender	F 68 :M 17
Age	20-29 = <10 30-39 = <10 40-49 = 22 50-59 = 35 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)	<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)	0

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	15
Average Allowance	£1,749	£1,374
Unqualified Range	2	4
Main Pay Range	3	3
Upper Pay Range	6	20
Leadership Spine	2	3
Staff numbers	13	30
Average Pay	£51,891	£42,999
Average Pay Full time staff	£51,891	£53,598
Average FTE	1	0.82

Note: the disparity between male and female average pay is due to having more female part time staff.

Support Staff	Male	Female
Staff Numbers	4	35
Average Pay	£24,442	£16,842
Average FTE	0.83	0.56

Note: the disparity between male and female average pay is due to having more female part time staff.

5. Equality objectives for 2025 - 2026

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. 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.

5.2 Equality Objective 2: narrow the gap for vulnerable learners

- Address any poor attendance for PP students; try more proactive communication with parents
- HW lunch time support to be offered to all students (not just as a detention)

- Review Core Skills
- Encourage school leavers to come back and deliver assemblies - Life After Langtree - to serve as role models
- Head of Years to contact parents of underperforming ATL PP students termly
- Explore whether the Langtree Challenge and the Report definitions serve as a barrier for PP students to access leadership roles
- Continue to develop our auditing and oversight processes for evaluating the impact of our interventions
- Identify students who would benefit from assistive technology (including vulnerable learners)?
- Develop metacognition strategies to aid independent learning as a proven strategy which supports vulnerable learners
- Satchel systems are better embedded at the school and are more widely used by staff. We now need to consider our messages to parents using this system, developing good clear language for effective communication.

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

- Review the success of adaptive teaching
- Ensure revision skills are embedded to aid independent learning
- Develop metacognition strategies to aid independent learning as a proven strategy which supports vulnerable learners
- Continue to evaluate and share evidence based strategies to support the learning of all students.

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

- Liaise with schools who have banned phones and review the impact
- Maintain a close watch on current research on social media
- Review the impact on staff and students of increasing patrol to support persistent low level disruption
- Explore how emotional coaching can aid the dysregulation process by trialling the method with pastoral leaders
- Explore links with OCC inclusion team to support with behaviour management
- Review our bullying/harassment records to evaluate whether our culture and practices are successful