

## **Equality Information and Objectives: September 2019**

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. Information about our school population
2. Our due regard for equality and how we promote community cohesion
3. Information about our staff demographics
4. 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. Information about the student population**

Number of students on roll at the school: 621

### **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:

Asperger	26
Physical Difficulties	SUPP
Hearing Impairment	SUPP
Social, Emotional and Mental Health Difficulties	13
Specific Learning Difficulties	49
Moderate Learning Difficulties	7
Speech and language Difficulties	6
Other Difficulties and Disabilities	SUPP
Vision Impairment	SUPP

## Ethnicity

Main Categories	Male	Female	Total
White British	264	271	535
Any other white background	15	17	32
White and Asian	7	10	17
Any other mixed background	SUPP	SUPP	11
White - Irish	SUPP	SUPP	7
Any other Asian background	SUPP	SUPP	SUPP
White and Black Caribbean	SUPP	SUPP	SUPP
Indian	SUPP	SUPP	SUPP
White and Black African	SUPP	SUPP	SUPP
Gypsy/Roma	SUPP	SUPP	SUPP
Any other black background	SUPP	SUPP	SUPP
Any other ethnic group	SUPP	SUPP	SUPP
Black - African	SUPP	SUPP	SUPP
Black Caribbean	SUPP	SUPP	SUPP
Refused	SUPP	SUPP	SUPP
Gypsy/Roma heritage	SUPP	SUPP	SUPP

## Religion and belief

Buddhist	SUPP	Muslim	SUPP	No religion	221
Christian	333	Sikh	SUPP	Other religion	SUPP
Hindu	SUPP	Jewish	SUPP	Unknown	SUPP
Refused	SUPP			Total	565

## Pregnancy and maternity

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

## 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.

## 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)	17	11	28	4.5%
Ever 6	9	8	17	2.7%

### Looked after children

LAC	POST LAC
SUPP	9

### Students with Special Educational Needs (SEN)

number of	Number of students	% of school
No Special Educational Need	516	83%
School Support	95	15.3%
Education, Health & Care Plan	10	1.6%

### Students with English as an additional language (EAL)

	Boys	Girls	Total	% of school
Number of students who speak English as an additional language.	SUPP	SUPP	9	1.4%
Number of students who are at an early stage of English acquisition	0	0	0	0

### 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 siblings with severe illness/disability.					
	Year 7	Year 8	Year 9	Year 10	Year 11
Young carers	7	15	15	10	19
Children of Service Families:	SUPP	SUPP	SUPP	SUPP	SUPP

## 2. 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
- Ensuring our building is accessible for students and staff with mobility difficulties (building work completed in Sept 2018 to improve the site)
- 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.

We are committed to working against discrimination and for equality towards individuals and group 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.

**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)
- Delivering a Spiritual and Ethical assembly every fortnight
- Conservation work in the community
- School Visits to local areas of interest

**What has been the impact of our activities? What do we plan to do next?**

Our student, parent and staff surveys all indicate high levels of confidence in behaviour management, safety and enjoyment. Our exclusion rates are below the national average. Our whole school attendance rate in 2018-2019 was 95.37%.

**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:

<b>Policy or decision</b>	<b>Equality issues we considered</b>
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
Accessibility plans	mobility difficulties

### **3. Information about the staff demographics**

Number of staff employed by the school: 97

#### **Information on staff by protected characteristics**

Ethnicity	7 other than white British
Disability	SUPP
Gender	16% Male 84% Female
Age	Teaching Staff 47, Support Staff 50
Religion	Unknown

#### **Pregnancy and maternity**

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

## **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**

<b>Teachers</b>	<b>Male</b>	<b>Female</b>
Management Allowances	6 (43%)	13 (57%)
Average Allowance	£6,078	£3,657
Unqualified Range	0	6
Main Pay Range	0	3
Upper Pay Range	8(24%)	26 (76%)
Leadership Spine	2 (40%)	3 (60%)
Staff numbers	10	38
Average Pay	£43,503	£27,727
Average Pay Full time staff	£46,216	£42,968
Average FTE	1	0.69

<b>Support Staff</b>	<b>Male</b>	<b>Female</b>
Staff Numbers	3	29
Average Pay	£18,275	£11,739
Average FTE	0.83	0.53

**Grievances, including reported incidences of harassment: 0**

## **4. 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.

### **Equality objective 1: Narrow the attainment gap for vulnerable users**

#### **a) Why has this objective has been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?**

This objective is also detailed in our SIP. Current exam results show a gap in rates of progress between vulnerable learners and their peers.

### **Progress we are making on this objective?**

- conducted a review of pupil premium provision at Langtree
- ensured SLT has an area of responsibility for disadvantaged students and this is on our PP strategy
- shared research with staff
- last year the attendance of pupil premium students was almost in line with non pupil premium students
- academic performance of pupil premium students is above the national average at Langtree; yet not in line with non pp students
- to review how we can best communicate with staff and parents regarding pupil premium students' profiles

## **Equality objective 2: Ensure students have increased confidence when reporting incidents of bullying**

### **a) Why has this objective been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?**

As a result of consultations with students, they wanted an increase awareness of what happens after an allegation of bullying has been made. Although incidents of bullying are rare and the overwhelming majority of students reported that they felt safe and happy at Langtree, as evidence in the student survey, we believe that students have raised an important concern and will seek to address this.

### **Progress we are making on this objective?**

- our PSHE lead has attended the Stonewall Training on LGBT bullying in schools and will disseminate this information to the whole school in a staff inset.
- 16 students have been trained to be anti bullying ambassadors and delivered assemblies on what to do as bystanders
- we have an 'anti bullying zone' on our website where students can report incidents of bullying. We need to ensure this is advertised more effectively
- we log incidents of bullying and review this monthly
- we review how best to effectively communicate our anti bullying policy and procedures. The anti bullying policy has been shared with students at student council for feedback.

## **Equality Objective 3: To encourage more boys to participate in the Langtree Community Projects.**

### **a) Why has this objective has been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?**

More girls participate in the Langtree Challenge, which helps them to develop their 'soft skills' i.e presentation skills, leadership, discussing issues with adults and organisational skills. Therefore, we aim to encourage more boys to be part of this initiative.

### **Progress we are making on this objective?**

- we are reviewing the participation rates of Langtree Challenge and this is in our SIP.
- we will consider how effective the Leadership programme is in Year 8 at encouraging students to join the student council and participate in the Langtree Challenge

## **Equality Objective 4: To challenge intolerance and stereotypes**

### **a) Why has this objective has been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?**

Students reported that they would like a PSHE programme that focused more on celebrating diversity and combating prejudice.

### **b) Progress we are making on this objective?**

- we ensure that our assemblies take every opportunity to celebrate diversity
- through the PSHE/RSE programme, we will educate our students on diverse cultures and identities.
- take every opportunity to celebrate successes from a diverse society
- PSHE lead attended Stonewall Training and will disseminate to staff; actions will be implemented

**Equality Objective 5 :** To continue to ensure all learning is accessible to all students- with a focus on students with Autism.

### **a) Why has this objective has been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?**

We have chosen to focus on this area as a result of the increased intake of student numbers in Year 7 who have increasing diverse needs.

### **b) Progress we are making on this objective?**

- -To raise awareness of specific disabilities and share good practice through butterflies. For

example, emotional regulation (ASD), task management (SpLD, chunking and processing), handwriting/laptop (dyspraxia). Language and key vocabulary.

- to ensure we have TAs who are trained to Level 2 Understanding Autism
- Raising staff awareness, using Oxford Autism Service, of the language for emotional regulation.

Next Review: Jan 2021