



Equality Information and Objectives: September 2018

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: 597

Information on students by protected characteristics

The Equality Act 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	0
Social, Emotional and Mental Health Difficulties	13
Specific Learning Difficulties	39
Moderate Learning Difficulties	7
Speech and language Difficulties	supp
Other Difficulties and Disabilities	0
Vision Impairment	0

Ethnicity

Main Categories	Male	Female	Total
White British	255	268	513
Any other white background	15	17	32
White and Asian	supp	supp	supp
Any other mixed background	supp	supp	supp
White - Irish	supp	supp	supp
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	201
Christian	332	Sikh	supp	Other religion	supp
Hindu	supp	Jewish	supp	Unknown	49
Refused	supp			Total	

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.

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

	Total	% of school
Number of students currently eligible for free school meals (FSM)	14	
Ever 6	35	

Looked after children

LAC	POST LAC
supp	9

Students with Special Educational Needs (SEN)

	Number of students	% of school
No Special Education Need	489	82%
School Support	92	16%
Education, Health & Care Plan	12	2%

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	
Number of students who are at an early stage of English acquisition	supp	supp	supp	

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	0	11	9	18	15
Children of Service Families:	supp	0	supp	supp	7

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

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 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 interests

What has been the impact of our activities?

Our student, parent and staff surveys all indicate high levels of confidence in behaviour management, safety and enjoyment. Incidents of bullying and harassment are rare. Our exclusion rates are below the national average. Our whole school attendance rate in 2017-2018 was 95.53%.

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
Accessibility plans	mobility difficulties

3. Information about the staff demographics

Number of staff employed by the school: 73, 42 teaching and 31 support staff

Information on staff by protected characteristics

Ethnicity	6 Other than white British
Disability	None
Gender	9/42 teaching staff/male, 3/31 support staff/male
Age	44.4 teaching staff, 49.9 Support staff
Religion	Unknown

Pregnancy and maternity

Staff who are pregnant	0
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)	supp
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	67%	37%
Average Allowance	£5,577	£5,159
Unqualified Range	supp	5
Main Pay Range	supp	supp
Upper Pay Range	78%	69%
Leadership Spine	11%	9%
Staff numbers	9	33
Average Pay	£40,899	£38,334
Average FTE	supp	supp

Support Staff	Male	Female
Staff Numbers	supp	28
Average Pay	£17,485	£11,949
Average FTE	supp	supp

Grievances, including reported incidences of harassment None

What staff have said about equality issues

No complaints received

Policies and programmes put in place to address equality concerns raised by staff and trade unions

No concerns raised.

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:

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

Narrowing the attainment gap for out vulnerable learners. 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?

- conducting a review of pupil premium provision at Langtree
- raising the profile of this equality objective through Performance Management
- Sharing research with staff
- Including this in our SIP

Equality objective 2:

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

Promoting open forums where students can express their concerns about any aspect of their life. We hope that this will give students with protected characteristics the opportunity to explore their identity and the world in which they live.

Progress we are making on this objective?

- trialled Open Forums at the end of last year. Senior Student Leaders promoted this and teachers supervised forums.
- Student Leaders have a target to continue the forums

Equality Objective 3:

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

Encourage more boys to be part of the Student Council and Student Leaders

Review the Langtree Challenge to ensure that a wide variety of students are meeting these goal.

Progress we are making on this objective?

We are reviewing the participation rates of Langtree Challenge and this is in our SIP.

We will review the participation rate of boys in the Student Council on this years student council agenda.

We will consider how effective the Leadership programme is in Year 9 at encouraging students to join the student council.

Equality Objective 4

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

To challenge intolerance and stereotypes

b) Progress we are making on this objective?

- we ensure that our curriculum celebrates diversity
- through the pastoral programme, we will educate our students on diverse cultures and identities.
- We plan to ensure a staff member has received the latest training from Stonewall to ensure we can embed best practice to support our LGBT student community.

Next Review: Jan 2020