



Langley Fitzurse Church of England School

Meeting the Duties of the Equality Act 2010: Equalities Information and Analysis Supporting document

Schools are required to adhere to the following three aspects of the General Duty within the Equality Act 2010

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

To help schools in England meet the General Equality Duty, there are two specific duties that they are required to carry out. These are:

- to publish information to demonstrate how they are complying with the equality duty (including publishing their school composition in terms of protected characteristics)
- to prepare and publish one or more specific and measurable equality objective

School Composition NOR 104 children – 4-11 years old.

Schools only need to share composition of staff if they have more than 150 employees.

| | | % of cohort |
|----------------------------|---|-------------|
| Gender | Male | 42.3% |
| | Female | 57.7% |
| Gender reassignment | Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming | 0 |



| | | |
|---------------------|--|-------|
| Ethnicity | Asian or Asian British: Indian | |
| | Asian or Asian British: Pakistani | |
| | Asian or Asian British: Bangladeshi | |
| | Any other Asian background | |
| | Black or Black British: Caribbean | |
| | Black or Black British: African | |
| | Any other Black background | |
| | Chinese | |
| | Mixed: White and Black Caribbean | |
| | Mixed: White and Black African | 3.8% |
| | Mixed: White and Asian | 1.9% |
| | Any other Mixed background | 1.9% |
| | White: British | 88.5% |
| | White: Irish | |
| | Irish Traveller | |
| | Gypsy and traveller | |
| | Any other white background | 1.9% |
| | Roma | |
| | Other | |
| | Not obtained | 1.0% |
| SEND | EHCP | 2.9% |
| | SEN Support | 14.4% |
| | No SEN | 82.7% |
| Primary need | Cognition and Learning (including specific learning difficulties) | 9.6% |
| | Communication and interaction (including speech language communication needs, ASD) | 10.6% |
| | Social, Emotional & Mental Health | 2.9% |
| | Physical | |



| | | |
|--|---|--------------------------|
| | Sensory | 1.0 |
| | Medical | 2.9% |
| | Moderate learning difficulties | 1.9% |
| | Severe learning difficulties | 1.0% |
| | Profound multiple learning difficulties | 1.0% |
| | Other | 1.0% |
| Religion or belief – non statutory data collection. | No religion | Information not obtained |
| | Baha'i | |
| | Buddhist | |
| | Christian | |
| | Hindu | |
| | Jain | |
| | Jewish | |
| | Muslim | |
| | Sikh | |
| Other | | |
| Pregnancy and maternity | | NA |
| Sexual Orientation | | Information not obtained |

Advance the equality of opportunity for people with protected characteristics



At Langley Fitzurse Church of England School we use an appropriate range of data / information / evidence to analyse and ensure we are steps to meet differing needs of our cohort.

Tools such as Insights Tracking, Cpoms, Sims and Sims discovery together with the Local Authority Perspective Lite support such analysis.

Using such tools we have considered the following questions:

What does the **progress data/information and attainment/outcome** for your school or setting indicate about trends for any identified group within the protected characteristics?

Due to small cohort numbers data is suppressed or protected characteristic groupings and will not be published.

| EYFS | School | National |
|------|--------|----------|
| GLD | 88% | 69% |

| Phonics | School | National |
|---------|--------|----------|
| Y1 | 78% | 80% |
| Y2 | 100% | 91% |
| | | |

| KS2 | School | National |
|-------------|--------|----------|
| Reading EXS | 70% | 75% |
| Reading GDS | 20% | 33% |
| Writing EXS | 40% | 72% |
| Writing GDS | 0% | 13% |
| Maths EXS | 70% | 74% |
| Maths GDS | 0% | 26% |
| RWM EXS | 30% | 62% |
| RWM GDS | 0% | 8% |



| MTC | School | National |
|--------------------------------|--------|----------|
| % of pupils scoring full marks | 24% | 38% |
| Average Score | 20.3 | 21.1 |

What does the **destination data/information** highlight for any identified group within the protected characteristics?
Pupil information is shared with destination schools, whether this is secondary or in year transfer due to relocation. Information is securely transferred through CTF and if necessary CPOMs.

What is the demographic of the pupils attending **extra-curricular activities**? What is the representation of protected groups attending these activities?

Which children from protected groups attended extra-curricular clubs and access wrap around care.

ASC and Extra-curricular clubs are available and accessible for all children.

Sports Premium and Pupil premium is used to ensure there are no financial barriers to attendance

What is the demographic of **excluded pupils** (FTE/PEX)? Are there any trends amongst pupils with protected characteristics?

The school had not fixed or permanent exclusions 24-25.

What are the trends within the protected groups in **attendance**?

Whole school attendance for the current academic year 24-25 is 96.6%

Persistent absence is currently at 4.8% and as a school we are working in partnership to support families in ensuring their children are able to get to and be in school.

Attendance for our SEN children is 96.2%

Attendance for our PP children is currently (July 25) 95.5%

Do records of **prejudice related incidents** highlight trends for pupils with protected characteristics?

There are no significant trends identified for incidents of prejudice related incidents for pupils with protected characteristics. However, any prejudice related incidents are addressed as according to our behaviour policy.

What demographic of the parent cohort regularly attend **school events** such as parents evening? Are there any trends identified within protected groups?



All parents are invited to school events. On the whole most parents attend events where their own child is taking part for example, productions/sports days/ assemblies.

Parent workshops are held with some specific topics of discussion in supporting children with protected characteristics i.e. ethnicity or EAL, SEND, School Nurse.

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training
- The SLT monitor equality issues. They regularly liaise regarding any issues and make governors aware of these as appropriate.

Foster Good relations between people with and without protected characteristics

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures



- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Whole school participation in World Faith Week – January 2025
- Mental Health Week, Anti Bullying .
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Previous Equality Objectives

Impact statement from previous objective

22-23 Equality Objectives:

- 1. Pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood, but have a greater impact in adult life.**

This was a new objective identified for 22-23 and will remain for the academic year 23-24. During the year 22-23 the Executive Headteacher completed the senior mental health training. Working with the The Rise Trust, Mentor Me sessions support identified children on a 1:1 basis. Wiltshire Council Behaviour Support Service also supported both staff, children and families in emotional needs. As a school, we have been participated in national initiatives such as Children's Mental Day and Anti Bullying Week. The I Can I Am also visited Langley Fitzurse CE School on the summer term of 22-23. Signposting through the school website for support for parents and children is being developed and on-going.



Equality Objectives for period: (4 yearly cycle)
2023 – 2027
Cycle 1 2023 - 24
Cycle 2 2024 - 25
Cycle 3 2025 - 26

Equalities information must be updated annually and progress towards objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

| Objective | Actions | By who? | Timescale | How will we measure our success? |
|--|---|------------------------------|-----------------------|---|
| Pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood, but have a greater impact in adult life. | Explore becoming a Thrive School. Access 5 to Thrive resources available through the Local Authority/BSS Continue to signpost support for children and parents – website and regular newsletters e.g. Young Mind links | SENCO EHT | Jan 24 Ongoing | Children and families are well support both in school and knowledgeable to how to and where to access support outside school. |
| Ensure that early help is identified and actioned for all families, in particular those with protected characteristics. are | In partnership with families early identification of needs, stress triggers. Signposting to external agency and where appropriate acting as advocate to access support. Creating a 'Team Around' to support, share appropriate and timely information which will support children within our care. | EHT and HoS All staff | September 24 | Children and families are well support both in school and knowledgeable to how to and where to access support outside school. |



| | | | | |
|--|--|---|---|--|
| <p>Increasing the understanding and confidence of pupils to recognise, address and report bullying - including the use of racist and/or discriminatory language</p> | <p>Use Assembly time and curriculum discussion to review understanding of British Values and protective Characteristics.</p> <p>Use pupil voice and council groups to raise awareness and planned whole school opportunities to celebrate uniqueness within the school community and within wider society.</p> | <p>HoS EHT Class Teachers RHSE SL</p> | <p>September 24 and throughout Academic Year 23-24</p> <p>Termly Meetings</p> | <p>Children have a good awareness and increasing confidence in recognising and addressing discriminatory language.</p> <p>The school community recognises and celebrates that we are all unique.</p> |
| <p>Monitoring arrangements</p> <p>Who is involved in reviewing and monitoring: Reporting on activities towards Equality Objectives to Governors at FGB Meeting T2 and T5 Agenda item at School Council T2 and T6</p> <p>Review dates: November 23 May 24 October 2025</p> | | | | |

Reviewed and Updated October 2025