


**Slough and Eton Church of England**

**Business and Enterprise College**



**A member of Slough and East Berkshire C of E Multi Academy Trust**

# Public Sector Equality Duty

<b>Owner:</b>	Mrs Deborah England
<b>Ratified by Governing Body:</b>	
<b>Date Ratified:</b>	29 November 2023
<b>Date Policy to be renewed:</b>	Autumn 2024

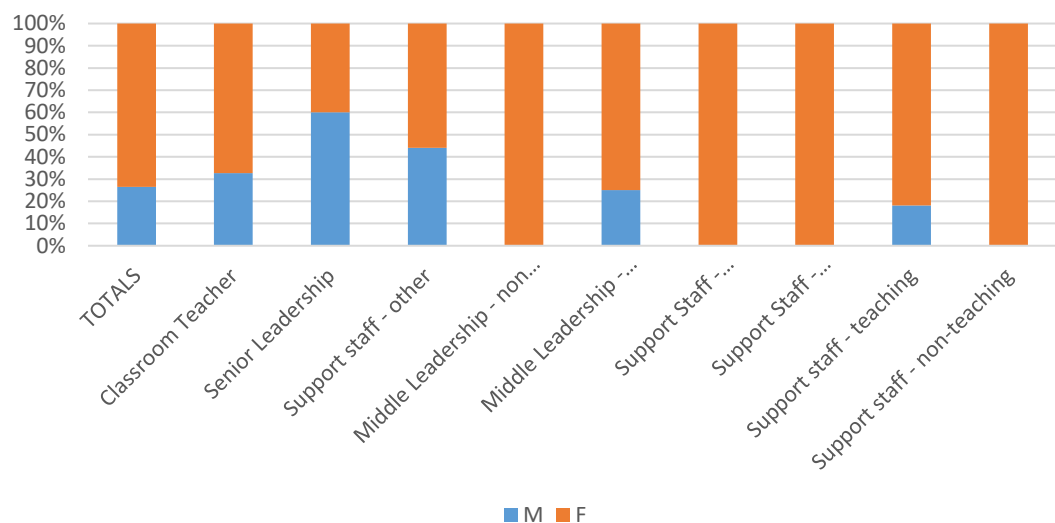
## How Slough and Eton School is complying with Public Sector Equality Duty (PSED) 2022-23

The Public Sector Equality Duty (PSED) requires that schools publish what they are doing improve these three areas:-

1. Eliminating discrimination and other conduct prohibited by the Equality Act
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not

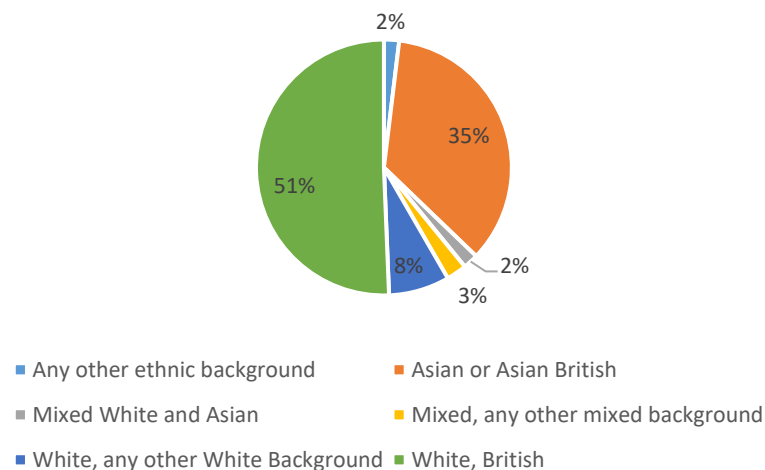
What Slough and Eton did during 2021-22 to improve these areas	
General	<p>Our school mantra places 'Be Nice' as central to all aspects of school life. It operates as a core value embedded within both positive and negative behaviour systems, reports home and all key processes. Tolerance is also a central aspect of our C.H.R.I.S.T. values which we seek to develop in all students.</p> <p>This year an Equalities Steering Group was set up within the staff body which comprised of ~14 staff volunteers who hold a range of roles within the school. The purpose of this was to have a diverse body of staff who can comment, support and champion EDI, and work together to effect change. Based on initial staff feedback, early priorities were educating students, staff confidence in addressing discrimination and awareness of others' lived experiences.</p> <p><b>Staff</b></p> <p>All staff received training on Equality, Diversity and Inclusion, and this is now set up to be a yearly update along with training for all new staff. The training included both an emphasis on Slough and Eton as an Employer and how this relates to the three PSED targets, and how we challenge, report and seek to change student behaviours. It covered the law and how this relates to us.</p> <p>This year HR did work across SEBMAT Trust in looking at recruitment processes and took guidance on best practice regarding recruitment and EDI. Applications have been changed to reflect this including removing protected characteristic information from paperwork handed to shortlisters so that any potential unconscious bias is removed.</p> <p>As an employer in early July 2022 the staff body was 74% female to 26% male. When comparing sub-groups based on roles within school this pattern was followed in most groups except support staff which has a higher female balance, and the Senior Leadership Team which was 60% male. Since this data was analysed two new Associate Assistant Head positions have been filled, both by women alongside a female secondee.</p>

Staff - Gender (Sub-group proportions) 2022



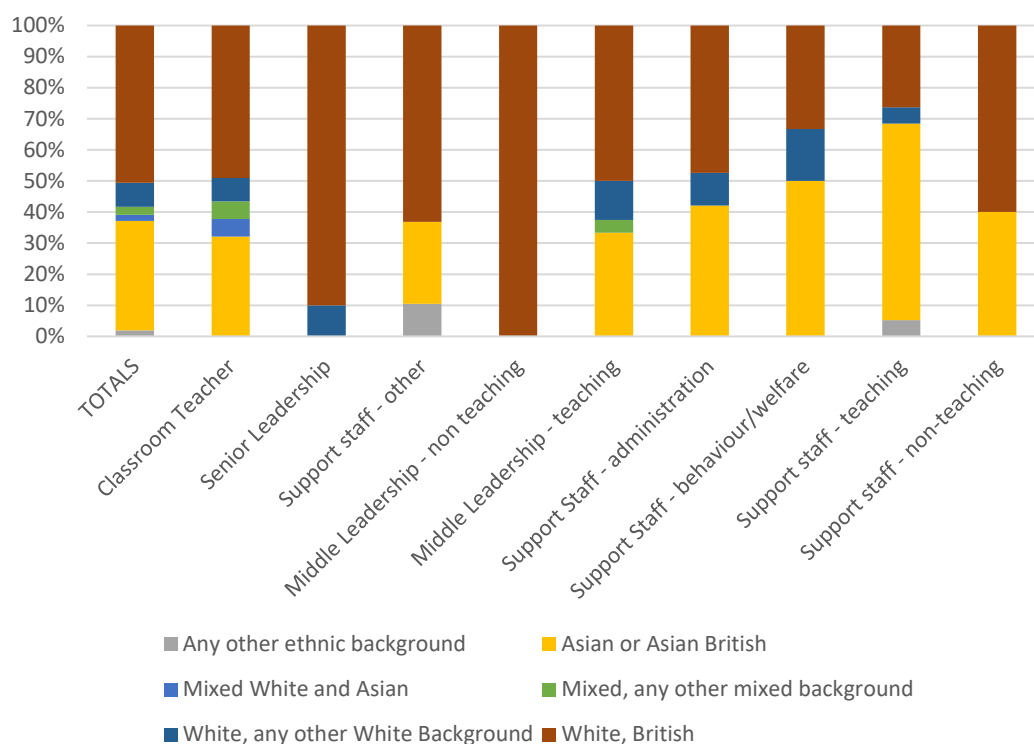
The staff body has 51% White British and 35 Asian or Asian British. See the chart below. The proportions are very different to the student population.

Staff - Ethnicity (whole staff) 2022



When these proportions are compared to how this operates within sub-groups, it is clear that support staff have a higher percentage of Asian and Mixed Asian and White and fewer White British, while the Senior Team does not reflect the staff body as a whole. Since this data was produced two new Associate Assistant Head positions have been filled, both by BAME individuals alongside a the secondee.

Staff - Ethnicity (Sub-group proportions) 2022



We continued to rent our buildings out to members of the community, and we ensure that there is equal access. In 2021-2022 a range of groups used our site including Polish School, a Church and community groups.

### Students

During 2021-2022 incidents of discrimination were dealt with swiftly, comprehensively and in a sensitive and understanding manner. Classcharts coding was amended to include all protected characteristics with points for incidents and bullying, and, after steering group input, a non-points entry for 'conversations' to reflect that students had been challenged regarding attitudes. An Equalities folder was set up to include information on any incidents that had taken place. Due to the regular staff training and push on recording incidents data this year showed a significant increase through the year. This does not mean that the number of incidents increased, merely that staff were recording them more accurately.

	Sept – Dec 2021	Jan – Mar 2022	Apr – July 2022	Totals
Bullying: Disability	0	0	3	3
Bullying: Ethnicity	-21	-3	0	24
Bullying: Gender	0	-6	3	9
Bullying: Religion	-3	0	0	3
Bullying: Sexuality	-12	-27	3	42
Bullying: Transgender	0	0	0	0

Incident: Disability	-3	0	0	<b>3</b>
Incident: Ethnicity	-33	-12	63	<b>108</b>
Incident: Gender	0	0	15	<b>15</b>
Incident: Religion	-3	-3	3	<b>9</b>
Incident: Sexuality	-36	-24	60	<b>120</b>
Incident: Transgender	-6	0	0	<b>6</b>
	<b>-177</b>	<b>-75</b>	<b>150</b>	<b><u>342</u></b>

This data shows that issues regarding ethnicity and sexuality were greatest, and this information has been shared with Heads of Year and staff so that additional support work can be done to address attitudes.

When it comes to incidents requiring greater sanctions, the details for 2021-22 are as follows, differentiated by characteristics:-

Characteristic	% of school population	Focus Room Days		Off Site Exclusion Days		Suspensions Days	
		Number	%	Number	%	Number	%
Boys	65.1%	382	83.4%	21	75.0%	21	100.0%
Girls	34.9%	75	16.4%	7	25.0%	0	0.0%
SEND	26.5%	178	38.9%	11	39.3%	12	57.1%
PP	31.9%	207	45.2%	10	35.7%	5	23.8%
Roma	2.5%	83	18.1%	8	28.6%	6	28.6%
White British	3.2%	3	0.7%	0	0%	0	0%

Work has been done via the Steering Group this year to streamline and provide clarity on how staff should challenge any issues of discrimination. Initial staff feedback was that many felt uncomfortable challenging issues. A 'challenge-report-change' flow diagram was developed, outlining the steps to take, and a 'reflection/change' sheet which provides a guided conversation based around the school's CHRIST-values and enables restorative work and education on why what was said/done is wrong.

There continues to be a significant cross-school focus on Equalities, based on the calendar. All key diversity calendar dates were highlighted throughout the school year, with activities in tutor time, use of 'Get Talking Friday', displays around school etc. to raise the profile of International Women's Day, Black History Month and Pride Month. The PSHE curriculum

Is also designed to promote equality and diversity with the schemes of work covering racism, LGBTQ+, disability, religion and gender across all year-groups in an age-appropriate way. Speakers from a variety of backgrounds added breadth, alongside teaching specific lessons based around the yearly diversity calendar.

Our school library actively promotes diversity and includes books about LGBTQ+ (~25 books), disability and mental health (~25) as well as books by authors from a range of ethnic backgrounds. There are books to support all protected characteristics as well as issues around inclusivity, diversity, empathy and equality, and investment is being made to increase the non-fiction range. The library rotates display themes which includes equalities topics, and invites a lot of authors and speakers in to speak who come from a range of ethnic backgrounds. As a way of reducing stigma students may feel when looking at paper-based books, the library is developing their cloud-based management

	<p>system to offer virtual collections, with the intention of enabling reservations and recommendations. They will also be offering Empathy and Equality reading badges this year</p>
Race	<p>There were 132 behaviour points attributed to racism during 2021-2022 up from 45 the previous year (attributed to staff training and focus on accurate reporting). Of these 7 ended up with days in the Focus Room (no off-site suspensions or suspensions) contributing to 1.5% time in the Focus Room.</p> <p>Mentors (internal and external) worked with a specific identified ethnic group of students and a mixed ethnic group to build relationships leading to some groups (especially girls) developing more diverse friendships.</p> <p>The Phoenix group is now well-established with a focus on improving the integration of one ethnic community which is identified nationally as significantly underachieving. A range of initiatives have been used to reward, mentor and develop contacts with home.</p>
Gender	<p>There were 24 behaviour points associated with sexism during 2021-2022 compared to 21 the previous year. Of these there were 2 days in the Focus Room (0.4% total Focus Room Days) and 1 day as an off-site exclusion (3.6% total off-site days).</p> <p>Last year a new 'Girls Group' was set up. As a school due to there being a number of single-sex girls schools in the area, our student population is boy-heavy with only one-third being girls. It was felt that there was a need to create a space for girls to find their voice and express how things are for them. It was set up with one representative per tutor group, and representatives from each year-group meeting with a member of staff once a half term. Due to the staff member running this changing roles across school this has lost its momentum, and work needs to be done next year to continue this great work.</p> <p>A lot of work has been done in response to the Harmful Sexual Behaviours Report to identify and address issues related to this, including student questionnaires, training sessions with staff and use of Talk Friday and other tutor and PSHE-led activities.</p>
Disability	<p>There were 6 behaviour points logged based on disability during 2021-2022 compared to 15 the previous year.</p> <p>We have a fully-trained HLTA who oversees Access Arrangements, who ensures that reasonable adjustments are made for all students who meet the criteria. All staff supporting students are trained each year, and we support students with a range of access arrangements including reading pens, own rooms, scribes, laptops and additional time.</p> <p>Access Plans were put together for a number of students unable to access upstairs lessons due to injuries.</p> <p>In order to address the significant difference in results achieved by SEND students compared to those without SEND the SEND team put in place a number of things to ensure students are supported to achieve by all. They undertook SEND learning walks and conducted termly IEP reviews that all teachers/support staff contribute to. This has enabled a better monitoring of students in meeting their targets. As staff have contributed targets, this has also meant that the SEND can set relevant and bespoke targets for SEND students across all subject areas. In addition to this SEND Spotlight</p>

	<p>Surgeries have been run for key students throughout the year to provide targeted information about these students to support and improve engagement and progress in lessons.</p>
Sexual Orientation	<p>There were 162 behaviour points logged based on sexual orientation this year. There were no behaviour incidents logged that were homophobic during 2020-2021 due to there not having been a category to track this. This is clearly the highest number of incidents which reflects historical staff commentary.</p> <p>This data shows that this needs to be a clear focus next year and the Steering Group will focus on how to educate more effectively, as well as support those who are potentially identifying as LGBTQ+.</p>
Gender Assignment	<p>In 2020-2021 year we had our first transitioning student. All staff were given training on legal obligations and the likely emotional impact on the student due to their new status. The student has been supported by a member of staff who has worked closely with them and their family, in addition to the student having sessions with the school counsellor. There have not been any major issues reported from other students.</p> <p>A few students have been raised to Safeguarding where issues around gender dysphoria play a part. Support and help has been put in place for the child and parents through the work the Safeguarding Team. However, it must be noted that we are only aware of these few, and there may be others who are fine and need no support, or who are too scared to come forward. One of the aims next year is to look at a way of setting up a LGBTQ+ group for those plus allies to become a safe place in school.</p>
Religion	<p>Our key Bible verse (John 10:10) promotes the importance of ensuring that everyone has a full life. As a Church of England School serving a catchment that is predominantly Muslim, the School works hard to ensure that those from different religions are treated equally. We have a prayer space in school for male and female Muslim students, enable time off for religious festivals, and have a Collective Worship programme that covers themes to do with equality sensitively and promoting tolerance.</p> <p>The Religious Education curriculum follows guidance from the Church of England Curriculum Statement, follows the locally agreed SACRE syllabus, and covers the diversity of beliefs across Britain with space to challenge stereotypes. All world religions are taught at KS3, and Christianity and Islam are taught at KS4. All schemes of work allow students to investigate ethical and moral issues at a deeper level, and understand these in relation to the multi-ethnic and multi-faith we live in. Students are encouraged to explore other perspectives, and are challenged on their own.</p>