

Slough and Eton Church of England Business and Enterprise College



Equality Information and Objectives

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Ratified by Governing Body:	<i>James M.D. Scragg</i>
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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At the heart of the Equality Information and Objectives policy are the words of Jesus: 'I have come in order that you might have life – life in all its fullness'. We believe that ensuring equality, diversity and inclusion is central to our school mission as exemplified by the 'Be Nice' part of the school mantra. This policy particularly focuses on ensuring that students follow our Christ-like values and communicate appropriately and honestly, and demonstrate tolerance and respect.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

There is a designated equality link governor. They will:

- Meet with the designated member of staff for equality at least once a year and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the local governing body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link governor at least once a year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at lunch-time)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE 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, students will be introduced to literature from a range of cultures, and Get Talking Monday tutor activities cover relevant content
- Holding Collective Worship dealing with relevant issues. Students will be encouraged to take a lead in such Collective Worships and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at Collective Worships, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Please see the Equalities Action Plan (Appendix 1) which is updated yearly for specific details on objectives and intended actions.

9. Monitoring arrangements

The local governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the local governing body at least every 4 years.

This document will be approved the local governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Safeguarding Policy
- SEND Policy

APPENDIX 1

Equalities Objectives Action Plan 2024-25

This plan is intended to fulfil our obligations for Public Sector Equality Duty and ensure that we develop an ethos across the student and staff body where it is important to 'be nice', and promote our C.H.R.I.S.T values by:-

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

DEVELOPMENT OBJECTIVE 2021-2025 (Intent)	CURRENT POSITION – July 2023	ACTIONS / RESOURCES (Implementation)	LEAD PERSON	TIME-SCALE	SUCCESS CRITERIA	JULY 2025 UPDATE (Impact)
Staff – To foster good relations across the whole staff body between those who share a protected characteristic and those who do not, and for any issues raised to be addressed	<ul style="list-style-type: none"> - Staff received training last year, both as overall focus and Racial equality across the curriculum - Steering Group meetings held half-termly with feedback passed forward - Questionnaires for staff done at start and end of year 	<ul style="list-style-type: none"> - Staff meeting and governor's minutes to note impact of significant decisions on protected characteristics - Half-termly meetings of Steering Group with associated actions based on feedback - Staff training on EDI - HR to track and monitor issues arising concerning those with protected characteristics - Conduct staff questionnaires 	FSH KSU	July 2025	<ul style="list-style-type: none"> - Meeting minutes of Equalities Steering Group demonstrates actions taken - Tracking and monitoring of issues raised with HR - Staff questionnaires completed and information received acted on 	
Recruitment – All applicants, regardless of protected characteristic, have equal opportunities for employment and career development at Slough and Eton School	<ul style="list-style-type: none"> - Protected characteristic information now not given to those shortlisting - Needing updates from BGL as to impact of 	<ul style="list-style-type: none"> - Equalities training/updates for all those shortlisting and interviewing staff 	KSU	July 2025	<ul style="list-style-type: none"> - Recruitment continues to show increased diversity 	

	changes to application process					
<p>All characteristics – An increased understanding of equality and diversity and the reduction of prejudice and discrimination.</p>	<ul style="list-style-type: none"> - Discrimination is now tracked for all protected groups. This is now being tracked and fed to HoY. CW slots set up to specifically respond to data and issues raised within year-groups - Staff have received training on equality and diversity and this is now set up to be a yearly update - A central Equalities folder relating to any discrimination issue set up and used by HoY 	<ul style="list-style-type: none"> - Equalities Steering group meeting half-termly to raise issues, discuss and set action plans - Set up student leadership opportunities for EDI via School Council system - Whole-school equalities focus based on diversity calendar – look into opportunities for a ‘Diversity Week’ using external speakers e.g. from Just Like Us for LGBTQ+, Voicebox for gender issues, Solutions not Sides for Israel/Palestine) - Use of data more centralised to track what is happening with each protected characteristic from behaviour incident data, trips, extra-curricular etc. - Safeguarding data correlated with non-safeguarding - Start working towards Equalities Silver Award - Staff, student and parent questionnaires sent out re. equalities issues and results acted on - Collective Worship have termly Equality focus with School language focus on ‘accept and respect’ - 	FSH DLO	July 2025	<ul style="list-style-type: none"> - Yearly staff training on equalities and challenging prejudice and discrimination - Whole-school focus through assemblies/tutor times on one protected characteristic (based on yearly calendar) to develop understanding of equality and diversity. Speakers invited. - Diversity Week organised - Opportunities for student leadership of EDI set up - Staff, student and parent questionnaires sent out re. equalities issues and results acted on 	

<p>Gender – To improve understanding of harmful sexual behaviour, identify it early, and empower staff and students to address it</p>	<ul style="list-style-type: none"> - HSB is monitored through safeguarding logs and behaviour logs 	<ul style="list-style-type: none"> - Curriculum audit on gender - Student questionnaires on HSB - Staff training on peer-on-peer abuse/harmful sexual behaviour/sexualised language. Staff to log through classcharts (see Wellbeing Action Plan) - PSHE lessons to reflect Ofsted June 21 Report 	<p>FSH CGO</p> <p>SRA</p>	<p>July 2025</p>	<ul style="list-style-type: none"> - Curriculum areas complete audit and make changes identifies - Student questionnaire responses acted on - Staff training - PSHE lessons updated as needed 	
<p>Race – To ensure that the curriculum is decolonised.</p>	<ul style="list-style-type: none"> - All curriculum areas have completed an anti-racism audit, met with FSH, and are now embedding changes within the curriculum 	<ul style="list-style-type: none"> - Curriculum audit on anti-racism with actions completed by curriculum areas 	<p>FSH</p>	<p>July 2025</p>	<ul style="list-style-type: none"> - All curriculum areas completed Anti-racism audit and made changes with the impact evaluated 	
<p>Sexuality - To improve understanding of diverse sexualities and for students and staff to show respect and no tolerance for discrimination.</p>	<ul style="list-style-type: none"> - PSHE / RSE lessons cover diverse sexualities - Highest group for negative behaviour points - Soft evidence of negative perception of LGBTQ+ within student body, and misunderstanding of what it means - Met with other school leads 	<ul style="list-style-type: none"> - Staff Inset on LGBTQ+ culminating on Curriculum audit on LTBTQ+ - School language focus on 'accept and respect' - Student/parent questionnaire on equalities including questions on LGBTQ+ - Steering Group focus on how to develop understanding and tolerance of LGBTQ+ (set up Pride group?) - 'Proud Ally' campaign? - Develop links with local religious leaders to work together on no tolerance for discrimination e.g. Mr Latif 	<p>FSH</p>	<p>July 2025</p>	<ul style="list-style-type: none"> - Plan in place for addressing intolerance of LGBTQ+ - All curriculum areas completed LGBTQ+ audit and made changes so that there is better representation 	
<p>Disability – To diminish the difference in progress made by</p>	<ul style="list-style-type: none"> - SEND students achieve significantly less well (inc. mainstream SEND). Whole-school 	<ul style="list-style-type: none"> - Sharing of key information by SEND-team - SEND Walkabout rota 	<p>STT NSA</p>	<p>July 2025</p>	<ul style="list-style-type: none"> - Learning walks and observations show that IEP targets are being implemented 	

students with SEND and all students.	focus on scaffolding and differentiation with learning walks completed	<ul style="list-style-type: none"> - IEPs shared with staff, staff actioning key information - Drop-in sessions with staff as needed - Observations and learning walks to ensure that IEP information is being implemented 				
Religion – To develop understanding of and tolerance for people with different beliefs	<ul style="list-style-type: none"> - RE lessons model respect for all - Some visitors historically for RE (not with Covid). Trips run to Mosque (Y9) and Church (Y7) last year - Assembly programme includes religious stories 	<ul style="list-style-type: none"> - Integrated programme of RE visitors / visits to expose to people from different faith groups - 	NAL	July 2025	<ul style="list-style-type: none"> - A programme of visits / visitors set up 	