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 Policy

Owner:	Mrs S Himd
Ratified by Governing Body:	
Date Ratified:	October 2026
Date Policy to be reviewed:	Autumn 2027

How Slough and Eton School is complying with Public Sector Equality Duty (PSED) – 2022-2024

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 2022-2023 and into 2023-2024 to improve these areas	
General	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. This year the Equalities Steering Group (a voluntary staff group focusing on promoting equalities-related issues) met half-termly. This enabled on-going developmental work as well as responses to issues from staff such as concerns around student exposure to personalities like Andrew Tate. **Staff** All staff received training on Equality, Diversity and Inclusion. In 2022-23, as well as reminders on statutory duties and school procedures for prejudice-related incidents, this also included training on a racially diverse curriculum, focusing on ensuring better representation, that topics are reframed so that they do not just put forward a colonial approach, and ensuring that the curriculum is explicitly anti-racist where needed. Teams then had time to reflect on their curriculum and make necessary changes. Each Curriculum Leader then had a meeting where their curriculum was discussed with actions made for improvement. The focus will move onto ensuring diversity for LGBTQ+, gender and disability. **Buildings** We continued to rent our buildings out to members of the community, and we ensure that there is equal access. In 2022-2023 a range of groups used our site including Polish School, a Church and community groups. **Students** During 2022-2023 incidents of discrimination were dealt with swiftly, comprehensively and in a sensitive and understanding manner. Classcharts coding changes to include conversations, incidents and bullying for all protected characteristics is now embedded. This data is tracked half-termly and sent to Heads of Year to look at trends in terms of which protected characteristics are higher within their year group and also in terms of which students have had multiple incidents. Heads of Year then have a designated Collective Worship slot where they can address any issues relevant to their year-group.

The data for prejudice-related incidents for 2022-2023 is below. Ethnicity and sexuality are the highest.

TOTALS	Whole Year	With negative points assigned
Conversation: Disability	5	
Conversation: Ethnicity	21	
Conversation: Gender	1	
Conversation: Religion	6	
Conversation: Sexuality	29	
Conversation: Transgender	1	
Incident: Disability	5	10
Incident: Ethnicity	49	98
Incident: Gender	3	6
Incident: Religion	7	14
Incident: Sexuality	19	38
Incident: Transgender	0	0
Bullying: Disability	9	27
Bullying: Ethnicity	17	51
Bullying: Gender	3	9
Bullying: Religion	0	0
Bullying: Sexuality	13	39
Bullying: Transgender	0	0

The data to February halfterm for 2023-2024 is below. Ethnicity remains as the top issue, but there has been an increase in issues around Transgender for the first time, all of which happened in HT3 when we had a non-binary teacher trainee for the first time.

TOTALS	Whole Year	With negative points assigned
Conversation: Disability	4	
Conversation: Ethnicity	16	
Conversation: Gender	3	
Conversation: Religion	6	

Conversation: Sexuality	15	
Conversation: Transgender	5	
Incident: Disability	5	5
Incident: Ethnicity	62	62
Incident: Gender	5	5
Incident: Religion	6	6
Incident: Sexuality	22	22
Incident: Transgender	2	2
Bullying: Disability	17	34
Bullying: Ethnicity	25	50
Bullying: Gender	3	6
Bullying: Religion	6	12
Bullying: Sexuality	8	16
Bullying: Transgender	3	6

The data for 2023-24 until February:-

Characteristic	% of school population	Focus Room Days		Off Site Exclusion Days		Suspensions Days	
		Number	%	Number	%	Number	%
Boys	64.8	468	77.2	70	79.5	104	80.0
Girls	35.2	138	22.8	18	20.4	26	20.0
SEND	32.5	177	29.2	21	23.9	78	60.0
PP	28.7	273	45.0	36	40.9	45	34.6
Roma	1.90	65	10.7	10	11.4	5	3.8
White English	3.11	31	5.1	3	3.4	4	3.1

Number of Focus Room Days:	606	Number of different students:	288
Number of Off Site Exclusions:	88	Number of different students:	57
Number of Suspension Days:	142.5	Number of different students:	48
Number of Permanent Exclusions:	2	Number of different students:	2

By Reason:

Reason	Focus Room Days		Off Site Exclusion Days		Suspensions Days	
	Number	%	Number	%	Number	%
Bullying	28	4.6	4	4.5	0	0.0
Dangerous	14	2.3	4	4.5	2	1.5
Disruption	64	10.6	5	5.7	3	2.3
Homophobic	2	0.3	1	1.1	0	0.0
Instructions	55	9.1	7	8.0	30	23.1
Late	5	0.8	0	0.0	0	0.0
Other	29	4.8	0	0.0	5	3.8
Racist	8	1.3	0	0.0	0	0.0
Rudeness	71	11.7	13	14.8	21	16.1
Sexual	6	1.0	1	1.1	0	0.0
Standards	96	15.8	17	19.3	8	6.2
Theft	8	1.3	5	5.7	2	1.5
Truanting	47	7.8	6	6.8	6	4.6
Vandalism	8	1.3	3	3.4	4	3.1
Vape Related	14	2.3	0	0.0	1	0.8
Violence	149	24.6	21	23.9	48	36.9

By Year Group:

Year Group	% of school population	Focus Room Days		Off Site Exclusion Days		Suspensions Days	
		Number	%	Number	%	Number	%
7	15.6	82	13.5	23	26.1	12	9.2
8	15.4	93	15.3	11	12.5	12	9.2

9	15.0	183	30.2	26	29.5	32	24.6
10	15.9	112	18.5	18	20.4	23	17.7
11	15.6	106	17.5	5	5.7	51	39.2
12	11.9	13	2.1	3	3.4	0	0.0
13	10.5	17	2.8	2	2.3	0	0.0

By Characteristic:

Characteristic	**% of school population**	**Focus Room Days**		**Off Site Exclusion Days**		**Suspensions Days**	
		Number	%	Number	%	Number	%
Boys	64.8	468	77.2	70	79.5	104	80.0
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The data shows a clear rise in off-site exclusions for SEND students. Some explanations for this include an increase in the number of students on the SEND register from more staff referrals with a specific increase in SEMH needs. The school has a number of provisions such as ELSA, MHST, Play Therapy, CBT, Drawing and Talking and Mentoring, due to the complexity of some needs this is not always sufficient, and the specialist support previously available through the Local Authority is not available now. We will continue to do our best to support those with SEND needs in order to reduce the number of off-site exclusions.

The whole-school 'challenge-report-change' flow diagram, developed by the Steering Group is part of policy, with the 'reflection/change' sheet available to help staff with guided conversation based around the school's CHRIST-values, enabling 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 also ensures that key equalities-related issues are dealt with in an appropriate manner. It is 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 highlights a range of texts and issues. 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. We use collection guidance from the BookTrust, the National Literacy Trust, the School Library Association and other nationally and internally recognised bodies to ensure we are following EDI collection guidance and decolonising our collection. The library rotates display themes which includes equalities topics, and, while inviting speakers in is less possible due to expense we participate in initiatives such as Book Buzz and the National Teen Book Club which cover/appeal to a range of diverse interests and backgrounds. These include virtual author talks from Book Trust, Pixl and the National Literacy Trust among others.
Race	This year all curriculum areas audited their curriculum for racial diversity and received training on increasing representation and ensuring that the curriculum was reframed and anti-racist. Part of the duty of schools (and governors) is to ensure that online racist activity is monitored. All staff and student activity is monitored via Securus, and staff are alerted if a student has typed something in online or looked up something connected to racism so that they can address the situation.
Gender	The former 'girls-group' has been rebranded as 'Zenith'. There are regular meetings and events/trips organised to support girls in school. 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.
Disability	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. Access Plans were put together for a number of students unable to access upstairs lessons due to injuries. In order to address the significant difference in results achieved by SEND students compared to those without SEND in 2022-23 a focus of school Inset was based around 'every teacher being a teacher of SEND' with fresh training on adapting learning to meet the needs of all pupils including training from LSAs on the best practice they have seen in lessons across the school. In addition to this, SEND Spotlight 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.
Sexual	The data and staff and student feedback from questionnaires shows that understanding of LGBTQ+ and addressing this remains a focus. While development work is currently paused, the

Orientation	plan for next year is to develop a 'Diversity Week' which will include talks/workshops from organisations like 'Just Like Us' to expand student understanding of LGBTQ+ issues. In addition, the curriculum auditing and diversifying that has happened with ethnicity will take place for LGBTQ+ and gender.
Gender Assignment	This year 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. Since 2022-23 we have had a couple of temporary staff members (trainees) who have identified either as transgender or non-binary. Care was taken to ensure that they were welcomed and any issues relating to this addressed.
Religion	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. 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. In March 2023 the RE department gained a Gold 'RE Quality Mark' demonstrating the effectiveness across school of the approach to equalities.