

## Public Sector Equality Duty 2023-24

<b>DRAFTED BY:</b>	FEF	<b>STATUS:</b>	Statutory
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### 1. Our Equality Aims & Commitments

- 1.1. Our vision is to be 'Outstanding in Every Respect' through the constant drive for excellence across the school.
- 1.2. To be equitable for all students, we aim to provide a great education for every student every day and will treat everyone in the school community with dignity and respect. We will strive to ensure that every student has access to the right resources at the right moment in their educational journey and irrespective of any protected characteristics listed at 2.2 and including ethnicity, language, nationality/immigration status, disability, family background or family financial situation.
- 1.3. We aim to ensure that our students are:
  - Successful learners that are cared for in a happy, safe, challenging and rich learning environment
  - Autonomous and resilient learners who strive for excellence and fulfil their potential both educationally and personally
  - Offered a rich range of academic, creative and sporting opportunities, within an environment that recognises our long history and established traditions
  - Responsible citizens, with the skills, knowledge and understanding to contribute to society and to their community
  - Well-mannered, considerate, ambitious and confident young men ready to enjoy success in the world of work and leisure.
- 1.4. At Isleworth & Syon School we have a strong commitment to fairness and equality in everything that we do. We aim for every student to achieve their full potential whatever their background or personal circumstances. This includes our work with students through:
  - The curriculum
  - Our assembly and PSHE programme
  - The pastoral support that we provide
  - Our extensive range of extra-curricular activities and
  - How we engage with our students each and every day.
- 1.5. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

- 1.6. We are committed to a whole school approach to equality and human rights education and we support the Equality and Human Rights Commission (EHRC) statements:

*"An equality and human rights education is an essential part of high quality teaching and learning. The topical and real-life nature of the subjects can help schools to deliver a balanced, relevant curriculum that helps students to make sense of the wider world."*

*"To reap the full benefits of equality and human rights education, it is essential to teach the topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical."*

*"Educating students about equality and human rights empowers your students with learning they can use far beyond the classroom - in fact they will take it out into the school corridors and playground, into their homes and beyond into the wider community. The respect and tolerance it teaches will help you and your students to create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations."*

[Ref: Why teach equality and human rights? - EHRC 16 May 2016]

## 2. Our Equality Duty

- 2.1. The duty applies to all students, staff and other members of the community who use the school facilities. We will give relevant and proportionate consideration to the PSED when considering our provision.

- 2.2. Protected characteristics under the Act are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students).

Age, marriage and civil partnership are not protected characteristics within the school's provisions for students.

- 2.3. Our school will have due regard to advancing equality of opportunity including making a clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by person or persons who share a relevant protected characteristic
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it
- Encourage persons who share a relevant protected characteristic to participate fully in public life
- Encourage persons who share a relevant protected characteristic to participate fully in any school activity in which participation by such persons is disproportionately low.

- 2.4. In exercising our duty, we will consider the six 'Brown principles' of 'due regard':

- **Awareness** - all staff know and understand what the law requires
- **Timeliness** - implications considered before they are implemented
- **Rigour** - open-minded and rigorous analysis, including parent/carers and student voice
- **Non-delegation** - the PSED cannot be delegated
- **Continuous** - ongoing all academic year
- **Record-keeping** - keep notes and records of decisions and meetings.

- 2.5. We welcome the opportunity to be transparent and accountable. The School fulfils the specific duties of the Act by publishing our Equality Information and Objectives on the school's website in an easy to read and accessible format.

### 3. Equality Information

We maintain confidentiality and work to data protection principles as set out in the General Data Protection Regulations (GDPR) in order to protect personal data. We publish information in a format that means no student or staff member can be identified.

#### 3.1. STUDENTS

AGE:	We have 1,100 students aged from 11 to 18 years old.	
DISABILITY:	We ensure that reasonable adjustments are made where appropriate.	
GENDER REASSIGNMENT:	Information concerning gender identity or reassignment is a sensitive issue and is treated confidentially.	
'RACE' / ETHNICITY:	Our student profile comprises:	
	Category	Percentage
	Afghan	5.2
	Albanian	1.0
	Any other Black background	1.0
	Any other mixed background	3.7
	Arab	3.6
	Bangladeshi	1.1
	Black - Ghanaian	0.3
	Black - Nigerian	0.8
	Black - Somali	3.9
	Black Caribbean	2.0
	Bosnian-Herzegovinian	0.3
	Chinese	0.5
	Filipino	1.7
	Indian	17.7
	Information Not Yet Obtained	2.7
	Iranian	0.7
	Iraqi	0.7
	Kosovan	0.2
	Kurdish	0.2
	Lebanese	0.8
	Other Asian	2.3
	Other Black African	2.7
	Other ethnic group	1.0
	Other Gypsy/Roma	0.1
	Other White British	1.0
	Pakistani	10.8
	Sri Lankan Sinhalese	0.1
	Sri Lankan Tamil	0.5
	Turkish	0.1
	White - English	15.5
	White - Irish	0.2
	White - Scottish	0.2
White - Welsh	0.1	
White and Asian	2.0	
White and Black African	1.0	
White and Black Caribbean	1.2	
White Other	12.1	
White Western European	0.4	

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE):	64.3% EAL (on 97% of available data). There are over 80 home languages spoken by students, the most common (over 30 students) being: <table><tr><td>English</td></tr><tr><td>Arabic</td></tr><tr><td>Hindi</td></tr><tr><td>Konkani</td></tr><tr><td>Panjabi</td></tr><tr><td>Polish</td></tr><tr><td>Somali</td></tr><tr><td>Urdu</td></tr></table>	English	Arabic	Hindi	Konkani	Panjabi	Polish	Somali	Urdu																		
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Urdu																											
RELIGION & BELIEF / NO BELIEF:	95.5% of available data. Our student profile comprises: <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Buddhist</td><td>0.8</td></tr><tr><td>Christian</td><td>23.4</td></tr><tr><td>Hindu</td><td>6.4</td></tr><tr><td>Jain</td><td>0.1</td></tr><tr><td>Jewish</td><td>0.1</td></tr><tr><td>Muslim</td><td>35.4</td></tr><tr><td>No Information Yet</td><td>2.9</td></tr><tr><td>No Religion</td><td>14.2</td></tr><tr><td>Other Religion</td><td>5.9</td></tr><tr><td>Refused</td><td>1.6</td></tr><tr><td>Roman Catholic</td><td>3.5</td></tr><tr><td>Sikh</td><td>5.8</td></tr></table>	Category	Percentage	Buddhist	0.8	Christian	23.4	Hindu	6.4	Jain	0.1	Jewish	0.1	Muslim	35.4	No Information Yet	2.9	No Religion	14.2	Other Religion	5.9	Refused	1.6	Roman Catholic	3.5	Sikh	5.8
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SEND:	Students identified with a Special Education Need: <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Education, Health and Care Plan (EHCP)</td><td>1.3</td></tr><tr><td>SEN Support</td><td>11.8</td></tr></table>	Category	Percentage	Education, Health and Care Plan (EHCP)	1.3	SEN Support	11.8																				
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SEX – MALE/FEMALE:	0.1% female; 99.9% male.																										
SEXUAL ORIENTATION:	We support all students regardless of sexual orientation.																										
PUPIL PREMIUM:	Students eligible for Pupil Premium 24.9% (requires new Year 7 data to be added)																										

### 3.2. STAFF

<b>AGE:</b>	Figures constantly change - however, we comply with our equality duty.
<b>DISABILITY:</b>	Currently no staff member is registered disabled. We would ensure that reasonable adjustments are made where appropriate.
<b>GENDER REASSIGNMENT:</b>	We will support any member of staff towards gender reassignment.
<b>MARRIAGE &amp; CIVIL PARTNERSHIPS:</b>	Figures constantly change - however, we comply with our equality duty.
<b>PREGNANCY &amp; MATERNITY:</b>	Figures constantly change - however, we comply with our equality duty.

<b>'RACE' / ETHNICITY:</b>	95.7% of the staff responded to the data collection. Our staff profile comprises:	
	<b>Category</b>	<b>Percentage</b>
	Any Other Ethnic Background	4.2
	Asian or Asian British, Any Other Asian Background	7.6
	Asian or Asian British, Indian	7.6
	Asian or Asian British, Pakistani	0.8
	Black or Black British, African	2.5
	Black or Black British, Any Other Black Background	1.7
	Black or Black British, Caribbean	3.4
	Mixed, Any Other Mixed Background	0.8
	Mixed, White and Black Caribbean	0.8
	White, Any Other White Background	5.9
	White, British	54.2
	White, Irish	5.9
<b>RELIGION &amp; BELIEF / NO BELIEF:</b>	Data is not collected.	
<b>SEX – MALE/FEMALE:</b>	57% female; 43% male.	
<b>SEXUAL ORIENTATION:</b>	We support all staff members regardless of sexual orientation.	

#### 4. Review of Policy

This policy is updated annually.