

Public Sector Equality Duty 2024-25

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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.

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- 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/carer 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 1029 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:	<p>Our student profile comprises:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Afghan</td><td>7.2</td></tr> <tr><td>Albanian</td><td>0.8</td></tr> <tr><td>Any other Black background</td><td>0.6</td></tr> <tr><td>Any other mixed background</td><td>3.9</td></tr> <tr><td>Arab</td><td>4.9</td></tr> <tr><td>Bangladeshi</td><td>1.3</td></tr> <tr><td>Black - Ghanaian</td><td>0.5</td></tr> <tr><td>Black - Nigerian</td><td>1.2</td></tr> <tr><td>Black - Somali</td><td>4.5</td></tr> <tr><td>Black Caribbean</td><td>1.5</td></tr> <tr><td>Chinese</td><td>0.4</td></tr> <tr><td>Filipino</td><td>1.4</td></tr> <tr><td>Indian</td><td>24.5</td></tr> <tr><td>Information Not Yet Obtained</td><td>0.9</td></tr> <tr><td>Iranian</td><td>0.4</td></tr> <tr><td>Iraqi</td><td>0.5</td></tr> <tr><td>Kurdish</td><td>0.1</td></tr> <tr><td>Lebanese</td><td>0.1</td></tr> <tr><td>Other Asian</td><td>1.9</td></tr> <tr><td>Other Black African</td><td>1.7</td></tr> <tr><td>Other ethnic group</td><td>0.6</td></tr> <tr><td>Other Gypsy/Roma</td><td>0.1</td></tr> <tr><td>Other White British</td><td>1.2</td></tr> <tr><td>Pakistani</td><td>10.8</td></tr> <tr><td>Sri Lankan Sinhalese</td><td>0.1</td></tr> <tr><td>Sri Lankan Tamil</td><td>0.6</td></tr> <tr><td>Turkish</td><td>0.4</td></tr> <tr><td>White - English</td><td>13.2</td></tr> <tr><td>White - Scottish</td><td>0.1</td></tr> <tr><td>White - Welsh</td><td>0.1</td></tr> <tr><td>White and Asian</td><td>1.7</td></tr> <tr><td>White and Black African</td><td>0.8</td></tr> <tr><td>White and Black Caribbean</td><td>1.4</td></tr> <tr><td>White Other</td><td>10.4</td></tr> <tr><td>White Western European</td><td>0.2</td></tr> </tbody> </table>	Category	Percentage	Afghan	7.2	Albanian	0.8	Any other Black background	0.6	Any other mixed background	3.9	Arab	4.9	Bangladeshi	1.3	Black - Ghanaian	0.5	Black - Nigerian	1.2	Black - Somali	4.5	Black Caribbean	1.5	Chinese	0.4	Filipino	1.4	Indian	24.5	Information Not Yet Obtained	0.9	Iranian	0.4	Iraqi	0.5	Kurdish	0.1	Lebanese	0.1	Other Asian	1.9	Other Black African	1.7	Other ethnic group	0.6	Other Gypsy/Roma	0.1	Other White British	1.2	Pakistani	10.8	Sri Lankan Sinhalese	0.1	Sri Lankan Tamil	0.6	Turkish	0.4	White - English	13.2	White - Scottish	0.1	White - Welsh	0.1	White and Asian	1.7	White and Black African	0.8	White and Black Caribbean	1.4	White Other	10.4	White Western European	0.2
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EAL (ENGLISH AS AN ADDITIONAL LANGUAGE):	<p>65% EAL</p> <p>There are over 80 home languages spoken by students, the most common (other than English) are:</p> <table border="1"> <tr><td>Other</td></tr> <tr><td>Arabic</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>	Other	Arabic	Konkani	Panjabi	Polish	Somali	Urdu															
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RELIGION & BELIEF / NO BELIEF:	<p>95.5% of available data. Our student profile (over 1%) comprises:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Buddhist</td><td>1</td></tr> <tr><td>Christian</td><td>19</td></tr> <tr><td>Hindu</td><td>10</td></tr> <tr><td>Muslim</td><td>38</td></tr> <tr><td>No Information Yet</td><td>1</td></tr> <tr><td>No Religion</td><td>10</td></tr> <tr><td>Other Religion</td><td>9</td></tr> <tr><td>Refused</td><td>1</td></tr> <tr><td>Roman Catholic</td><td>4</td></tr> <tr><td>Sikh</td><td>7</td></tr> </tbody> </table>	Category	Percentage	Buddhist	1	Christian	19	Hindu	10	Muslim	38	No Information Yet	1	No Religion	10	Other Religion	9	Refused	1	Roman Catholic	4	Sikh	7
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SEX – MALE/FEMALE:	1% female; 99% male.																						
SEXUAL ORIENTATION:	We support all students regardless of sexual orientation.																						
PUPIL PREMIUM:	Students eligible for Pupil Premium 26%																						

3.2. STAFF

AGE:	Figures constantly change - however, we comply with our equality duty.
DISABILITY:	2% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
GENDER REASSIGNMENT:	We will support any member of staff towards gender reassignment.
MARRIAGE & CIVIL PARTNERSHIPS:	Figures constantly change - however, we comply with our equality duty.
PREGNANCY & MATERNITY:	Figures constantly change - however, we comply with our equality duty.

'RACE' / ETHNICITY:	<p>95.7% of the staff responded to the data collection. Our staff profile comprises:</p> <table border="1" data-bbox="679 232 1442 947"> <thead> <tr> <th data-bbox="679 232 1286 286">Category</th> <th data-bbox="1286 232 1442 286">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="679 286 1286 340">Any Other Ethnic Background</td> <td data-bbox="1286 286 1442 340">7.9</td> </tr> <tr> <td data-bbox="679 340 1286 394">Asian or Asian British, Any Other Asian Background</td> <td data-bbox="1286 340 1442 394">7.3</td> </tr> <tr> <td data-bbox="679 394 1286 448">Asian or Asian British, Indian</td> <td data-bbox="1286 394 1442 448">9.9</td> </tr> <tr> <td data-bbox="679 448 1286 501">Asian or Asian British, Pakistani</td> <td data-bbox="1286 448 1442 501">1.3</td> </tr> <tr> <td data-bbox="679 501 1286 555">Black or Black British, African</td> <td data-bbox="1286 501 1442 555">2.7</td> </tr> <tr> <td data-bbox="679 555 1286 609">Black or Black British, Any Other Black Background</td> <td data-bbox="1286 555 1442 609">2.0</td> </tr> <tr> <td data-bbox="679 609 1286 663">Black or Black British, Caribbean</td> <td data-bbox="1286 609 1442 663">2.7</td> </tr> <tr> <td data-bbox="679 663 1286 716">Mixed, Any Other Mixed Background</td> <td data-bbox="1286 663 1442 716">0.7</td> </tr> <tr> <td data-bbox="679 716 1286 770">Mixed, White and Black Caribbean</td> <td data-bbox="1286 716 1442 770">0.7</td> </tr> <tr> <td data-bbox="679 770 1286 824">White, Any Other White Background</td> <td data-bbox="1286 770 1442 824">6.7</td> </tr> <tr> <td data-bbox="679 824 1286 878">White, British</td> <td data-bbox="1286 824 1442 878">49.7</td> </tr> <tr> <td data-bbox="679 878 1286 947">White, Irish</td> <td data-bbox="1286 878 1442 947">4.0</td> </tr> </tbody> </table>	Category	Percentage	Any Other Ethnic Background	7.9	Asian or Asian British, Any Other Asian Background	7.3	Asian or Asian British, Indian	9.9	Asian or Asian British, Pakistani	1.3	Black or Black British, African	2.7	Black or Black British, Any Other Black Background	2.0	Black or Black British, Caribbean	2.7	Mixed, Any Other Mixed Background	0.7	Mixed, White and Black Caribbean	0.7	White, Any Other White Background	6.7	White, British	49.7	White, Irish	4.0
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RELIGION & BELIEF / NO BELIEF:	Data is not collected.																										
SEX – MALE/FEMALE:	57% female; 43% male.																										
SEXUAL ORIENTATION:	We support all staff members regardless of sexual orientation.																										

4. Review of Policy

This policy is updated annually.