



## Equalities Policy

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*Policy adopted by the Governing Body on 21st March 2024, to be reviewed subject to current legislation or every 4 years.*

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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

## 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 governing board will:

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

The equality link governor will:

- Meet with the designated member of staff for equality annually 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 full governing body regarding any issues

The headteacher will:

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

The designated member of staff for equality is a member of the SLT who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Meet with the equality link governor annually 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 annually.

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. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils 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 pupils 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 pupils

## 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, 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies 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 assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils 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 pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives 2024-25

### ***Objective 1***

Eliminating direct or indirect discrimination and other conduct that is prohibited by the Equality Act 2010 by ensuring that:

1. School policies promote equality, inclusion and access for all
2. The education experienced by our students continues to broaden their understanding of equalities issues. To provide training for staff to raise further awareness of the Equality Act 2010 and equalities issues faced by members of the school community.
3. Monitoring systems record progress, incidents and outcomes for key groups of students and staff in the school

**Why we have chosen this objective:** To promote equality and access across our school for every member of our community.

**To achieve this objective, we plan to:** Continue the development of curriculum content, driven by the EDI Champions established this year. Faculty areas will continue to develop and refine the curriculum content in each year group, addressing equalities content and issues. We also plan to further develop robust systems to ensure the pastoral care across the school identifies and supports every student regardless, To ensure a dynamic response when issues are raised or identified. Identify and signpost training to further develop staff confidence in dealing with challenging issues

**Progress we are making towards this objective:** Staff training on equalities is constantly reviewed. Governors will receive reports twice yearly at the Community Committee meetings in June and November each year. Student assemblies promoting diversity and equalities are scheduled every year.

***Update March 2025:***

*There is continued progress towards this objective, with all faculties having EDI action points within their Faculty Improvement Plan template. A full summary of progress so far has been reflected in the recent monitoring visit EDI report provided by Ink governor, Mrs Holmes to the Governing Body.*

***Objective 2:***

*All Pupil Premium (PP) children make expected progress at KS4 at Queen Elizabeth's Grammar School.*

**Why we have chosen this objective:** *There is a gap in performance between PP and non-PP children at the school, we need to refocus our energies into closing this gap.*

**To achieve this objective, we plan to:** Queen Elizabeth's has identified a specific objective in the school's improvement plan to ensure the gap narrows between the performance of PP and non-PP pupils. This is expressed not just in terms of academic performance but of wider issues of attendance, personal and cultural development, confidence, aspiration, character and destinations. This will also include monitoring of PP funding and its impact and is reported to governors annually.

**Progress we are making towards this objective:** We have produced targets to monitor closely the performance of PP students. A structured plan of interventions and support is planned to deal with students falling below target. Financial support is also given to these students, along with Google Chromebooks for all. Progress against targets are monitored and evaluated by the Senior Team and Governors.

***Update March 2025:***

*A new Pupil Premium officer has been recruited who has a primary role of admin support and managing and communicating with students and parents. The PPO is currently working with our Data Manager to provide up to date tracking data for our students, which will include intervention information, allowing us to monitor impacts of assessments and identify those in need of future interventions. Our results for disadvantaged students are particularly strong at KS5 but continue to be challenging at KS4.*

### **Objective 3:**

**To increase the engagement and participation of underrepresented groups (gender, ethnicity, SEND, pupil premium) in specific curriculum subjects and extracurricular opportunities.**

#### **Why we have chosen this objective:**

The engagement and participation levels in certain curriculum subjects and extracurricular activities at our school (and nationally) can vary among different student groups, such as (but not exclusively) those defined by gender, ethnicity, special educational needs and disabilities (SEND), and socioeconomic status (pupil premium).

By working to address these inequalities, we aim to:

1. Foster a more inclusive and supportive learning environment that recognises and values the diversity of our student body.
2. Ensure equitable access to a broad range of subjects and extracurricular activities, thereby promoting a well-rounded education and experience for all students.
3. Identify and address barriers that may prevent certain groups from fully participating in the school's offerings

#### **To achieve this objective we plan to:**

##### **1. Data Collection and Analysis:**

- Conduct a comprehensive audit to gather baseline data on current participation rates in various subjects and extracurricular activities, disaggregated by gender, ethnicity, SEND, and pupil premium status.
- Use surveys, focus groups, and interviews to understand the specific barriers and challenges faced by underrepresented groups in accessing these opportunities.

##### **2. Encouragement and Signposting:**

- Develop processes to encourage students from underrepresented groups to explore and engage in a wider range of subjects and activities.
- Provide clear and accessible information about available opportunities through newsletters, school assemblies, form time and Google Classroom

##### **3. Support Systems:**

- Consider pairing students with peers or staff members who can provide guidance and encouragement.

##### **4. Inclusive Practices in Curriculum areas:**

- Review and adapt teaching methods and curriculum content to ensure they are inclusive and culturally responsive.

##### **5. Monitoring and Evaluation and Community Engagement:**

- Regularly review participation data to track progress and identify areas where further intervention is needed.
- Review feedback from students, parents, and staff to refine and improve our strategies.

- Involve parents and guardians in the process, ensuring they are aware of and can support their children's engagement in school activities.

**Update March 2025:**

*We have an excellent extra-curricular offer in our school and it is important to continue to signpost students to these opportunities. Last year, we conducted an audit to look at group engagement in the offer. We shall be conducting a similar audit towards the end of this year. Mrs Phillips (Pupil Premium lead) has ensured all faculties are aware of how trips can be funded for pupil premium students, removing financial barriers and improving communication to students and parents regarding the opportunities available.*

**9. Monitoring arrangements**

The Headteacher and Link Governor will update the equality information we publish at least every year.

This document will be reviewed by the Governing Body subject to current legislation.

This document will be approved by the Governing Body.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan

Signed \_\_\_\_\_ (Chair of Governors)

Date \_\_\_\_\_