



Equalities Policy

Attached to this policy (Appendix 1) is the report into the progress achieved this year against the objectives.

We are currently reviewing the policy with a view to amending the objectives for the school year 2024-25 which we intend to publish by September 2024.

The report included in this policy was presented to the Full Governing Body on 21st March 2024 at which point they approved revising the policy ready for publication in September.

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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

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. Education for students and training for staff raises awareness of the Equality Act 2010 and equalities issues faced by the school
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: Annually review, monitor and update governors on the training opportunities, recording progress, incidents and outcomes for key groups of students and staff in the school and to ensure the curriculum is inclusive and covers key aspects of anti-discrimination education in subjects such as PSHE and RE.

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.

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.

Objective 3:

To narrow the gender attainment gap within the school at KS4

Why we have chosen this objective: Nationally there is a significant differential between the GCSE outcomes (in particular) of boys and girls. We seek to close the gap, in particular by focusing on improving the outcomes for boys.

To achieve this objective, we plan to: Improve the quality of interactions in the classrooms with boys in particular, focusing on teaching strategies and approaches that improve their participation and engagement. Plan well sequenced high impact interventions, including study skills and organisation sessions which are targeted at improving outcomes across the board, but particularly for boys.

Progress we are making towards this objective: Staff training, interventions plans and significant activity by form tutors, heads of year and heads of key stages. Monitoring systems allow real time assessments to be made class by class subject by subject. There is still much to be learned from individual teachers who do maximize the performance of boys in their classes; sharing of best practice is developing.

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 _____

11. Appendix I

2022-2023 Equality Objectives Report

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. Education for students and training for staff raises awareness of the Equality Act 2010 and equalities issues faced by the school
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: Annually review, monitor and update governors on the training opportunities, recording progress, incidents and outcomes for key groups of students and staff in the school and to ensure the curriculum is inclusive and covers key aspects of anti-discrimination education in subjects such as PSHE and RE.

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.

COMMENTARY

A great deal of work has gone into EDI over the past 18 months since it became a priority in our School Improvement Plan for the first time.

Staff training has been a key component of this and the level of awareness and confidence amongst staff has risen as a result. A complete audit of the curriculum has taken place, and there has been a concerted effort on the part of Heads of Faculty and Lead Practitioners to include more equalities content across the curriculum.

In addition to this there has been a programme of assemblies and the revised PSHE content which has helped deliver more content, ensuring greater awareness of equalities and discrimination amongst students.

Faculty Improvement plans now include a section on EDI across our curriculum and a working group called “EDI Champions” has meant that each faculty has at least one member with a focus on embedding EDI initiatives. An EDI Curriculum plan has been put together, to be reviewed twice yearly, and progress shared with parents.

It is our intention that this objective will be taken forwards into the next academic year but with a slightly revised objective.

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.

COMMENTARY

A good deal of progress has been made in supporting Pupil Premium students over the past year. Additional resources have been put into intervention programmes and a Pupil Premium support worker has been appointed.

Initiatives now include Subject specific support for English and Maths, as well as an intervention options block which may include Pupil Premium students. Independent study has also been a focus this year, with strategies modeled in class and a space provided after school for students to revise in the canteen, in preparation for GCSE exams. We are continuing to improve our monitoring systems, which include fortnightly Pupil Premium meetings and monitoring spreadsheets to identify students that may require additional support and interventions. The Pupil Premium Coordinator and relevant AHT is working closely with the Data Manager to share centralised information with pastoral leads.

In 2023 the Pupil Premium gaps were as follows - 8.2 GCSE points below non PP students for boys, and 23.3 points behind for girls with a cohort of nine boys and five girls, 14 in total. The average point score in July 2023 was 48.3 GCSE points for PP students.

2024 the projected Pupil Premium scores look to be stronger with a gap of 5.2 GCSE points below non PP students for boys and 7.0 points for girls. Projections suggest that the average GCSE points score in 2024 will be 58 points per pupil with a cohort of 12 PP students. Additionally we have a school refuser who will have an impact on the final figures.

The gap between PP and non-PP performance is similar to the national average but very slightly smaller; for example, our PP pupils attainment 8 score is 1.5 above the national average for PP pupils whereas our non-PP pupils score 1.4 above the national average for non-PP pupils, so the A8 gap between PP and non-PP pupils is 0.1 less than the national average, about 5% (note our A8 score is 6.3 in the FFT report, rather than 63). There is a similarly small difference when we consider students achieving 5 or more GCSEs 9-4 including English and maths at grade 5+. The PP

pupils beat the national PP average by 40% whereas the non-PP pupils are 38% above the national average, again approximately 5% narrower.

It is our intention that this objective will be taken forwards into the next academic year but with a slightly revised objective.

Objective 3:

To narrow the gender attainment gap within the school at KS4

Why we have chosen this objective: Nationally there is a significant differential between the GCSE outcomes (in particular) of boys and girls. We seek to close the gap, in particular by focusing on improving the outcomes for boys.

To achieve this objective, we plan to: Improve the quality of interactions in the classrooms with boys in particular, focusing on teaching strategies and approaches that improve their participation and engagement. Plan well sequenced high impact interventions, including study skills and organisation sessions which are targeted at improving outcomes across the board, but particularly for boys.

Progress we are making towards this objective: Staff training, interventions plans and significant activity by form tutors, heads of year and heads of key stages. Monitoring systems allow real time assessments to be made class by class subject by subject. There is still much to be learned from individual teachers who do maximize the performance of boys in their classes; sharing of best practice is developing

COMMENTARY

This challenging target has been an area of focus over the past 12 months. However, progress is slow and we do not expect the gap to close any further this year (2024).

The final gap between boys and girls in 2023 was 3.7 GCSE points on average.

Looking at the projection for 2024 the gap between boys and girls is expected to be 5.3 GCSE points on average.

In 2023 there were slightly more boys than girls; 78 boys and 73 girls. In 2024, there are far more girls than boys, which exacerbates the issue, with 88 girls and 63 boys in the current year 11 cohort. This is also a reflection of the national picture. At this school boys catch up with girls at A-level.

As with the pupil premium objective the gap between male and female students is very similar to the national averages, but very slightly smaller. For the A8 measure our male students are 1.8 above the national average for male students and our females are 1.7 above the national average for female students. There is no difference in the gap for students achieving 5 or more GCSEs 9-4 including English and maths at grade 5+, both are 43% above the national averages.

This objective will be replaced following further review ahead of the academic year 2024-25.