

Equality Information and Objectives Policy Report to Governors

School Name: Queen Elizabeth High School

Academic Year: 2024 - 2025

Report Prepared by: Sebastien Seneque Head of School

Date of Review by Governors: June 25

1. Introduction

This report outlines how Queen Elizabeth High School is fulfilling its responsibilities under the **Equality Act 2010**, and how it promotes an inclusive culture for all pupils and staff. The focus is on how we:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between all individuals within the school community

This is in line with the **Public Sector Equality Duty** and relevant Ofsted requirements.

2. Legal Context

This policy is informed by:

- Equality Act 2010 (and Public Sector Equality Duty 2011)
- DfE “Equality Act 2010: Advice for Schools”
- Ofsted Inspection Framework
- Keeping Children Safe in Education (latest version)

3. School Commitment to Equality

Queen Elizabeth High School is committed to providing a safe, supportive, and inclusive environment where every student can thrive regardless of background or identity. We promote:

- A diverse and representative curriculum this includes the PSHE curriculum which covers a range of topics e.g challenging stereotypes, prejudice and discrimination, gender identity and gender-based discrimination. We celebrate different cultural events and hold assemblies on a range of topics including International Women’s Day, School Diversity Week and Holocaust Memorial Day.
- Equitable access to extracurricular and leadership opportunities.
- Robust systems for identifying and challenging discrimination
- High expectations for all learners

4. School Context and Equality Information

4.1 Student Demographics (Years 7–11)

Characteristic	Percentage
Gender	Male 48% Female 52%
Ethnicity	White British 46% Any Other Black Background 0.2% Any Other Mixed Background 0.2% Any Other White Background 0.48% Asian and Any Other Ethnic Group 0.2% Black African 2% Chinese 0.2% Chinese and Any Other Ethnic Group 0.2% Gypsy/Roma 0.2% Indian 2% Any Other Mixed Background 0.2% Any Other White Background 2% Sri Lankan 0.2% White English 39% White and Any Other Asian Background 0.2% White and Black African 0.2% White Eastern European 4% White European 2% White Other 1%
Disability Status	0%
Free School Meals	23%
English as Additional Language	10%

4.2 Staff Demographics

Category	Percentage (%)
Gender	Male 36% Female 64%
Ethnicity	Not Yet Obtained 33% White British 64% White English 1% Any Other White Background 1% White and any other Ethnic group 1%

Category Percentage (%)

Disability Status 0%

5. Attainment and Progress: Equality Groups

A summary of how key pupil groups perform at KS4 2024:

Group Headline Performance Summary

Group	Average Attainment 8 Score	Average Progress 8 Score
All Students	[40]	[-0.46]
Gender: Male	[33]	[-0.80]
Gender: Female	[4.5]	[-0.15]
Ethnicity: [White (70)]	[39]	[-0.47]
Ethnicity: [Indian (1)]	[44]	[-]
Ethnicity: [Other (1)]	[54]	[+0.14]
SEN Status: [SEN Support (15)]	[30]	[-0.48]
SEN Status: [EHC Plan (2)]	[19]	[+0.28]
SEN Status: [No SEN]	[43]	[-0.49]
FSM Eligibility (14)	[26]	[-1.25]

Actions in response:

- Targeted interventions in core subjects
- Revision/study skills support for PP students
- ELSA or Thrive support for vulnerable groups

6. Current Equality Objectives (2024–2027)

Objective	Rationale	Actions	Progress/Impact
1. Raise attainment for disadvantaged boys in English	Data gap in Progress 8 English score	Small group tuition, mentoring, parental engagement	Initial progress noted in Y10
2. Improve curriculum representation	Feedback showed limited representation in texts/staff	Introduced diverse texts in English/History	Positive pupil feedback

7. Equality Impact Assessment of Policies

We review key policies annually with an equality lens. This year:

- **Behaviour and Rewards Policy:** Reviewed for bias in sanctions (no disproportionality found)
- **Uniform Policy:** Adjusted language to be more gender inclusive
- **Recruitment Process:** Advertised through inclusive platforms and anonymised application forms trialled

8. Training and CPD

- Whole-staff training on unconscious bias and inclusive language
- Safeguarding sessions incorporating LGBTQ+ and racial identity issues
- Pastoral and teaching staff trained on inclusive teaching and trauma-informed practice

9. Engagement with Stakeholders

- **Pupil voice:** School council, diversity forums, PSHE feedback surveys
- **Staff:** Voice gathered via anonymous surveys and discussion groups

10. Next Steps and Priorities

- Review and publish updated Equality Objectives
- Further develop EDI within Sixth Form leadership and curriculum
- Expand data analysis to track long-term outcomes by pupil characteristics

11. Review and Approval

This report is reviewed and approved annually by the Governing Body. It is published on the school website in accordance with legal requirements.

Chair of Governors Signature: _____

Date: _____

Head of School Signature: _____

Date: _____