



Equality Policy & Objectives

QES & QESstudio

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1. Aims

Queen Elizabeth School and Queen Elizabeth Studio School are Values led organisations.

It is of the utmost importance to us that every single member of our community is happy, safe and respected and feels that our Schools are a place where everyone is valued and everyone belongs.

We ask every member of our community; staff, pupils and parents/carers, to do their best to uphold these Values every day and in every aspect of school life, therefore ensuring that respect for difference and diversity is central to all that we do.

Our Values are:

- Respecting the Past and its Traditions
- Working Hard and Doing Your Best
- Being Decent to Others
- Being Friendly, Polite and Courteous
- Looking Out for Others
- Getting Involved
- Respecting the Environment
- Thinking of Others Less Fortunate
- Encouraging Global Citizenship
- Remembering that Life is about More than Money and Material Things

Our schools aim to meet their obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment

- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher
- The equality link Trustee is Sally Elton Chalcraft. They 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're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the Executive 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 regular refresher training.

The school has a designated senior leader to monitor and oversee 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 that 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
- 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 data referenced above 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As Schools, we will publish information to show gender pay-gap reporting and other pay equality issues and are developing our data recording to enable more detailed analysis and tracking.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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, citizenship and 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
- Making pupils aware of our behaviour and anti-bullying policies and procedures.
- 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, we have 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. For example, the Anthony Walker Foundation and Anti-Racist Cumbria.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

The School will consider if a written record (known as an Equality Impact Assessment) is appropriate for each policy renewal or significant development or change in provision. This is a document to show we have actively considered our equality duties and asked ourselves relevant questions. The record is completed by the lead member of staff and is stored electronically.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We opt to report pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years – we've chosen September 2027 to be our next deadline for this

Objective 1

To reduce the gap in attendance between pupils eligible for FSM and the full cohort by ensuring these pupils have access to targeted support, inclusive practices and early intervention strategies. We aim to achieve attendance rates within 1% of the whole school average by July 2026.

Why we have chosen this objective:

- The current gap in attendance between these groups stands at 6% in QESstudio and at 3.25% in QES in June 2026.
- This gap is more significant than the gap for other groups such as SEND (3.5% in QESstudio and 2.25% in QES)

To achieve this objective, we plan to:

- Target support from pastoral and inclusion team staff
- Ensure pupil premium funding is used where appropriate to support good attendance
- Develop our staff's knowledge of and competence in relational practice.
- Track participation of pupils eligible for FSM in our extra and super curricular offer and plan targeted intervention where necessary to encourage a sense of belonging and enjoyment of school.

Progress we are making towards this objective:

- Involvement of the inclusion team in supporting attendance
- Appointment of 2 x AHTs with responsibility for attendance
- Increase in the pastoral team including AHT making home school visits
- Increase in awards associated with attendance including certificates and prizes e.g. hot chocolate
- Whole staff CPD on relational practices
- Development of SOCS to track extracurricular participation in 2025-26
- Increase of our universal cultural offer; e.g. live music experiences to all year groups during assemblies, visiting theatre companies in school, author visits.

Objective 2

To make measurable progress towards our aim of becoming an antiracist school including by continuing work on our 3 objectives agreed with the local authority AREL and to have made substantial progress towards those objectives by September 2027.

Why we have chosen this objective:

- Recorded and reported incidents of racist language and behaviour are increasing
- Reports from children cite issues such as use of racist language, both as examples of direct interpersonal racism and otherwise, and sharing of racist content online.

To achieve this objective, we plan to:

- Continue work through assemblies and the PD programme to improve students' understanding of racism, its impact and their responsibilities.
- Review CPOMs (safeguarding MIS) categories
- Develop further staff training opportunities to enable all staff to feel confident in having conversations with students around race and racism.

Progress we are making towards this objective:

- Y7-10 (2024-5) all participated in antiracism training session delivered by the Anthony Walker Foundation- May 2025
- Staff training on the language of antiracism from the Anthony Walker Foundation – October 2025
- Parent/carers and staff antiracism steering group established in the academic year 2024-25.
- Curriculum work is taking place which supports this objective (i.e KS3 History curriculum)

- Partner school in the Antiracist Cumbria, Antiracist Education Lead (AREL) project 2025-6: participating in termly foci of understanding and developing our philosophy, policies and pedagogy through an antiracist lens e.g. our behaviour policy 27 March 2026.
- Partnership with Hifsa Haroon-Iqba (PREVENT lead, community cohesion and reengagement) e.g. whole year PD sessions (years 10 and 13) with follow-up sessions and targeted intervention e.g. 16 April 2026

Objective 3

To ensure that sexist and misogynist behaviour and language is appropriately challenged by all adults working across the trust and reported effectively in order to ensure that our schools are safe spaces for everyone.

Why we have chosen this objective:

- Recorded and reported incidents of sexist and misogynist language
- Response to safeguarding concerns over online influencers (including but not limited to Andrew Tate)

To achieve this objective, we plan to:

- Continue work through assemblies and the PD programme to improve students' understanding of sexism and misogyny, its impact and their responsibilities.
- Develop staff training opportunities to improve staff ability to confidently challenge sexist and misogynist behaviour and language.

Progress we are making towards this objective:

- PD sessions which relate to this objective: for example impact of gender stereotypes on mental health (Y9); sexual assault/harassment (Y8); gender stereotypes explored in RSE element of PD (Y10)
- Curriculum work is taking place which supports this objective (e.g. choice of A Level English Lit texts; history curriculum)
- Evidence of pupils regularly using our 'call it out' system which is monitored daily.

9. Monitoring arrangements

The Executive Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

School-specific equality objectives will be reviewed by the governing body at least every 3 years.

This document will be reviewed by the local governing board annually, to ensure continued compliance with the PSED.

This document will be approved by the local governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND information report
- SEND policy
- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- Schools Improvement Plans