POLICY NAME	**EQUALITY INFORMATION AND OBJECTIVES POLICY**
POLICY REF:	**QEHSP44**
EFFECTIVE DATE:	**NOVEMBER 2025**

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1. Aims

Our school aims to meet its 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 positive relationships through being committed to building an environment where understanding, respect, and collaboration thrive, embracing the uniqueness of every individual
- The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

QEHS proudly celebrate and promote: ***Tradition***, ***Achievement***, and ***Opportunity***. These core values revolve around ensuring our students are well cared for, academically challenged and afforded access to a broad range of fulfilling and enriching co-curricular activities. As a result, students at QEHS feel safe, flourish within an environment of academic rigour, and develop interests and skills which will go on to serve them well throughout their lives.

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 objective

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.

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, students and parents/guardians
- Ensure that the published equality information is reviewed 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 Headteacher

The equality link governor is Alan Shaw. They will:

- Meet with the designated member of staff for equality, 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 board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- 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 is Helen Crick – Assistant Headteacher, Community & Culture. They will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor termly 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.

All staff are expected to:

- Promote equality, celebrate diversity, and avoid any form of unfair discrimination
- Challenge and respond appropriately to incidents of discrimination related to protected characteristics, whether by students, staff, or visitors
- Stay informed about equality legislation and engage in relevant equality, diversity, and inclusion training

Students are expected to:

- Show respect for others through both their words and actions
- Follow school policies and procedures relating to equality, diversity, and inclusion

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and aims to eliminate discrimination by ensuring:

- 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 and INSET
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training

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. students with disabilities, students 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 students 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 students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups when reporting to governors
- Report further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics. As a school , we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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

6. Fostering positive relationships

The school aims to foster positive relationships 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 PSHE & RSE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Students 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 organising school trips, engaging with interventions and initiatives, and hosting days such as the PSHE Stay Safe days and STEM fair.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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. 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. For example, when a school trip or activity is being planned.

8. Equality objectives

As a school, we are required to publish equality information every year and review our objectives every four years.

Objective 1

To strengthen students' sense of belonging in school by ensuring cultural and religious diversity is represented across the academic curriculum and wider co-curricular offer, while actively promoting inclusion of disadvantaged and vulnerable students in enrichment, leadership, and wider school opportunities.

Why we have chosen this objective:

We want every student at QEHS Gainsborough to feel valued, represented, and included, regardless of background or circumstance. While we already celebrate diversity within the school, there is more we can do to ensure that our curriculum and co-curricular provision reflect the breadth of cultural and religious experiences in our community. We also recognise that disadvantaged and vulnerable students can face barriers to accessing enrichment and leadership opportunities, and we are committed to removing these barriers.

To achieve this objective, we plan to:

- Review the curriculum across subjects to ensure cultural and religious diversity is represented meaningfully and consistently
- Audit co-curricular and enrichment activities to identify and address gaps in representation and accessibility
- Actively encourage and support disadvantaged and vulnerable students to take part in enrichment, leadership, and wider opportunities
- Provide staff training on embedding representation and inclusive practice in both classroom teaching and co-curricular planning
- Gather and act upon student voice feedback to ensure all students feel a genuine sense of belonging

Objective 2

To strengthen our reward, recognition, and response systems by ensuring that students who are making lower progress, particularly those with SEND or from disadvantaged backgrounds, receive timely support and targeted educational interventions. We will also ensure that our approach to behaviour is fair, consistent, and supportive, with a strong focus on early intervention. In addition, we will maintain a clear and consistent process for tackling prejudice-based incidents, ensuring that all students feel safe, respected, and included.

Why we have chosen this objective:

At QEHS Gainsborough, we are committed to ensuring that every student has the opportunity to succeed, regardless of background or need. We recognise that some students, particularly those with SEND or from disadvantaged backgrounds, may require additional support to make progress in line with their peers. A consistent and fair approach to rewards, behaviour, and interventions helps to reduce barriers, promote positive outcomes, and ensure that all students feel valued. Tackling prejudice-based incidents in a clear and consistent way is also essential to maintaining an inclusive and respectful school culture.

To achieve this objective, we plan to:

- Review and refine our rewards system to ensure it is inclusive and recognises the progress and achievements of all students
- Implement timely and targeted interventions for students whose progress is below that of their peers, with particular focus on disadvantaged students and those with SEND
- Provide staff with training and resources to ensure a consistent and supportive approach to behaviour management, with an emphasis on early intervention
- Strengthen systems for recording, monitoring, and responding to prejudice-based incidents, ensuring that actions are consistent and effective
- Regularly evaluate the impact of interventions and behaviour systems to ensure they reduce inequality and promote positive outcomes for all

9. Monitoring arrangements

The Headteacher and Assistant Headteacher (Community & Culture) and link Governor will update the equality information we publish, at least every year, to ensure continued compliance with the PSED.

Our school-specific equality objectives will be reviewed by the governing board at least every 4 years. This document will be approved by the governing board annually.

10. Links with other policies/documents

This document links to the following policies:

- Accessibility Policy
- SEN information report
- SEND policy
- Behaviour Policy
- PSHE/RSE Policy
- School Improvement Plan

Approved by:	Governing Board (Welfare Committee)
Date:	November 2025
Responsible Person:	RME/HXC
Review frequency:	Annually and every 4 years for objectives