



Queen Elizabeth's Girls' School

Public Sector Equality Duty Policy

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STATUS:	Statutory
REVIEWED BY:	Colette Abimbola
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1. Aims

Our school aims to support and protect all members of our school community regardless of their social origin, race, gender, age, disability, sexual orientation, marital status, religion or pregnancy and maternity.

It aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Queen Elizabeth's Girls' School aims to promote respect for difference and diversity in accordance with our values, which are Courage, Creativity, Courtesy, Resilience, Integrity, Respect and Wisdom.

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 board of trustees 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
- 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 headteacher

The equality link trustee is Toyin Aderoju. They will:

- Meet regularly with the designated member of staff for equality to discuss development and progress
- Ensure they're familiar with all relevant legislation and the contents of this document

- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to board of trustees

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet regularly with the equality link governor to discuss any developments and progress
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Communicate openly, effectively and offer constructive feedback through a range of tools, strategies, and resources
- Aim to create and maintain a trusting and flexible relationship with students and staff
- To develop and enhance the strategic plan to implement within the school

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We aim to continually review, update and comply with non-discrimination principles

Relevant policies clearly articulate expectations to eliminate unconscious bias, avoid discrimination and prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and level 1 Safeguarding training.

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 trustee. 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 (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 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)
- Implement interventions required to re-educate and minimise incidents
- Achieve the aims set out in this document

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 and respect, 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
- Conducting themed assemblies dealing with relevant issues and topics. Students will be encouraged to take a lead in assemblies focusing on different topics and issues. Invited external speakers will also run assemblies, lectures and talks contributing to the school initiatives.
- 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 and developing cultural experiences.
- 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

8. Equality objectives

The Equality Objectives at Queen Elizabeth's Girls' School are:

- To continuously review and revise the KS3 -5 curriculum so that it reflects our diverse community and encourages tolerance and importantly, respect
- To promote awareness of mental health issues, develop and implement appropriate interventions as necessary and appropriate
- To close the gap between the attainment and progress of all student groups, especially students on the Disadvantaged register, students with Special Educational Needs and Disabilities, Looked After Children and students from Black, Asian and Minority Ethnic groups
- To eradicate the use of discriminatory language especially language that undermines the 9 protected characteristics through education and awareness, amplifying the use of the school's Code of Conduct, empowering students through Students' Voice and promotion of British Values. The school will act promptly following existing policies to enact appropriate actions when necessary
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.

9. Monitoring Arrangements

The headteacher will update the equality information. This document will be reviewed by the board of trustees at least every 4 years.

10. Links with other policies

This policy should be read in conjunction with all other policies and not as a standalone policy.