



**QUEENS' SCHOOL**  
*Dare to be Great*

## **Equality Policy**

### **1. Equality and Diversity Statement**

All students and staff at Queens' are respected as individuals. We recognise that diversity is a reality of our community that brings significant educational benefits to all students and the entire school community, enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity. Discrimination of any sort will not be tolerated.

At Queens', we expect staff to have high expectations of all members of the school community and to be sensitive to barriers which may prevent successful learning taking place. We will strive to create a positive ethos in which the characteristics of our diverse learners are recognised to enable them to develop academically and socially. We believe that our role as a school is to help students to develop into confident, responsible and caring individuals able to make a positive contribution to the school and the wider community. We will promote the spiritual, moral, cultural, mental and physical development of students and prepare individuals for the opportunities, responsibilities and experiences of later life. Each student is expected to take responsibility for their thoughts and actions and to be understanding of individual differences.

The school is committed to building an environment where:

- All students and staff are treated with dignity and respect
- Diversity is valued
- Stereotypes are questioned
- Bias, bigotry, prejudice, discrimination and racism are wholeheartedly challenged

### **2. Aims**

- To make Queens' a safe and welcoming community and instil in students, parents/carers and staff a positive awareness of the value of each member of the community
- To establish an atmosphere of mutual respect which constantly challenges prejudices and promotes high levels of self-esteem
- To create an environment for learning which will encourage all students to achieve the highest standards through the provision of a broad, balanced and personalised curriculum.

### **3. Legal background**

Queens' School is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

This policy has due regard to statutory legislation, including, but not limited to, the following:

- UN Convention on the Rights of the Child 1989
- Human Rights Act 1998
- The Equality Act 2010

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after children' 2014

#### **4. Protected Characteristics**

We will not discriminate against, harass or victimise a student or prospective student because of their:

- Sex
- Race
- Disability
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

We will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent/carer, with whom the student or prospective student is associated.

We will not discriminate against staff, or prospective staff, based on age or marital or civil partnership status in addition to the above characteristics. Staff should refer to the school's Staff Code of Conduct Policy, the Bullying and Harassment Policy and Grievance Procedure for guidance on what to do if they believe there is discrimination in the workplace that cannot be resolved informally via the Line Management structures in place.

##### **4a. Sex**

We will ensure that:

- Students of one sex are not singled out for less favourable treatment from that given to students of the other sex.
- School practices are reviewed regularly to ensure that they are fair.
- Where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.
- Both sexes will have equal opportunities to participate in comparable sporting activities.
- Single sex provision is provided for toilets, changing rooms and bedrooms on school trips.
- That there is a designated safe space within our school.

##### **4b. Race**

We will ensure that:

- Students of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
- We will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such actions will always be viewed as direct discrimination.

- We take positive action to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.
- That there is a designated safe space within our school.

**4c. Disability** (physical or mental impairment that has a substantial and long-term negative effect on normal daily activities)

We will ensure that:

- Students with disabilities or children of disabled parents/carers are not singled out or treated less favourably than other students simply because they have a disability, regularly reviewing our school practices to ensure they are fair.
- We do not discriminate against students with a disability by implementing a rule for all students that could have an adverse effect on students with disabilities only.
- We do not discriminate against students with disabilities because of something which is a consequence of their disability (for example, by not allowing a student on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- We make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the child also has a special educational need (SEND), but does not have a health and care (EHC) plan.
- We meet our duty to undertake accessibility planning for students with disabilities, and ensure that any accessibility plan is duly implemented, and reviewed where necessary.
- We make reasonable adjustments for parents/carers if we are made aware of their disability.
- We make reasonable adjustments to accommodate absence requests for treatment and support of students by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the student.
- That there is a designated safe space within our school.

**4d. Religion and Belief**

We will ensure that:

- Students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- Students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.
- Two days of absence will be authorised for religious observance
- That there is a designated safe space within our school.

**4e. Sexual Orientation**

We will ensure:

- That all LGBTQ+ students, or the children of LGBTQ+ parents/carers, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
- That students are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in RSE lessons.
- That there is a designated safe space within our school

**4f. Gender Reassignment** (a student taking steps to live in the opposite gender)

We will ensure:

- Students are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans parents/carers, regularly checking our school practices to ensure that they are fair.

- We make reasonable adjustments to accommodate absence requests for treatment and support of trans students by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the student.
- Students have the right to dress in accordance with their gender identity within the constraints of our Uniform Policy / Dress Code.
- The use of changing rooms will be assessed on a case-by-case basis in discussion with the individual student. The goal will be to maximise social integration and promote an equal opportunity to participate in the curriculum or extra-curricular activity, ensuring safety and comfort. Students who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as a separate changing schedule or area. Any alternative arrangement will be provided in a way that protects the individual's ability to keep their gender confidential.
- There are alternative toilets to use
- That there is a designated safe space within our school

#### **4g. Pregnancy and Maternity**

We will ensure:

- Students are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.
- We make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant, or just given birth.
- That there is a designated safe space within our school

### **5. The Curriculum**

We will ensure:

- That the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination and the promotion of prejudicial stereotypes.
- We respect the right of parents/carers to withdraw their child from religious and sex education classes.

### **6. Inclusion**

We will ensure:

- We will promote inclusion and equality
- We call our students by their preferred names and pronouns, taking into account the correct spelling, structure and pronunciation on the basis of parents/carers knowledge and medical assessment /diagnosis.
- We provide an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- We instil in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- We provide a variety of educational and residential visits which expose students to a wide range of cultural experiences.
- We take care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- We value the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
- We communicate our policy to parents/carers to gain their understanding, agreement and support for its provisions.

- We discuss equality issues as an agenda item for the Student Leadership Team.
- Incidents of a discriminatory nature will be dealt with under the Behaviour for Learning Policy.

## **7. Roles and Responsibilities**

The Board of Trustees, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy and ensuring the school meets all its legal duties.

### **7a. Commitment to Implementation**

The Headteacher retains overall responsibility for ensuring that the policy is delivered effectively. An annual report will be submitted to the Governing Body. All staff are responsible for delivering the policy both as employees and as it relates to their area of work.

### **7b. Commitment to review**

The policy will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole Equality Policy will be reviewed at least every three years.

### **7c. Commitment to publish**

Queens' is committed to sharing information about our Equality Policy as broadly as appropriate.

### **7d. Commitment to action**

#### **Trustees will:**

- Prioritise safeguarding
- Provide leadership and drive for the development and regular review of the school's equality and other policies Policy Implementation
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents Public Sector Duties
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

#### **Headteachers and senior staff will:**

- Prioritise safeguarding
- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

**Line managers will:**

- Prioritise safeguarding
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations Behaviour
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff, teaching and non-teaching will:**

- Prioritise safeguarding
- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development Policy Implementation
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying and discrimination cases, Public Sector Duties, as detailed in the Anti-Bullying Policy and the Behaviour for Learning Policy
- Contribute to the implementation of the school's Equality Policy

## **8. Equality Impact Assessment**

Equality Impact Assessments (EQIAs) help the school to ensure that there is no unlawful direct/indirect discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure the school meets diverse needs of its students and staff and that diversity, equality and inclusion run through all areas of school life.

### **8a. Student Assessment**

Regular assessments of students' learning are made and this information is used to track students' progress. As part of this process, the school regularly monitors the performance of different groups, to ensure that all groups of students are making the best possible progress. This information is used to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The Governing body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

### **8b. Other Factors**

As well as monitoring student performance information, the school also regularly monitors a range of other information which might have relevance for equality issues including:

- Exclusions

- Incidents of a prejudicial nature and all forms of bullying
- Parental involvement
- Attendance
- Participation in school trips/visits/sport/music etc.
- Complaints

We view stakeholder consultation as an integral part of the impact assessment process. We consider the views and suggestions of relevant participants crucial to the school finding out how well we are achieving our objectives whether at the beginning of the scheme development process or at any other appropriate monitoring moments both during and after the schemes implementation.

## **9. Equality Duty**

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty
- Equality objectives (at least every four years)

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, students, parents and others with particular interests in the development of this policy

## **10. Linked Policies**

- Behaviour for Learning Policy
- Anti-Bullying Policy
- Prejudicial Incidents Policy
- RSE Policy

**Trustee approved: September 2022**

**Review date: September 2025**

**Queens' School (Bushey) Ltd (registered number: 076506090)**



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### Equality Objectives 2022-25

Equality Objective	Protected Characteristic	RAG	General Duty	Responsibility	Measurable Success Indicator	Reviewed	Review Date
To raise the attainment of SEND students	Disability		Eliminate discrimination and advance equality of opportunity	SLT	Vulnerable groups achieve in line with other pupils: by Summer exam results 2024, we will reduce the progress gap of SEND vs non-SEND students using the Progress 8 measure at KS4 to be in line with the National Attainment Gap.	Termly	Aug 2024
To ensure pupils feel their diversity is reflected in resources and displays around the school	All protected characteristics		Eliminate discrimination and advance equality of opportunity	Heads of Faculties	By Summer 2023, all school displays and publications show diversity as evidenced by both a student Voice group and protected characteristic audit	Yearly	July 2023
To broaden staff diversity, making it more aligned to the diversity of the student body	All protected characteristics		Eliminate discrimination and advance equality of opportunity	HT	To adopt evidenced based approaches for recruitment which will result in the staff body better representing the diversity of the student cohort by Summer 2025 in terms of minority ethnic staff, with the aim to increase this by at least 5%.	Yearly	Sep 2025
To reduce the number of prejudicial incidents from or between staff	All protected characteristics		Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	AHT	Awareness training is delivered and resources shared on a half termly basis. 360 Survey of Equality (to be completed in the summer term 2023) shows an improvement from 2022 results.	Termly	Aug 2023