



Queen Elizabeth  
High School  
*spes durat avorum*

# **Queen Elizabeth High School**

## **Public Sector Equality Duty**

### **January 2026**

This paper outlines how QEHS complies with the general and specific duties of [public sector equality duty](#), including the school's equality objectives.

The general duty requires public authorities such as schools and trusts to have, in the exercise of their functions, due regard to the three equality aims, which are to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic, including removal or minimisation of disadvantages, taking steps to meet need, and encouraging participation
- foster good relations between people who share and people who do not share a relevant protected characteristic, including tackling prejudice, and promoting understanding

The relevant protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **Compliance with the general duty**

Compliance with the general duty involves consciously thinking about these equality aims while making decisions. At Hadrian Learning Trust schools, this is evident in the following ways:

- Policy determination – when school and policies are reviewed, specific regard is given to the three equality aims in relation to each of the eight protected characteristics. This involves the review lead for each policy reflecting on and confirming in writing that the aims have been considered in relation to each characteristic, including to show if there was a good reason why the duty, or particular parts of it, did not apply to a decision.
- Decision making at Trust Board level – when key decisions are taken by the Board, for example in relation to curriculum, organisational change and staff and student policies, minutes will show that appropriate consideration has been given to the aims in relation to the protected characteristics.
- Decision making at executive level – when key policy and practice decisions are taken by senior leadership that have impact on staff and students, documentation will show that appropriate consideration has been given to the aims in relation to the protected characteristics.

### **Compliance with the specific duties**

The specific duties that apply to QEHS are:

- one or more equality objectives at least every 4 years
- gender pay gap data every year
- information on the organisation's compliance with the general duty every year

## Equality objectives

The equality objectives at Queen Elizabeth High School for 2025-26 are:

- Improve GCSE progress outcomes for boys through the development of a strategy to impact positively on their attitudes to learning so that, by the end of this academic year, the 2026 FFT P8 measure has improved from that of 2025 and the gap to the figure for girls has reduced.
- Improve the attendance of students experiencing disadvantage, including those with special educational needs and disabilities, so that, by the end of this academic year, their 2025-26 attendance figures are improved in comparison to the equivalent for 2024-25.
- Support staff with a disability, or who are likely to be regarded in law as having a disability, with the provision of reasonable adjustments as required in order to enable them to access, attend and engage with work in a way comparable to colleagues without a similar protected characteristic.

## Gender pay gap reporting

Please see here for the gender pay gap report for [Hadrian Learning Trust](#).

## Information on the organisation's compliance with the general duty every year

- See [here](#) for student and general policies
- See [here](#) for the school's approaches to students' personal development, including details on how we guide them in various aspects relating to the equality duty, including in relation to character development, tolerance and respect, the rule of law, individual liberty, citizenship, protected characteristics, celebrating diversity and the stay safe and well curriculum.
- See staff intranet for staff policies
- See [here](#) for minutes of Hadrian Learning Trust Board and trustee diversity data
- See appendix 1 for profile of student cohort
- See appendix 2 for reporting on 2025-26 equality objective outcomes – to be inserted September 2026

## Appendix 1 – QE Student Profile

	2017-18	2018-19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Roll</b>									
Y9	299	313	311	307	305	301	313	308	313
Y10	303	302	310	302	309	313	301	315	310
Y11	305	297	301	311	303	310	307	305	312
Y12	186	197	176	215	221	177	191	202	173
Y13	181	175	211	181	206	202	183	190	196
Total	1274	1284	1308	1316	1344	1303	1295	1320	1304
<b>Roll - Gender</b>									
Y9 M/F	143/156	171/142	149/162	153/154	172/133	161/140	163/150	163/145	170/143
Y10 M/F	144/159	147/155	169/141	144/157	157/152	172/141	160/141	165/150	167/143
Y11 M/F	140/165	139/158	147/154	169/142	146/157	159/151	170/137	162/143	162/150
Y12 M/F	80/106	87/110	83/93	109/105	113/108	81/96	98/93	106/96	92/81
Y13 M/F	82/99	74/101	86/125	82/99	102/104	100/102	85/98	97/93	99/97
Y14 M/F	0/0	TBC		0/0					
Total M/F	589/685	618/666	633/675	658/658	690/654	673/630	676/619	693/627	690/614
<b>%age HAPS / MAPS / LAPS</b>									
Y9	55/40/5	TBC	48/46/3	59/33/4	67/29/2	n/a	n/a	n/a	n/a
Y10	46/43/5	50/ 39/ 5	47/45/3	60/31/3	58/35/4	33/47/11	n/a	n/a	n/a
Y11	50/40/7	47/44/5	51/40/5	48/45/3	60/31/3	33/49/13	34/48/11	n/a	n/a
<b>No. disadvantaged (PP)</b>									
Y9	43	32	29	49	36	43	46	36	59
Y10	51	31	38	31	54	36	49	56	47
Y11	30	32	42	38	29	50	37	50	60
Y12	TBC	25	20	15	18	27	15	19	17
Y13	TBC	TBC		0					
Total			129	133	137	156	147	161	183
<b>FSM</b>									
Y9				32	23	38	36	34	50
Y10				15	35	26	38	38	43
Y11				19	15	38	31	38	43
Y12				12	8	3	9	17	16
Y13				8	13	6	4	11	17
Total				86	94	111	118	138	169
<b>No. in care</b>									
Y9	1	4	0	1	3	2	6	1	5
Y10	3	1	3	1	1	3	2	7	1
Y11	0	3	1	2	1	1	3	0	5
Y12	0	0	1	0	0	1	0	1	0
Y13	0	0	0	1	0	0	1	0	1
Total	4	8	5	5	5	7	12	9	12

<b>No. service children</b>									
Y9	0	1	2	1	3	5	4	1	4
Y10	0	0	3	2	3	4	6	4	1
Y11	0	0	1	3	3	3	3	6	4
Y12	0	0	0	0	2	2	2	1	3
Y13	0	0	0	0	0	-	1		1
Total	0	1	6	6	11	14	16	12	13
<b>SEN</b>									
K	42	42	57	58	67	70	91	35	55
S / EHCP:	17	24	22	26	22	21	27	34	42
Y9	2	8	5	3	8	3	44	23	41
Y10	13	3	9	7	4	7	30	22	24
Y11	1	13	4	10	6	5	32	18	25
Y12	1	0	4	1	3	3	3	5	4
Y13	0	0	0	5	1	3	9	1	3
Total SEN	59	66	79	84	89	91	118	69	97
<b>No. EAL</b>									
Y9	5	3	3	3	4	9	7	9	6
Y10	7	5	3	3	4	11	7	8	8
Y11	0	6	5	3	3	4	9	7	8
Y12	0	0	3	2	2	2	2	8	6
Y13	0	1		3	3	1	2	2	7
Total	12	15	14	14	16	27	27	34	35
<b>No. in Minority Ethnic Groups</b>									
Any Other Asian Background	2	2	2	3	1	1	1	1	2
Any Other Ethnic Group	3	1	1		2	2	1	1	3
Any Other Mixed Background	9	12	10	11	11	14	18	17	21
Any Other White Background	13	19	50	53	56	39	42	23	35
Bangladeshi			1	2	2	3	2	2	1
Black - African	1	1	1					2	4
Chinese			1				1	1	2
Indian	2	2	1	1	2	2	2	3	4
Not Yet Obtained	16	14	13	10	7	6	11	304	34
Other White British									1
Pakistani	1	1		1	1	1	1	1	
Refused	3	5	5	6	6	8	7	6	9
White - British	1197	1208	1196	1195	1223	1169	1153	929	1135

White - English									22
White - Scottish									2
White - Irish		2	2	2	2	2			
White and Asian	10	10	12	15	18	20	16	14	12
White and Black African	6	6	6	8	5	7	4	4	4
White and Black Caribbean	4	4	5	5	6	6	5	4	6
White and Chinese									1
White Other									2
Blank		3	2	4		13	29	2	4
<b>No. with Religious Beliefs</b>									
Christian	725	714	681	711	724	663	606	459	303
Buddhist	3	0	0	0	0	0	0		
Hindu	3	2	1	1	3	3	2	1	1
Jewish					1	2	3	3	2
Muslim	7	7	5	6	5	6	5	4	1
Roman Catholic					15	14	11	5	
Other Religion	14	16	18	15	16	13	18	14	9
No Religion	363	342	334	349	321	325	320	255	161
Refused					59	58	47	29	15
Not stated	161	184	30	48	200	219	283	550	812
<b>Ukrainian</b>									
Y9						5	3	1	0
Y10						8	3	3	2
Y11						0	6	3	3
Y12						2	0	5	2
Y13						0	2	0	4
Total						15	14	12	11

