

## QUEEN ELIZABETH HIGH SCHOOL

### Published equality information about the context of our school

#### Published objectives 2017-2021

This is our published information (January 2021) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

**The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request**

Our school is 10/11 form entry of around 300 students and has 3 main feeder middle schools. One of the schools, HMS, is part of our Multi Academy Trust (Hadrian Learning Trust)

Teaching and Learning has a focus on engaging and responding to the needs of all students, and engaging harder to reach groups with a curriculum appropriate to their needs e.g. we have literacy groups and a broad curriculum offer including vocational subjects.

We teach children about their rights and promote British values, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child.

A very small minority of pupils do not speak English as their first language. The number of BME pupils in our community is smaller than the county average and considerably under the national average. There are no patterns of underachievement in our small EAL/BME population.

We have specific groups in Year 9 and Year 10 who are the focus of intense support with the development on their literacy skills, which it is hoped will impact on their achievement across the curriculum. We have appointed a literacy coordinator who advises on literacy issues across the curriculum.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to offer social and emotional support to children through initiatives such as enhanced enrichment activities and mentoring. We also subsidise access to some of our trips, experiences and. Some of the pupils on behalf of whom we receive the grant are making and exceeding expected levels of progress but we continue to have gaps in attainment and attendance. We have a separate disadvantaged action plan which details all of our interventions that focus on closing the gap. This remains a high priority for us.

Objectives relating to children eligible for Free School Meals/Ever 6 have a high priority for all schools, although financial disadvantage is not a protected characteristic.

We welcome family diversity and the positive aspects of individuality in families that don't conform to stereotypes. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive, ethos.

We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who don't conform to stereotypes.

Our school uniform policy and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

**The school has data on its composition broken down by types of disability and special educational need.**

Our school has clear protocols and targeted provision to support those pupils who are on the SEND register. The [SEND local offer](#) is on the school web site, along with our SEN policy.

We address all needs through individualised intervention plans and the support of other agencies. We do have a number of students with ASD and have a BASE facility and specifically appointed LSAs.

The school's SEND policy, Behaviour Policy, Teaching and Learning Policy and our pastoral interventions support our SEND students and other vulnerable groups. We work hard to develop strategies to engage in these students in lesson time to aid their progress.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. There is a current accessibility plan in place as well as our equality objectives.

We record and report instances of discriminatory language or bullying, and we address these in accordance with the County Council's recently revised [guidance for dealing with discriminatory incidents and hate crime](#) in schools as well as through our own policies.

Staff recognise the relationship between hate crime and radicalisation or extremism. We are aware of the vulnerability of people in our region to messages about far-right extremism, and welcome open discussion and debate with the young people and their parents in order to dispel myths and misconceptions. We provide opportunities for students to experience the wider UK and wider contexts that exist outside of Hexham/Northumberland and the UK itself and ensure learning includes planned visits and visitors to broaden understanding of the wider multi cultural, multi faith context of modern Britain.

The school records data about religion and belief when it is provided by parents through or data collection mechanism. This enables us to state with confidence that we are inclusive with regard to pupils' religions and beliefs.

**The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.**

The school has an Equalities Action Plan which details the equalities objectives and reflects the priorities of the School Development Plan. These include narrowing the gap between disadvantaged students and SEN students, including attainment and attendance. All examination outcomes are analysed in relation to gender, ethnicity, disability and fluency in English (EAL). This data is available from the curriculum team.

**The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.**

The objectives we set that relate to attainment and closing gaps for vulnerable groups of children are set within the school's development plan and are reflected in our Equalities Action Plan. Objectives relating to disadvantaged children/those eligible for Free School Meals are given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools and for QEHS.

We record and report instances of discriminatory language or bullying, and set equality objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

Behaviour and safety data is analysed half termly and actions are identified to address any concerns that have been raised. The Pastoral Team and the Senior Leadership Team consider the data and identify key issues which then feed directly into the School Development Plan

### **Documentation and record-keeping**

Our school has a statement of overarching equality guiding principles published on the web site.

There are references in the SDP to gap closing and achieving equality of outcome for vulnerable learners. Such references also occur in SLT meeting minutes, Pastoral meeting minutes and Curriculum Leader meeting minutes.

### **Responsibilities**

All members of staff have responsibility for equalities and for meeting equality objectives. A senior member of staff has a specific responsibility for the oversight of equality matters. The Trustees monitoring group addresses any issues raised.

### **Staffing**

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and support staff. A senior member of staff gives updates on equalities issues in staff meetings/briefings e.g. on the protected characteristics, discriminatory language.

### **Behaviour and safety**

There are clear procedures for dealing with prejudice-related bullying and incidents.

The school annually returns a report on the number of racist incidents to the Local Authority, which Trustees approve in the autumn term.

When appropriate we engage with Northumbria Police's Community Officers to demonstrate our integrity in supporting those with protected characteristics or who may be vulnerable

Peer Mentors are advocates for their peers, and we know from our student surveys/student discussion groups that students feel safe from all kinds of bullying. In addition to our SIP reports and our most recent OFSTED report show students feel safe in school and report any bullying that does occur is dealt with effectively. Our parental survey also indicates parents are happy with the way bullying is dealt with, indeed it indicates one of our strengths is that the students feel safe from all kinds of bullying.

The school's [anti-bullying policy](#) is available from the web site.

## **Curriculum**

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding e.g. within our PSHE programme.

Focused attention is paid to the needs of specific groups of students, for example those who are registered as SEND, and there is extra or special provision for certain individuals/groups, as appropriate use of learning support assistants in and out of lessons, 1:1 and small group work in the base. Some students identified with poor literacy skills engage with the accelerated reader programme.

There are also activities across the curriculum that promotes students' spiritual, moral, social and cultural development. An audit of provision has been undertaken. Within curriculum materials in all subjects we promote positive images of disabled people of gay, lesbian and transgender people of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds. We also address equality issues within our assembly programme.

## **Consultation and involvement**

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school has procedures for finding out how students think and feel about the school, and has regard in these for the concerns of the Equality Act. E.g. annual survey and regular focus group discussions.

We consult parents and carers through surveys and feedback mechanisms from specific events. We also use parent mail/social media/annual survey as a quick, current means to improve how we share information and hear back from parents and carers. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

We have a Student Voice group in Y9-11 and a sixth form executive which meet regularly and we regularly survey students about various issues, as well as running student panels to consult on issues associated with each year group e.g. transition, option choice. Members of the Trustees/SLT also regularly conduct student panels on various issues.

## **Part Two: Objectives**

See separate sheet.