



Queen's Park High School

Equality Information and Objectives (Public Sector Equality Duty) Statement

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

At Queen's Park we use the term 'No Outsiders' which is the basis for our behaviour and anti-bullying policies. But importantly this extends to our culture and ways of working with all stakeholders within our school community.

What is 'No Outsiders'?

Our Vision: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens in modern Britain.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and the wider school community on our approach to promoting equality.



Our Equality Objectives reflect The Learning Trust (TLT) equality policy principles and aims. Careful analysis is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Our current Equality Objectives are to:

- Monitor, assess and track all students, identifying underachievement and implementing appropriate strategies; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.
- Implement effective strategies to support students identified as vulnerable to ensure they are safe and flourish.
- Improve the quality of support for students in other defined groups as above to be ready for the next stages of education or life.
- Ensure all students are able to access a full range of extra-curricular activities.
- Continually review the school's behaviour, anti-bullying (no outsiders) & curriculum policies to ensure they create the correct environment to best protect and support students in all vulnerable groups in at QPHS so that all pupils respect one another, feel safe, valued and are aware that any behaviour away from the expected is challenged.
- Promoting equality amongst all of its staff.
- To continue to provide a school environment that welcomes, protects and respects diverse people and this is further supported through curriculum design and delivery.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.
- To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Further information can be found in the following policies:

- The Learning Trust Equality Policy
- No Outsiders anti bullying Policy
- Behaviour and culture Policy
- SEND Policy
- Accessibility Policy
- Safeguarding Policy

Current Objectives and impact:

| Objective | Lead | Update |
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| Monitor, assess and track all students, identifying underachievement and implementing appropriate strategies; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups. | JON | Student underachievement is tracked after each data drop. The specific context of each students underachievement is considered bringing together knowledge of curriculum and pastoral elements to ensure a 360 degree approach to their individual needs and therefore and personalised intervention approach. Tracking systems in the school monitor the difference in performance for each of the groups defined in the objective to measure any gaps in each group against their subsequent peer group. |
| Implement effective strategies to support students identified as vulnerable to ensure they are safe and flourish. | CUT | Regular pastoral monitoring using the synergy software allows students who are struggling or need additional support to be identified quickly with pastoral interventions put in place. The school has implemented an inclusion framework which ensures a planned process when supporting vulnerable students through a staged response. |
| Improve the quality of support for students in other defined groups as above to be ready for the next stages of education or life. | WAT | The school has been recognised for its work in CEIAG and is performing above national averages for compliance with the Gatsby Benchmarks. The Roni date is used when triaging students for enhanced or additional independent careers advice and guidance. |
| Ensure all students are able to access a full range of extra-curricular activities. | YEO | There is a wide ranging extra-curricular programme open to all students. This is tracked so individual students and group engagement is monitored allowing for personalised approaches to be deployed to support students attendance at clubs. As of September 2025 we introduced compulsory enrichment into our school day to ensure all students get access to a comprehensive enrichment offer. |
| Continually review the school's, anti-bullying (no outsiders) & curriculum policies to ensure they create the correct environment to best protect and support students in all vulnerable groups in at QPHS so that all pupils respect one another, feel safe, valued and are aware that any behaviour away from the expected is challenged. | CUT | We use School Synergy to track and analyse the number of incidents across the school year for scrutiny by the Pastoral Committee of the Governing Board. Assemblies and PHSCE lessons including taking a proactive approach to contextualised safeguarding. regular student voice activities take place to ensure students struggling in silence can be identified and support appropriately. |
| Promoting equality amongst all of its staff. | KEA | SLT have an open door policy to support staff Promote equal opportunities for our entire workforce Provide training for senior staff in promoting their equality duty Increase awareness of equalities, diversity and inclusion through communication and training Ensure that all employees undertake equality training |
| To continue to provide a school environment that welcomes, protects and respects diverse people and this is further supported through curriculum design and delivery. | YEO | We ensure our Wider Curriculum offer has diversity dimension embedded in Programme of study, to include the taught (PSHCE) lessons. Curriculum Maps have been updated (September 2025) to ensure a wide coverage of equality issues students face in modern society. |

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| To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school. | YEO | A well planned PD curriculum ensures these issues are covered regularly throughout all Key Stages. We have introduced statutory PHSE into the timetable for Key Stage 5 students. Regular assemblies ensure the no outsiders slogan is part of school life and students understand discriminatory language and behaviour are not acceptable. |
| To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. | HOW | SEND offer includes reference to school accessibility. There are part of the school (Sept 25) which still need to be accesses via a movable ramp. Future site planning needs to address areas which are less accessible and this will continue to remain a focus moving forwards. |