

<b>Equality, Diversity and Inclusion Policy</b>	
Lead Governor & Member of SLT:	Sherine El-Menshawy and Ian Horgan
To be approved by:	FGB
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### 1. Aims

At Queensbridge, we believe that equality is inseparable from a strong culture of belonging. We are committed to creating a school community in which every pupil, member of staff and family feels valued, included and able to participate fully in school life. We recognise that a sense of belonging supports wellbeing, achievement and positive relationships, and we actively promote an environment where difference is respected, voices are heard and individuals are celebrated for who they are. This policy also aims to articulate Queensbridge School’s broader mission to create a culture of equity, inclusion and belonging, and acknowledges intersectionality and socio-economic factors.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

At Queensbridge, our mission is to equip all students with the character, skills, and academic knowledge they need to live happy and fulfilled lives. We foster a nurturing environment that emphasises strong relationships and a sense of belonging. Our school aims to promote respect for difference and diversity in accordance with our values, such as respect, kindness, resilience, aspiration and leadership.

## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## 3. Roles and responsibilities – making belonging everyone’s responsibility

The governing board 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/carers
- 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 governor will:
- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they’re familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote a whole-school culture in which inclusion and belonging are central to behaviour, curriculum, pastoral care and staff practice.
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 with the designated link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All members of the school community share responsibility for promoting equality, inclusion and a sense of belonging, and for challenging behaviours or practices that undermine these values.

## 4. Eliminating discrimination – linking discrimination to belonging

Incidents of identity-based harm are addressed according to Behaviour, Anti-Bullying and Safeguarding policies to ensure consistency. We recognise that discrimination, harassment or exclusionary behaviour undermines pupils’ sense of belonging and wellbeing, and we take prompt and proportionate action to address any incidents. Pupils are supported to report concerns and are reassured that their experiences will be taken seriously, in order to maintain trust and a sense of safety within the school community.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

Staff receive annual training on the Equality Act as part of the school's CPD programme.

The school has a designated member of staff for monitoring equality issues, and an equality link governor who regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity – participation and voice**

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 needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in school life (e.g. encouraging all pupils to be involved in the full range of activities and experiences)

The school recognises that socio-economic disadvantage and intersectional factors can create additional barriers to opportunity, and works proactively to address these.

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. declining incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our pupils

In advancing equality of opportunity, the school seeks to ensure that all pupils feel able to engage, contribute and succeed, and that barriers to participation do not prevent any individual from feeling that they belong. Pupils' views and experiences are considered when evaluating provision and identifying areas for improvement, particularly where issues of inclusion or belonging are identified.

## **6. Fostering good relations – explicit language of belonging**

The school recognises that positive relationships and a shared sense of belonging are essential to a harmonious and inclusive school environment. The school aims to foster good relationships between those who share a protected characteristic and those who do not by:

- Promoting tolerance, 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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community e.g. organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our student leadership team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate fully in all aspects of school life
- Working with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Creating opportunities for pupils to share their experiences, identities and perspectives, helping all members of the school community to feel seen, heard and valued.

## 7. Equality considerations in decision-making - belonging as a lens

Our Equality and Diversity Objectives are to promote inclusion through fostering a strong and lasting sense of belonging, rooted in mutual respect, tolerance, empathy and shared responsibility. In addition to legal compliance, the school considers how decisions may affect pupils' and families' sense of inclusion, participation and belonging. The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

These examples are not exhaustive; the school considers a wide range of equity factors in decision-making. 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:

- Creates conflict with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives - refining the headline statement

Monitoring will include consideration of pupils' experiences of inclusion and belonging, alongside quantitative data, where appropriate. Our Equality and Diversity Objectives are to promote inclusion through fostering a sense of belonging rooted in mutual respect, tolerance and empathy.

These objectives form part of the School Development Plan with allocated resources and responsibilities.

### Objective 1

By July 2027, the school will implement a range of annual activities and whole-school events that explore and celebrate cultural, social, and religious diversity, with pupil voice reporting a strong sense of belonging and inclusion.

### Objective 2

By the end of the 2026–27 academic year, all pupils will participate in at least one structured learning activity each year focused on recognising, challenging, and responding to discrimination and prejudice, with staff monitoring demonstrating a reduction in recorded discriminatory incidents and increased pupil confidence in reporting concerns.

### Objective 3

By July 2027, subject areas will, as part of wider curriculum change, review and adapt their schemes of work to include diverse perspectives and opportunities for critical reflection, with lesson observations and pupil work evidencing regular discussion, debate, and independent thinking within an academically rigorous framework.

### Objective 4

By the end of the 2026–27 academic year, the school will deliver a coordinated programme of PSHE, careers education, and enrichment activities focused on life in twenty-first-century Britain, including at least one employer or further-education engagement per year group, with pupil feedback indicating improved preparedness for further study and employment.

## **9. Monitoring arrangements - checking belonging in practice**

The designated member of staff for equality, with senior leaders, will update published equality information; the link governor will review this.

School-specific equality objectives will be reviewed the headteacher at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Admissions Policy
- Risk assessment
- Recognition and Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Staffing/HR policies