
Queen Elizabeth's School

ANNUAL EQUALITIES REPORT

Introduction

Queen Elizabeth's School believes that excellence is enabled through recognising the value of every individual. The School aims to create an environment that respects the diversity of staff and pupils from all different backgrounds and allows them to achieve their full potential, to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of the School.

The School also works to ensure equality of opportunity, supporting those with additional needs and affirming a meritocratic approach to admissions, recruitment and reward.

The School takes seriously its responsibilities under the Public Sector Equality Duty, complying with its requirements to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

This report sets out some of the steps taken by the School over the past year in support of the Equality Act 2010 and provides an update with regards to the fulfilment of the School's own specific equality objectives, as set by the Governing Body in February 2023.

To gain a fuller understanding of the School's approach and procedures with regards to equalities, this report should be read in conjunction with, among other documents, the School's Equal Opportunities Policy, SEND Policy, Safeguarding Policy, and Bullying Policy, as well as procedures for admissions, recruitment, performance management, and disciplinary matters.

Meeting the Public Sector Equality Duty

- Senior leaders and staff continue to be guided by the principles and objectives set out in *Building on Distinction*, the School Development Plan for 2021-25. The Plan, approved by governors, redefined what it means to be 'confident, able and responsible' in the context of the 2020s, following consultation with staff, parents and pupils.
 - Aspects of a 'confident' Elizabethan include being "secure in his own identity... principled, always open to learn, and prepared to challenge himself as well as others". "We encourage boys to discover, develop and express a resilient identity that is based on their own values, interests and personality." An education at QE seeks to "instil in boys a ready willingness to embrace challenge and change and to consider viewpoints different from their own."
 - An 'able' Elizabethan will achieve free-thinking scholarship in part by "rigorously challenging their thinking and by stimulating their genuine academic interests". We aim to "nurture broad, analytical thinkers who are ready to seize the opportunity presented by their rapidly changing

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

world to shape new solutions to its new problems” and “celebrate diverse talents and aptitudes.”

- “A responsible Elizabethan is kind and considerate. Wise and compassionate, he seeks to change things for the better, both in his own community and in society at large. We help boys to consider and understand the consequences of their words and actions, encouraging them to listen carefully to other people’s perspectives and to treat others as they would like to be treated, and thus to play their part in fostering a happy, inclusive community.”
- A number of the developmental priorities established by the Plan, also support the School’s work to meet its duties under the Equality Act. These include that the School will:
 - Provide bespoke support to assist learning and remove barriers to progression
 - Create opportunities for pupils to experience a broad range of social and cultural activities and to facilitate greater participation in a wide variety of academic enrichment activities.
 - Celebrate the diverse skills, talents, and achievements of pupils in all year groups, with the goal of recognising what is unique about each individual.
 - Emphasise the importance of civic engagement and of cultivating positive relationships within the community.
- The final section of the Plan sets out a series of enabling areas that the School is committed to. These include:
 - Open-mindedness, tolerance and kindness – “We will promote and live out the values which reflect our Elizabethan traditions and the best of the modern world. While looking beyond the immediate and the reactive, we will engage with different perspectives in areas such as race and discrimination as we seek to pursue higher, shared human values. We will foster a safe environment in which boys can share their experiences with those from diverse backgrounds, and will encourage thoughtful and open conversation about societal issues. By thus broadening pupils’ horizons, we will nurture an atmosphere of friendship and friendliness in which we both learn from our diversity and recognise commonality.”
 - Excellence and advancement on merit – “Through careful attention to staff recruitment and pupil admissions, we will gather the best talent, irrespective of background.”
- Year 2 implementation outcomes supported the delivery of these priorities and enablers:
 - Following on from the audit of staff need, training took place with selected groups using resources from Barnet Autism Advisory Team and AuAcademy. Training included using the SCERTS framework, emotion coaching, energy accounting and gender/sexuality and autism.
 - A vision statement for a diverse and inclusive curriculum was produced, following consultation with staff and other stakeholders (such as representatives from the School’s alumni community). This document, launched with the whole School community In January 2023, sets the standards against which leaders will assess the current curriculum and plan revisions with academic departments.
 - There are already examples of change being enacted, such as: a more diverse list of authors studied in English; the addition of over 100 new books for the library, building a collection

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

which is more ethnically diverse, features LGBTQ+ characters, and covers themes that help pupils explore gender identity and mental health issues; a new Latin course, which uses materials that seek to present a more diverse and inclusive classical world; and the selection of new units in History, including one providing a thematic study of migration.

- The appointment of QE's first EDI Ambassadors from Year 9 through to Year 12. The Ambassadors are leading on: refreshing the PERSPECTIVES pages on eQE; working with teachers and external speakers to organise events; and contributing resources to the pastoral curriculum. EDI Ambassadors were involved in the filming of a video for *Just Like Us*, an LGBTQI+ charity, promoting participation in Schools Diversity Week. This was a national advertisement campaign, project-managed by Deloitte.
 - The QE Together partnership with Queen Elizabeth's Girls' School was expanded, with new developments including the girls being welcomed to a QE Design Festival event, at lectures and as participants in the School's TEDx event. Students from both schools took part in the video for *Just Like Us*, the LGBT+ young people's charity, to promote School Diversity Week.
 - Preparations were undertaken for the roll-out of managed 1:1 IT devices to Year 7 in September 2023. Better enabling differentiation and personalised support for pupils with additional needs, a key objective of the programme and accessibility was considered when choosing the hardware and software packages with the School's specialist consultants. A Head of Digital Teaching and Learning was appointed, with staff training materials developed and implemented, and schemes of work reviewed in departments. By providing all pupils with the same device, equality of opportunity and equality of access to educational resources is facilitated. Financial support in place for those in receipt of pupil premium.
 - Leaders reviewed the way in which child protection, safeguarding and pastoral information is imported for those joining the School in Year 7, enabling staff to work with the new intake's parents, primary schools, specialist advisers and, sometimes, the boys themselves at the point of transition to secondary school. This can assist in dealing with equalities related issues, e.g. around SEND.
 - Following a review of the ATOM learning platform's Pupil Premium (PP) support programme and mentoring scheme, staff worked with ATOM to promote the support of pupil premium pupils within our partner primary schools.
- Related policies were updated to promote equality and diversity. For example:
 - The Equal Opportunities Policy was reviewed and revised, in line with the four-year cycle of equality objectives. Alongside minor updates made with reference to the current DfE guidance, the policy saw the approval of four school-specific equality objectives for the next four years. These build upon the objectives from 2019 to 2023 in areas such as pupil voice and leadership, whilst placing more emphasis on the curriculum and the use of technology to support equality and inclusion. These objectives are included in the final section of this report.
 - The Bullying Policy was updated to directly refer to sexist bullying and to acknowledge that sexism can lead to sexual bullying or harassment. There was also a new, short section on ableist bullying – that is bullying someone for their disability or support needs. This is another important area under the Equality Act. Within the section on homophobic bullying, there is also now reference to biphobic bullying. Additional examples of what could constitute cyber-bullying have been added. The section of preventing bullying was reviewed with additions to

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

reflect aspects of provision such as the partnerships with girls' schools, new societies at the School (such as LGBTQE), the way the pastoral curriculum has responded to societal-level debates around issues such as race and sexual harassment, and the active bystander training undertaken by many pupils – which encourages them to intervene appropriately to challenge bullying or discriminatory behaviour.

- The Safeguarding Policy was updated to reflect the most recent version of *Keeping Children Safe in Education*, including emphasising the need to raise and deal with low level concerns, prior to them escalating into more severe behaviours. Peer-on-peer abuse is now known as child-on-child abuse and the School has robust procedures for responding to any such incidents, including where harassment can be related to a protected characteristic.
 - A new Management of Medical Conditions Policy was introduced, which explains in greater depth how the School supports those pupils with longer-term medical conditions (some of which could be considered disabilities). The School seeks to ensure that these pupils remain safe and in good health, whilst being supported to fully access the curriculum and enrichment offer. The principle of inclusivity is at the heart of the provisions, with effective communication between the relevant parties important in establishing, maintaining and monitoring routines to aid the management of the condition. The aim is that pupils become increasingly independent in the management of their conditions, whilst ensuring staff across the School are aware of the dangers and challenges they face and know what to do if they need help. Whilst small in number, there are pupils with more complex and serious conditions, such as diabetes, where daily active management is required. All such pupils will have individual plans, formed with input from medical professionals and specialists as needed.
 - The Health and Safety Policy was updated with a new section on the menopause. The addition of this section recognises that additional consideration, support and adjustments may be needed before, during and after the menopause, where symptoms are having an impact upon the health and wellbeing of a member of staff. The statement makes clear that the School will not discriminate against a member of staff going through the menopause and aims to raise awareness among staff and managers of the symptoms and how staff members can be supported. The potential adjustments draw upon suggestions from menopause charities and teaching unions, but would be agreed on a case-by-case basis, depending on individual circumstances. Sources of extra information and support are included.
- The Accessibility Plan was updated, setting out what actions are being taken to support the accessibility of the curriculum, the wider QE experience and the site for those with barriers and additional needs. In addition to the ongoing strategies contained within the plan, progress has been made on the implementation by:
 - Appointing NVB as architects for the estates master-planning exercise. NVB have conducted research and analysis, including via workshops with senior staff, to inform a draft set of proposals. Accessibility has been a key consideration with respect to new facilities, remodelling and refurbishing existing building stock and in external landscaping.
 - The preparation of tender documentation for The Robert Dudley Studio, which will have disabled access and improve access to the Main Building.

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

- The roll-out of managed 1:1 devices to the Year 7 intake (September 2023), with ongoing preparations for further year groups to follow. The devices, chosen by the School, will provide equality of access to suitable hardware and software for academic and enrichment activities, whilst allowing for enhanced differentiation and support for those with additional needs inside and outside the classroom.
- Implementing technology to support pupils within the new intake with significant hearing problems to access teaching and learning in the classroom (e.g. radio microphone devices).
- Procedures relating to the circumstances under which candidates can use word processors in public examinations have also been reviewed, to ensure both that pupils with disabilities are able to fulfil their potential and that the integrity of the exam system is upheld.
- Additional support was put in place for internal and external assessments, in line with pupils' inclusion reports, so that these formed fair and reliable evidence to monitor performance.
- Reasonable adjustments were implemented with respect to the entrance examination for candidates with SEND to support the meritocratic process, including one-to-one and small group invigilation, with staff apprised of individual needs.
- Departments across the School ran additional lessons and enrichment activities for Black History Month and Pride Month and International Women's Day. There was a Migration Week, which explored issues around immigration and the portrayal of migrants in different forms of media. The 2023 School Play was *The Jungle* which maturely and sensitively explored the lived experience of those who resided in the infamous Calais camp. The EDI Ambassadors ran One World Week, which celebrated cultural diversity in its many forms through a series of events and activities.
- The assembly programme featured a broad range external speakers chosen to link to themes in the PDT programme, including those tackling racial, gender and sexuality-based inequalities. To name just a few examples:
 - Year 7 attended an assembly led by on the theme of kindness which looked at e-Safety, as well as bullying and diversity.
 - The Self Esteem Team lead a Year 8 assembly.
 - Years 8 & 9 had a presentation from Holocaust Education Trust for Holocaust Memorial Day, with a specific focus on the Holocaust, but also discrimination/intolerance.
 - Year 9 were shown a pre-recorded presentation from Just Like Us (an LGBTQ+ charity).
 - A Middle School (Years 9-11) lecture from Peter Tatchell about Active Citizenship & LGBTQ+ issues.
 - Year 10 assembly led by positive voices on HIV awareness and fighting the stigma attached to it.
 - Year 10 workshop led by Actionwork on rights, extremism, radicalisation and FGM (gender-based violence).
 - Dr James Jordan spoke about Holocaust Memorial Day and Holocaust Literature to Year 11.
 - The Ukrainian Minister-Counsellor (Deputy Ambassador) led a joint Year 8 and Year 12 assembly.

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

- Mayur Gupta led a Year 12 assembly on being LGBT+ with a career in business.
- Kooth (Y13) – an organisation supporting students with mental health concerns. They delivered an assembly explaining the support that they offer on their platform and how students can access it.
- The LGBTQE Society was expanded and promoted to pupils across the year groups, with open events such as quizzes held to bring people together. Events were open to both those identifying as part of the LGBTQ community and those who do not identify as LGBTQ but wish to show their support.
- The School renewed and further developed existing partnerships with girls' schools, with activities including large-scale Year 10 debating with HBS and academic symposia with North London College School. QE Together, the partnership with QE Girls' School was expanded beyond the Sixth Form and into academic as well as community action matters, with girls visiting the School for Art and Design workshops. This fosters collaborative working relationships between the boys and young women.
- The peer mentoring system, which covers both academic and pastoral issues, saw older boys support their younger peers with a range of concerns, including some that touched upon anxieties connected to identity and equality. Peer mentors have been trained in how to conduct mentoring meetings. 39 pupils benefited from the support of a peer mentor in 2022-23.
- The School counsellor, a service delivered in partnership with local charity Rephael House, maintained increased hours at the School, enabling engagement with 20 pupils and a drop-in clinic at break and lunchtimes to help triage those feeling in need of support. The caseload is now supported by a second highly qualified counsellor, who is supporting the School pro-bono.

Our equality objectives

In this section work towards meeting the School's four established equality objectives will be highlighted. Progress towards achieving these aims will be regularly monitored and reported at least annually. The following objectives were set by the Governing Body in February 2023.

- 1. Increase the representation of people with protected characteristics in the curriculum, to ensure it is diverse and inclusive.**

Following a period of consultation among staff and the wider Elizabethan community, the School developed and published a new vision statement for a diverse and inclusive curriculum. The vision statement sets out the School's ambitions and the principles against which the curriculum will be audited. This is part of a longer-term project. The statement is phase one – articulating the vision. Phase two is auditing the current offer across academic departments and the pastoral curriculum; and phase three is enacting change. Elements of phases two and three have already taken place, but this process needs to be replicated across the School and then repeated regularly as this is not a programme of work which can ever be 'done'.

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

[The vision statement can be read in full using this link.](#)

Examples of change already undertaken to increase diversity and inclusion include, but are not limited to:

- The texts used in English lessons are now more diverse. Year 7 are using *Diverse Shorts* – a publication designed to promote critical thinking that features a diverse range of authors. In addition, across Years 7–9, the choice of texts now includes many women among a range of voices that reflect a wider society. At GCSE, the department is seeking opportunities in the non-fiction and fiction unseen reading papers to use textual extracts that are drawn from a range of perspectives.
- Recognising that it had insufficient books written by authors featuring characters from diverse communities, the library last year submitted a successful bid for additional funding to address this issue, which, research has shown, is a nationwide problem. Over a 12-month period, it is building a collection which is more ethnically diverse, features LGBTQ+ characters, and covers themes that help pupils explore gender identity and mental health issues. To date, more than 100 high-quality titles have been purchased.
- A new Latin course using a textbook entitled *Suburani* is now being progressively introduced at the School. The book aims to present a more diverse and inclusive presentation of the classical world and takes as its setting the Subura, an area which housed the working-class, ordinary people of Rome, in contrast to the rich household of Caecilius, which was the setting of the previous textbook.
- The Geography department underwent training offered by professional organisations to provide a basis for initial discussions and for an audit of the existing Geography curriculum. It established three aims for the future curriculum. It should: 1) use empowering language; 2) employ culturally responsive teaching approaches, and 3) improve representations of people and places by avoiding generalisations which are not critically engaged with and contextually explained.
- Units studied in Years 7–9 History have been modified to introduce more diversity by looking at new topics. At GCSE level, a new option unit, entitled *Migration*, provides a thematic study that will help pupils gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. In addition, the department has introduced a project spanning all year groups to help them understand the importance of women throughout history.
- The Philosophy, Religion & Society department conducted an audit and re-planned the PRS curriculum and classroom activities. Although by law, 50% of the curriculum should be focused on Christianity, by its nature the subject involves exploring diverse worldviews, cultures and peoples. At QE, pupils study Christianity (in a British and global context), Buddhism, Judaism, Islam, Hinduism, Sikhism and Daoism. Furthermore, the department seeks to cultivate an atmosphere of inclusivity through activities that encourage pupils to reflect and express their worldviews.

2. Enhance accessibility to educational and enrichment opportunities for those with disabilities through the use of technology.

The rollout of 1:1 pupil IT devices (laptop/tablet) will provide increased opportunities to utilise supportive technology within the classroom, aiding differentiation where needed. A strategy for 1:1 pupil devices has been completed and the roll-out begun with Year 7 in September 2023. A new Head of Digital Teaching

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

and Learning has been appointed to co-ordinate the development of educational resources and methodologies, alongside Heads of Subject and senior leaders. The SENCo was heavily involved the design, planning and implementation of the programme, recognising the scope for technology to aid those with additional needs.

While the centrally managed devices aim to provide equal access to apps and resources for all pupils, the School's IT team can tailor permissions and apps to specific devices. This would enable discreet differentiation within the classroom.

The chosen Lenovo devices have a touchscreen, keyboard and stylus, making them flexible to be worked with in different ways, such as by pupils with conditions that make it harder for them to either type or handwrite their work.

Separately a system of using radio microphones to support pupils with significant hearing problems has been implemented in line with these pupil's inclusion plans.

3. Further foster tolerance, understanding and good relations between those in the School community with a protected characteristic and those without through the curriculum and pastoral support system.

Matters of equality are considered across the scope of the academic and pastoral curricular, notably through the Personal Development Time programme. The PDT curriculum has undergone a process of review, consultation and revision, so that:

- In Year 7 themes include diversity and respect, and bullying (including cyber-bullying, racism and homophobia);
- In Year 8 work includes the dangers of stereotyping, issues around consent, identifying biases, and being a role model to others;
- In Year 9 equality is studied alongside identity and sexuality, healthy relationships, and pornography and respect. *Project Innovate!* in the Summer Term develops research and presentation skills alongside empathy, with a focus on racial discrimination and sexism.
- In Year 10 there is additional focus on prejudice and tolerance, press freedoms, sexual consent and pressure, and Female Genital Mutilation (FGM);
- In the Upper School (Years 11-13) there is further exploration of personal identity, modern relationships, respectful relationships, marriage and the law, body image, successful mental wellbeing, stereotyping and the media, religion and ethics, and equality in the UK.

Mr Micah King (Head of Year 12) appointed to an additional role to lead on the development and implementation of the School's pastoral curriculum.

4. Embed and formalise pupil voice and leadership on equalities issues, enabling them to promote equality, diversity and inclusion among their peers.

In a diverse community it is important that pupils have the opportunity to be heard on issues of equality, but also for them to take responsibility for their own conduct and the example they set to their peers.

Queen Elizabeth's School ANNUAL EQUALITIES REPORT

Whether through the prefect system, vertical tutoring, leadership of extra-curricular activities, or just in their visibility to others, pupils can have a significant impact upon the attitudes and experiences of others.

In support of this objective:

- EDI Ambassadors' Club has been established and now meets fortnightly. This is open to pupils in Years 9-12 and is engaging pupils in active promotion of equality, diversity and inclusion (EDI) at QE. It covers a wide range of issues and seeks to create a team culture of mutual support.
- The School recruited 27 pupils from Years 9-11 as Equality, Diversity, and Inclusion Ambassadors to support the two assigned Vice-Captains with their leadership of this important aspect of School life. This is embedding pupil leadership lower down the School and enabling for succession planning. The ambassadors are split into sub-teams working on different areas of provision: events; pastoral resources; and the PERSPECTIVE eQE forum.
- The PERSPECTIVE pages on eQE are predominantly pupil-led and curate a range of resources to help pupils educate themselves on a range of issues relating to equality and diversity. The section has a forum for discussion, allowing pupils and staff to post materials that might be of interest or generate healthy debate. There are areas on race and racial discrimination; gender and sexual minorities; colonialism; antisemitism; as well as particular political conflicts such as Israel-Palestine, the war in Yemen, and the Hong Kong protests. There is also exploration of issues like climate change, animal rights and veganism, which have an ethical and, sometimes, religious dimension.
- The EDI Ambassadors spearheaded One World Week, a week of events that celebrated cultural diversity in all its forms.
- The LGBTQE Society was expanded and promoted to pupils, for example at the Clubs and Societies Fair, with special activities such as quizzes (open to all) taking place during LGBT History Month and Pride month. Members of LGBTQE joined with counterparts from QE Girls' School, as part of the QE Together programme, to participate in a national advertising campaign to promote Schools Diversity Week. This was produced by LGBTQ+ Charity, *Just Like Us*, and Deloitte.
- Pupils worked on International Women's Day activities in March, with a theme of equity. They partnered with The Queen's Library to celebrate female authors and raised funds for the Girls' Network, an NGO supporting female education.
- Both the 2022 and 2023 School Captains have been active and highly visible leaders within the pupil body in support of equality, diversity and inclusion.

Review:

This report on equalities at Queen Elizabeth's School was prepared in October 2023 and progress will be reviewed by the Governing Body again in November 2024, in line with a requirement for annual reporting.