



## Single Equality Scheme

### Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **12 March 2026**.

Introduction.....	2
Aims of the single equality scheme.....	3
Purpose of the equality scheme.....	3
Planning to eliminate discrimination and promote equality of opportunity .....	3
School Aims .....	4
School Vision and Values.....	5
School context .....	5
The training taken to position the school well for the equality and diversity agenda.....	6
School provision .....	6
Outcomes for pupils .....	7
Equality objectives 2025-29 .....	8
Roles and Responsibilities in Implementing the Single Equality Scheme .....	9
Appendix 1: Equality Legislation and Guidance .....	12
Appendix 2: Progress on previous equality objectives to 2021-25 .....	14

## Introduction

Departmental guidance<sup>1</sup> states that:

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties, there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.*

This Single Equality Scheme for schools in North Yorkshire (the 'Local Authority' or LA) provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and addresses the duty to promote community cohesion, thus meeting the School's statutory duties in these areas. The scheme also highlights how our School has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community. This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:

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

The law on disability discrimination is different from the rest of the Equality Act in several ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools can treat disabled pupils more favourably than non-disabled pupils, and in some cases, are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme covers all aspects of vulnerability, however, including those associated with socio-economic factors (for example pupils from low-income families). As well as delivering high quality services to our pupils, the School is also committed to being a good employer and as such, this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:

- Age<sup>2</sup>
- Being married or in a civil partnership

The impact of this scheme is reported on regularly to Governors.

---

<sup>1</sup> The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<sup>2</sup> A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

## Aims of the single equality scheme

- To articulate the School's commitment to equality which permeates all school policies and practices.
- To ensure that everyone who belongs to, or encounters, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

## Purpose of the equality scheme

This equality scheme is the School's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see [appendix 1](#)). It is an attempt to capture how the School is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination.
- eliminate harassment or victimisation related to any aspect of social identity or diversity.
- promote equality of opportunity.
- promote positive attitudes to all aspects of social identity and diversity.
- encourage participation by disabled people and people representing different aspects of social identity in public life.
- take steps to take account of difference even where that involves treating some people more favourably than others.
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions, which are outlined below. Our plan identifies what we will be doing over the coming years to make our School more accessible to the whole community, irrespective of background or need. It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our School.

This action plan replaces the School's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the School will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the School to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

The action plan is renewed regularly and progress towards the equality objectives within it is reported to governors, and this information is published at least annually. Our equality objectives are published at least once every four years. This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB an accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with guidance. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

## School Aims

As a school:

- We will try to ensure that people have equality of opportunity whether they have a protected characteristic or not.
- We will aim to build good relations between people who share a protected characteristic and those who don't.

In the **Governors' Statement of Educational Aims**, the School sets out to ensure that every individual:

- Achieves their full academic potential by participating in a rich, stimulating and challenging curriculum;
- Is able to contribute to society as active, compassionate and responsible citizens; and
- Flourishes culturally, intellectually, morally, physically and emotionally through participation in a wide range of opportunities.

The School aims to prepare its pupils for life in a multi-racial, interdependent world by:

- Promoting the equality of all groups;
- Promoting community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- Challenging and seeking to eradicate discrimination on any grounds, including those of race, gender, ethnicity, disability, sexual orientation, age, religion or belief, or other protected characteristics as defined in the Equality Act 2010. We will act quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community;
- Ensuring that all pupils have a right to equality of access to what is best in educational provision; and
- Ensuring that there is no restricted access given to some pupils because of stereotyped views of ability.

## School Vision and Values

The school's ethos and values (available on the school's website) reflect the school's ambitions for all its pupils. These values align with the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum and the school is committed to setting suitable learning challenges; responding to pupils' diverse learning needs; and overcoming potential barriers to for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

## School context

The nature and context of the school population (data from 2024-25, the most recent published data available), informs action planning for the equality scheme.

	2022	2023	2024
School number on roll	Below average 840	Below average 838	Below average 825
Sixth form number on roll	Above average 240	Above average 227	Close to average 205
School % FSM6	Well below average 6	Well below average 7	Well below average 7
School % SEN support	Well below average 3	Well below average 4	Well below average 5
Sixth form % SEN support	Well below average 2	Well below average 2	Below average 4
School % EHC plan	Well below average 0.4	Well below average 0.2	Well below average 0.2
Sixth form % EHC plan	Close to average 0.4	Well below average 0	Well below average 0
School % EAL	Close to average 7	Below average 5	Below average 6
Sixth form % EAL	Close to average 9	Below average 4	Below average 6
School % stability	Well above average 97	Well above average 97	Well above average 96
Pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

Turnover of staff and pupils is low, making for a stable school environment. There is a good balance in the gender among staff and within the school leadership structure, which helps provide positive role models, but members of ethnic minorities are currently under represented.

Governors monitor employment and recruitment practices and recognise their statutory obligations.

The school occupies a central position in Skipton and is well-served by local public transport links. The main school site comprises nine main buildings: one has been built as recently as 2016 (The Sixth Form Centre), but the main buildings date from the Victorian and Edwardian eras. 65% of school classrooms and all the main public spaces are accessible to wheelchair users, as are toilet facilities in the Memorial Hall, Sports Hall and Refectory.

## The training taken to position the school well for the equality and diversity agenda

- Weekly updates on pastoral, medical and SEND issues affecting pupils to staff
- Regular groups analysis shared among the teaching staff and governors (half termly)
- Governor and SLT training on fair recruitment practices (various; external provider).
- Medical training for staff (First Aid, EpiPen, diabetes, etc.; external providers)
- Training to staff on easing barriers to learning (EAL, Literacy, etc.)
- Training for staff on the specific issues faced by disadvantaged pupils (twilight sessions)
- Regular training to staff on supporting pupils with SEND (Autism, Anxiety, etc.)
- LGBTQ+ support training (twilight CPD sessions; external provider)
- Mental Health Training (Mental Health First Aid, Suicide Prevention; external provider)

## School provision

### Examples of reasonable adjustments the school makes as a matter of course

- The SENDCo maintains close contact with parents and carers of SEND pupils, communicating in a variety of means (letter, email, telephone, face-to-face meetings) to ensure that parents remain well-informed of their child's progress and receive a swift response to any concerns they may have.
- Lessons for pupils with physical disabilities have been re-roomed to minimise the amount of travel required from lesson to lesson, as have meetings with parents and carers when necessary.
- The school has a well-developed transition programme at each entry point. It works closely with pupils' previous schools, thereby easing the pupils' transition to the school and ensuring that pastoral staff are well informed of any existing concerns or issues.
- Changes have been made to the physical environment of the school and to arrangements within the school day to make it easier for disabled pupils to navigate the site safely.
- School staff have been briefed on reasonable adjustments that could be made to lessons to support the learning of all pupils.
- Target-setting is personalised and reflects the school's ambition for all its pupils.
- Pupils on the SEND register have teaching notes to inform teachers on how to differentiate for these additional needs, this is supplemented by regular briefings from the SENDCo.
- Staff support pupils to complete certain activities (for example, online surveys, university applications, etc.) when required.
- Staff support exam access arrangements as required.
- Pupil voice activities are a regular element of school planning, including anonymous surveys, pupil input into the appointment of staff, participation in reviews of T&L, and the Year Group councils.
- Some SEND pupils have access to facilities such as laptops and voice recorders to enable them to work in a way that removes some of their barriers to learning.

## Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. ethnicity, disability and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified pupils and include:

- Pupils' attainment - analysis of end of key stage results for pupils of particular groups.
- The quality of particular groups of pupils' learning and the progress they make throughout the school.
- The extent to which different groups of pupils feel safe, for example incidents of racism, 'hate' and bullying involving particular groups of pupils.
- The behaviour of particular groups of pupils, for example exclusion data for particular groups of pupils.
- The extent to which pupils from particular groups adopt healthy lifestyles.
- The extent to which pupils from particular groups contribute to the school and the wider community, for example participation and achievement on extracurricular activities, participation on school trips for particular groups of pupils.
- Attendance data for all pupils and for particular groups, for example extended leave/mobility issues for particular groups of pupils.
- The effectiveness of the school's engagement with parents/carers of particular groups of pupils, for example attendance at parents' meetings, involvement in planning provision, and parental feedback.
- Impact of the use of specific individual budgets, for example Pupil Premium Strategy and the SEND Information Report (see school website for details).

## Equality objectives 2025-29

The School has reviewed the previous set of Equality objectives (2021-25), and this is attached below ([Appendix 2](#)).

At Ermysted's Grammar School, we are committed to promoting equality of opportunity, fostering good relations, and eliminating discrimination in line with the Equality Act 2010. We aim to create an inclusive, respectful community where every pupil can thrive.

Over the next four years, our equality objectives are:

### 1. Narrowing Attainment Gaps

We will reduce the attainment gap in English and Mathematics GCSE outcomes between pupils eligible for Pupil Premium and their non-disadvantaged peers by at least 20% by 2028.

For reference, in 2024 (the most recent official data at the time of writing), the overall Progress 8 score was + 0.6 for all pupils (well above national and 88<sup>th</sup> percentile). The FSM Ever 6 cohort represented 8% (10 pupils) of the 2024 Year 11 cohort, too small to produce statistically significant results. However, the Progress 8 score for disadvantaged pupils was + 0.48, + 1.05 above national average for disadvantaged pupils but 0.12 below the non-disadvantaged school cohort.

With reference to GCSE English Language outcomes the average points score was 6.03 across all pupils and 5.30 for the FSM Ever 6 cohort. With reference to GCSE mathematics outcomes the average points score was 6.91 across all pupils and 6.40 for the FSM Ever 6 cohort. NB these are outcomes, not progress; some of this variation may be explained by variations in prior attainment.

- **Measured by:** GCSE results, internal progress data, annual reports to governors.

### 2. Representation and Inclusive Curriculum

We will ensure that all curriculum areas explicitly include diverse voices, cultures, and perspectives by 2028, with annual reviews to monitor breadth and inclusivity.

- **Measured by:** Curriculum audits, lesson observations, pupil feedback surveys.

### 3. Access and Participation

We will maintain (or increase where necessary) the proportion of pupils with SEND and/or from minority ethnic backgrounds participating in leadership roles (school council, prefects, etc.) to match that of the wider school population.

For reference, in 2025, 7.1% of pupils have SEND and 37% come from a minority ethnic (ME) background. Of the 24 members of the school council, 2 members (8%) have SEND and 10 (41%) are from a ME background. Of the Prefecture, 2 members (4%) currently have SEND and 25% are from ME background.

- **Measured by:** Leadership and participation records, pupil voice surveys.

### 4. Culture, Behaviour, and Wellbeing

We will achieve a year-on-year reduction of at least 10% in reported incidents of discriminatory behaviour, supported by improved student survey results on safety and respect.

- **Measured by:** Behaviour and safeguarding logs, student and staff surveys, annual governor reports.

We will review progress regularly and publish updates on this page to ensure transparency and accountability.

## Roles and Responsibilities in Implementing the Single Equality Scheme

### The Headteacher will:

- Ensure that staff and parents are informed about the Single Equality Scheme;
- Ensure that the scheme is implemented effectively;
- Manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- Ensure staff have access to training which helps to implement the scheme;
- Liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- Monitor the scheme and report to the Governing Body, at least annually, on the effectiveness of the policy;
- Ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme; and
- Provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

### The Governing Body will:

- Ensure that the School complies with all relevant equalities legislation;
- Recommend all governors receive up to date training in all the equalities and SEND duties;
- Designate a governor with specific responsibility for the Single Equality Scheme (this is the SEND Link Governor);
- Establish that the action plans arising from the scheme are part of the School Development Plan;
- Support the Headteacher in implementing any actions necessary.
- Inform and consult with parents about the scheme;
- Evaluate the action plan annually; and
- Publish equality objectives every four years.

### The Senior Leadership Team will:

- Have general responsibility for supporting other staff in implementing this scheme;
- Provide a lead in the dissemination of information relating to the scheme;
- Identify good quality resources and CPD opportunities to support the scheme;
- With the Headteacher, provide advice/support in dealing with any incidents/issues; and
- Assist in implementing reviews of this scheme as detailed in the School Development Plan.

### People with specific responsibilities (named):

- The SENDCo or relevant Head of School will be responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met.
- The SENDCo and the Link Governor will be responsible for publishing the SEND Information Report.
- The Headteacher and School Business Leader are responsible for ensuring the specific needs of staff members are addressed.
- The Deputy Headteacher (Pastoral) and the School Business Leader are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff, respectively.
- The Deputy Headteacher (Pastoral) is responsible for monitoring the response to reported incidents of a discriminatory nature.

#### Parents/Carers will:

- Have access to the scheme (available on the School website);
- Be encouraged to support the scheme; and
- Have the right to be informed of any incident related to this scheme that could directly affect their child.

#### School Staff will:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Be aware of the Single Equality Scheme and how it relates to them.
- Be encouraged to express their views through a staff survey.
- Make known any queries or training requirements.
- Forward work to the SEND support team for adaptation for visually impaired pupils in good time; act on recommendations of specialist visually impaired and hearing-impaired specialists; and provide alternative but equitable project work for pupils when necessary.
- Know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping.
- Know procedures for reporting incidents of racism, harassment, or other forms of discrimination.
- Not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

#### Pupils will:

- Be encouraged to express their views and contribute where possible to the formulation of policies.
- Be made aware of any relevant part of the scheme, appropriate to age and ability.
- Be expected to act in accordance with any relevant part of the scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

#### Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils; however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the School is clear that this process must involve of all participants. This will ensure that the School gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- The views and aspirations of pupils themselves from different social identity backgrounds;
- The views and aspirations of parents of pupils from different social identity backgrounds;
- The views and aspirations of staff from different social identity backgrounds; and
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

### Mechanisms for involvement

At this School, various mechanisms will ensure the views of the following groups will inform the Equality Scheme and action plan:

- Pupils via anonymous surveys, participation in reviews of Teaching and Learning (T&L), the Year Group Councils and individual interviews with pupils involved in incidents of a discriminatory nature or experiencing reasonable adjustments.
- Staff via regular staff meetings with specific agenda items and individual discussions with staff as a part of Appraisal.
- Parents and the community via surveys and feedback at Governor, Friends' Association and Old Boys' meetings.

The School's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the duration of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

### Action Planning

This scheme is supported by an action plan, embedded within the School Development Plan, the progress of which is monitored and evaluated by the Governing Body. The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- Clear allocation of responsibility;
- Clear allocation of resources, human and financial;
- Clear timescales;
- Expected outcomes and performance criteria;
- Specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in the School's annual review processes.

### Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

### Publication

This Equality Scheme will be published and available to anyone requesting a copy. A copy will be placed on the School website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the School's equality objectives. The School publishes the equality objectives at least every four years.

## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- To harmonise discrimination law;
- To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation that has been harmonised and strengthened by Equality Act 2010:

- **Race Relations Act (RRA) 1976/2000:** statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- **Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007:** statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- **Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007.** The Act sets out that is unlawful for schools to discriminate against a person:
  - in the terms on which it offers to admit him/her as a pupil;
  - by refusing to accept an application to admit him/her as a pupil, or
  - where he/she is a pupil of the establishment:
    - in the way in which it affords him/her access to any benefit, facility or service,
    - by refusing him/her access to a benefit, facility or service,
    - by excluding him/her from the establishment,
    - by subjecting him/her to any other detriment.
- **Disability Discrimination Act (DDA) 1995/2005:** statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- **Education and Inspections Act 2006,** duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

## Essential Further Guidance

- DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission Guidance for schools  
<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>
- SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Appendix 2: Progress on previous equality objectives to 2021-25

### Objective 1: Equity and excellence

The School will continue to:

- Regularly monitor attendance patterns and monitor rewards and consequences annually.
- Monitor trends in the needs of SEND pupils to identify whether additional support or staff training will be required.
- Review RSE, PSHE and RE to ensure a high level of understanding and appreciation of equality issues throughout the curriculum and wider school community; especially how these issues pertain to Ermysted's increasingly diverse pupil body.

We have chosen this objective due to recent investments in additional pastoral capacity and increased curriculum allocations for RSE, PSHCE and RE.

### Review

- Attendance systems have been significantly overhauled and parents now receive fortnightly updates on their child's attendance.
- Severe and Persistent Absence is better than local comparisons and attendance at the school – for all pupils, for pupils with SEN, and for pupils in receipt of FSM – is in the top decile nationally.
- Regular analysis of attendance data reveals no statistically significant variation of key groups from the main cohort.
- Growth in Social, Emotional and Mental Health difficulties within the school since 2021 has led to specific training for staff.
- A general increase in the number of pupils with SEN has led to an increase in capacity within the SEND department and wider pastoral team.
- RSE and PSHCE evaluated regularly using several quality assurance mechanisms including pupil voice.

## Objective 2: Groups

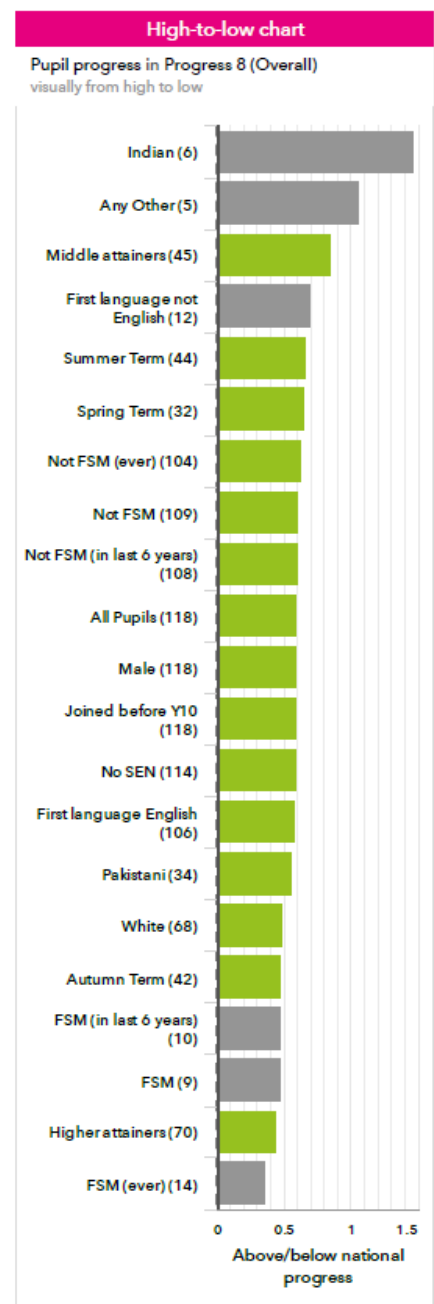
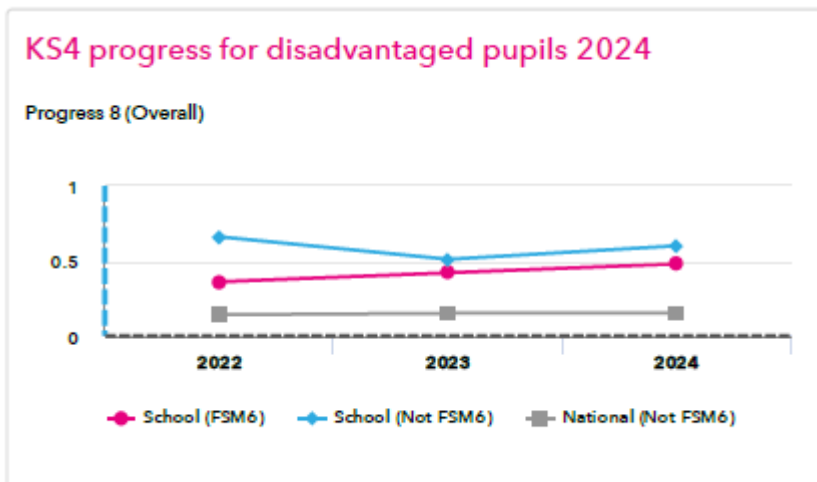
The School will continue to:

- Monitor and evaluate attainment and progress of all pupils in Years 7-13 with specific reference to groups with different characteristics. These will include ethnicity, first language, disability and special educational needs, low and high prior attainment, and pupils in the disadvantaged cohort. A key focus will be to identify any significant educational impact from the pandemic and target interventions accordingly.
- Anticipate the needs of incoming pupils in the Looked After (LA) and Previously Looked After (PLA) cohort.

We have chosen this objective as the composition of the pupil population is changing and, in particular, the size of LA and PLA cohort has increased in 2021-22.

### Review

- Regular analysis of progress data reveals no statistically significant variation of key groups from the main cohort.
- Interventions anticipate issues and staff work proactively to ensure all pupils fulfil their potential regardless of the individual challenges faced.
- An increase in the number of Previously Looked After Children within the school has led to specific training for staff.



### Objective 3: Inclusion

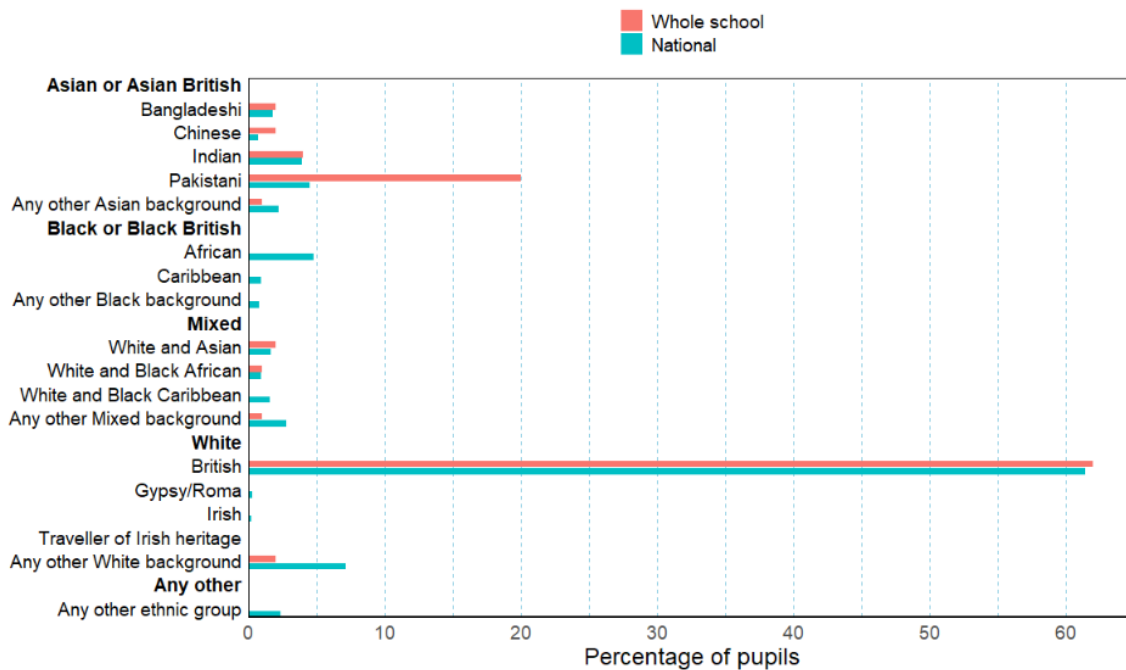
The School will continue to:

- Support pupils to engage with views, beliefs and opinions that are different from their own.
- Develop opportunities for different faith groups to take an active role in the school assembly programme.
- Establish a pupil-led multi faith prayer room.
- Develop a LGBTQ+ focus group.

We have chosen this objective in response to the school's changing demographic and specific requests from pupils.

#### Review

- Pupils deliver assemblies and presentations to their fellow pupils on different faiths (see 2024 Ramadan Assemblies and 2025 RS Conference for two recent examples)
- A pupil-led multi faith prayer room has been created at the school and is well attended by pupils.
- The pupil population is becoming increasingly diverse, reflecting local demographic changes.



### Objective 4: Physical environment

The School will:

- Consider creating an accessible entrance in the quad.
- Improve the visibility of signage and [IWB] screens around the site and in classrooms.
- Improve sound quality in the main assembly rooms (the Memorial Hall and the Refectory).

We have chosen this objective to maintain our progress in making the school site more accessible.

#### Review

- Automatic doors have been installed in the main quad.
- Lighting and signage has been improved around the site.
- Sound quality in the Hall and visual displays across the school have been upgraded.