Equality Update, September, 2026

The school has a duty to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the 2010 Equality Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In line with the Equality Act, 2010, the Principal reports annually to governors on the progress being made towards the Selby High School Equality Objectives and our Accessibility Plan.

In this report, in section 1 there is a comparison of school demographics since the last Equality Scheme was put in place (September, 2022)

In section 2, the new Equality Objectives (2026 to 2030) are set out, alongside a high-level action to achieve the objectives.

In section 3, the last set of Equality Objectives (2022-2026) are reviewed.

In section 4, an update is provided of the schools work towards embedding the schools equality duties.

Section 1: A comparison of demographics between September 2022 and September 2026

Factors of the geographical location of the school, Sept, 2026 compared with Sept 2022:-

Demographics	**Enrolment 2022**	**% of Total 2022**	**Enrolment 2026**	**% of Total 2026**
Female	605	52.8%	600	50.5%
Male	536	46.8%	588	49.5%
EAL	141	12.3%	136	11.5%
White British	944	82.3%	984	82.8%
SEN Support	129	11.3%	158	13.3%
EHCP	21	1.9%	62	5.22%
Ever 6 FSM	263	22.9%	352	29.6%
Ever 6 Service Child	4	0.3%	5	0.5%
FSM	239	20.9%	352	29.6%
Looked After (In Care)	2	0.2%	15	1.3%
Social Worker	32	2.79%	43	3.6%

Contextual Factors to consider including changes since the last strategy:

Indicators suggest a greater level of deprivation across the school community. Students receiving FSM has risen to nearly 30%, and other indicators such as looked after students and those with a social worker have all increased.

There has been a significant increase in the percentage of students with an EHCP- nearly three times as many as in 2022. With our Targeted Mainstream Provision opening in 2026, this will increase even further. This number of EHCP brings in significant High Needs resources, but has a significant impact on staff time, and the need to ensure consistent, SEND-friendly approaches to teaching and learning.

The number of students with English as an Additional Language increased over the period of the last Equalities Scheme, but has dropped off in the last few years, with lower numbers in the younger year groups. The year 11 group that left the school in 2026 had 20% EAL.

Section 2: Equality Objectives (2026-2030) and action plan

Equality Objectives (2026-2030)

- To tackle negative and harmful representations of girls and women- especially on social media; challenge misogynistic attitudes wherever they appear; and promote a culture where all members of the community are valued equally.
- To continue to educate our students around the protected characteristics, promoting at all times our vision of Embracing Diversity and ensuring that all incidents of bullying and discrimination are dealt with in line with the anti-bullying policy.
- To improve the attendance of vulnerable groups, including where mental health is an identified need, and ensure data is used to carefully identify groups where attendance is poor, and put in place measures to support students in these groups.
- To focus on improving outcomes for students coming from the areas judged to be the most deprived through the Income Deprivation Affecting Children Index (IDACI).

High Level Action Plan:

Objective 1: Gender Equality & Challenging Misogyny

Tackle negative and harmful representations of girls and women - especially on social media; challenge misogynistic attitudes wherever they appear; and promote a culture where all members of the community are valued equally.

- **Why this is a priority:** Growing exposure to harmful online influences requires proactive, school-wide counter-narratives to protect female students and foster peer-to-peer respect.
- **Success Measures:** Reduction in recorded sexist language or harassment incidents; increased student confidence in reporting peer-on-peer abuse; all staff report feeling safe in staff surveys.

- **Action Plan:**
    1. **Curriculum Audit:** Continue to develop on this issue in Life Development, and ensure the assembly programme also explores relevant issues, particularly exploring algorithm-driven social media content and harmful online figures.
    2. **Staff CPD:** Train all staff on recognising and confidently challenging low-level sexism or casual misogynistic phrasing. Ensure that the Sexual Harassment Policy is fully embedded.
    3. **Digital Learning Strategy:** Ensure that the Digital Literacy covers this aspect and run targeted workshops across all year groups focused on digital respect and the real-world impact of online representations for example through Drop Down Days.
    4. **Reporting Systems:** Continue to regularly remind students and staff of the internal reporting process so students can safely and anonymously report misogynistic behavior.
- **Monitoring & Evaluation:** Termly review of incident data by the Designated Safeguarding Lead (DSL) and Senior Leadership Team (SLT), reported to governors.

Objective 2: Embracing Diversity & Anti-Bullying Integration

To continue to educate our students around the protected characteristics, promoting at all times our vision of Embracing Diversity and ensuring that all incidents of bullying and discrimination are dealt with in line with the anti-bullying policy.

- **Why this is a priority:** To sustain a safe, inclusive environment where students understand diversity as a collective strength and feel protected against identity-based discrimination.
- **Success Measures:** Clear, evidence-based tracking of all prejudice-related incidents; high levels of safety reported in annual student surveys.
- **Action Plan:**
    1. **Protected Characteristics Map:** Through the Values Curriculum, map out where each characteristic (e.g., race, disability, sexual orientation) is explicitly taught across the wider curriculum.
    2. **Anti-Bullying Alignment:** Continue to review and align behaviour logging tools (CPOMS, Arbor) to tag incidents specifically by protected characteristics.
    3. **Student Leadership:** Empower the student-led "Wellbeing Ambassadors" to lead peer awareness campaigns and promote the *Embracing Diversity* vision.
    4. **Policy Linkage:** Ensure the Anti-Bullying Policy and Behaviour Policy explicitly detail the exact steps taken when discriminatory language occurs.
- **Monitoring & Evaluation:** Termly analysis of logged prejudice-related incidents presented to the Governing Body.

Objective 3: Vulnerable Group Attendance & Mental Health Support

To improve the attendance of vulnerable groups, including where mental health is an identified need, and ensure data is used to carefully identify groups where attendance is poor, and put in place measures to support students in these groups.

- **Why this is a priority:** Persistent absenteeism often correlates with hidden barriers, including emotional, mental, or social anxieties that require tailored, early intervention.
- **Success Measures:** Reduced gap in attendance between vulnerable sub-cohorts and the national school average.
- **Action Plan:**
    1. **Attend to Achieve Action Plan**: Please see the Attend to Achieve Action Plan which covers aspects of this in more detail.

2. **Data Dashboarding:** Attendance team oversees weekly attendance tracking for vulnerable sub-cohorts (e.g., SEND, Children in Need, those accessing mental health support).
3. **Mental Health Triage:** Continue to ensure a clear pathway for students whose poor attendance stems from anxiety, through the Wave 2 Panel, for example connecting them directly to the school counsellor team, the Wellbeing in Mind Team.
4. **Proactive Re-integration:** Design custom, phased return-to-school timetables for students recovering from acute mental health crises.
5. **Family Outreach:** Establish a dedicated attendance contact to communicate supportively with parents/carers before formal penalty actions are triggered.

- **Monitoring & Evaluation:** Bi-weekly attendance reviews conducted by the Assistant Headteacher with the team. Half termly reports to the governing body.

Objective 4: Improving Outcomes for High-Deprivation (IDACI) Students

To focus on improving outcomes for students coming from the areas judged to be the most deprived through the Income Deprivation Affecting Children Index (IDACI).

- **Why this is a priority:** Socio-economic background should never dictate a child's academic or developmental success; IDACI indicators help target resources where they matter most.
- **Success Measures:** Narrowing progress and attainment gaps in core subjects for students residing in the most deprived postcodes.
- **Action Plan:**
    1. **IDACI Mapping:** Cross-reference student postcodes with national IDACI datasets to create a clear, internal vulnerable student register.
    2. **Targeted Academic Intervention:** Prioritise IDACI-identified students for small-group tutoring, catch-up literacy/numeracy programs, and revision resources. Ensure that the High Aspirations Lead involves key students in activities.
    3. **Barrier Reduction:** Look at how subsidy can be improved for enrichment trips, uniform costs, and curriculum equipment for families in high-deprivation scoring bands. Continue to embed the action plan around Poverty Reduction.
    4. **Teacher Awareness:** Use student information sheets to ensure classroom teachers are aware of the student profiles to provide adaptive teaching and feedback priorities without labeling the students.
- **Monitoring & Evaluation:** Termly tracking of progress and attainment metrics at SLT Pupil Progress Meetings. Termly reporting to governors.

Section 3: Review of Equality Objectives (2022-2026)

Equality Objectives (2022-2026):

- To embed a zero-tolerance approach to inappropriate sexualised language and behaviour, including where linked to gender or sexual orientation, carefully tracking incidents, and putting in place actions accordingly.
    - Over the period we have developed and refined reporting methodology on Arbor, and data is now routinely reviewed by relevant teams.
    - Governors have a clear strategic overview of this area, have up to date information regularly presented to them, and are able to ask challenging questions to ensure a continued focus on this area.

- Over the time period there was a rise in incidents early on- perhaps linked to increased staff awareness, and improved reporting. In the last year there has been over a 20% drop in sexualised language and behaviour.
- The school can clearly demonstrate through CPOMS reporting and Arbor, that it takes incidents of inappropriate sexualised behaviour very seriously.

- To continue to educate our students around the protected characteristics, promoting at all times our vision of Embracing Diversity and ensuring that all incidents of bullying and discrimination are dealt with in line with the anti-bullying policy.
  - Over the time period there has been a significant focus on protected characteristics, particularly in the Life Development curriculum and assemblies;
  - As above, incidents of prejudice and bullying are carefully tracked, and there has been a steady decline over the last couple of years in incidents related to protected characteristics. Where this is not the case, this is rapidly reported to governors, and additional measures are put in place to address the issue.
- To review and develop the curriculum so that it celebrates the rich diversity of race, religion and culture within our local community, and within society as a whole.
  - The curriculum has continued to develop its celebration of diversity, with, for example, English, History, Life Development, Geography and RE all developing topics and units celebrating both diversity and our local community.
- To ensure that we narrow the gap in performance between girls and boys, especially in English.
  - This has been a very successful area. Data shows that boys have done increasingly well in English, and the gap with girls has declined over time (with both genders continuing to do very well.) In 2026, the percentage of boys gaining a 4 and above in English and Maths, was in line with girls.
- To improve the attendance of vulnerable groups, including where SEMH is an identified need, and identified cohorts of girls.

  - Governors will know this is an area where we are still working hard to gain improvements. There has been significant focus on these groups, and whilst there have been modest improvements over time, we are still far from our pre-covid attendance. This area remains one of the key strategic focuses of the school, through the Attend to Achieve thread.

Section 4: Review of progress towards equality duties

Progress Review, 2026:

- The Principal has been involved in a DfE Funded Inclusion Project across the Yorkshire and Humber Region. The school was chosen in recognition of its dedication to inclusive approaches. As part of this project, the school delivered an Inclusion Immersion Day with staff from other schools visiting to learn more about our inclusive approaches.
- The school's three-year strategy and The School Development plan are built around the vision of Embracing Diversity, Unlocking Potential, Inspiring Learning. Equality is at the heart of these aims and therefore at the heart of planning, including at a strategic level. In 2025/26, Diversity and Tolerance were once again emphasised as a key strand in the SDP, through the strand of "Attend to Achieve" and the focus on belonging.

- We continue to work on ensuring that we have a diverse and representative governing body, and in 2026 our governing bod is as diverse as it ever has been.
- In July, 2024 we received the SEND and Inclusion Award, and in 2025/26 we have continued to develop strong SEND practices which have been recognised as inclusive and impactful be local partners including NYC Educational Psychologists.
- We continue to emphasise the phrase: "Every teacher is a teacher of SEN". Partnership working between teachers and our SEND team is improving, with the needs of students being considered more carefully. In 2026 we continued to embed a set of SEND Non-Negotiables to ensure consistency of approach in terms of planning for and resourcing lessons- but have refined these to make them easier for teachers to follow and they are now Inclusive Practice Expectations.
- We continue to deliver a high-quality Relationship and Sexual Education Curriculum, recently recognised in our review of the Life Development Curriculum, and are now planning a full review of the content of the curriculum in the light of the new RSE Guidance, with RSE policies and curriculum updated and ready to be embedded in September, 2026.
- Governors closely monitor numbers of incidents relating to inappropriate sexual behaviour through the Principal's Report. The leadership team monitors the types of incidents taking place, and makes adjustments to the RSE curriculum accordingly. There has been around a 20% reduction in incidents in 2025/26.
- We have significantly adapted approaches to supporting students who have experienced bullying, including around protected characteristics. Mr Williamson meets with students after one week and after four weeks to ensure that the issues have been dealt with- and the evidence suggests this has had a strong impact. Alongside this, we have improved the way in which prejudiced incidents are recorded and analysed, ensuring that the curriculum is adapted where necessary to deal with any prejudiced issues where there is a pattern. Our Anti-Bullying policy was reviewed and updated in 2025, and we have developed a new Respect Pledge. Our "No-Bystanders" approach continues to be embedded across the school; regular assemblies within the programme focus on diversity issues. One of the key strands of the Values Curriculum is "Identity, Equality and Diversity", and coverage has been mapped out across the curriculum.
- The Values Curriculum teaches about the protected characteristics, which are regularly explored through assemblies and other curriculum activities.
- The Student Wellbeing Group continues to support initiatives around equality. In 2026/27 a weekly meeting slot is in place so that Wellbeing Ambassadors can have even more of an impact. Additionally, the student diversity group will lead on issues exploring equality and diversity.
- In the last three years, the performance of boys in English, and across the curriculum, has continued to improve. In many measures, boys perform better than boys nationally.
- Training and development around curriculum continues to focus on delivering a knowledge-rich curriculum which takes account of the needs of all our students, and the personal pathways in place- including the Selby Skills Centre, the Bridge, the SSC, the Rubicon and Selby College- are allowing us to deliver a challenging curriculum to all, whilst supporting students who are struggling to access the full mainstream curriculum. The Selby Skills Centre, continuing in September, 2026, will provide even more opportunities for our students with Askham Bryan now also involved to broaden the range of courses available.
- The curriculum in specific subjects, for example, English, History, RE, LD and Geography, continues to celebrate the diversity of people across the world and throughout time.

Accessibility Plan

- In September, 2026 we will ratify our new Accessibility Plan for 2026 to 2029 which outlines our commitment to improving access for disabled members of our community- please see the Accessibility Plan for a full update on this area of our work.
- We ensure that our Equalities Walk Throughs are supported by external people who can help us with our judgements. We continue to look at how our site can be improved for all our stakeholders, including those with disabilities.
- Examples of what we have done in recent years include, the investment in canopies which has made lunchtimes far less crowded in the hall area, providing improved facilities for all our learners, but particularly those who are disadvantaged by very crowded spaces. We have also improved the quality of our outdoor surfaces to improve wheelchair access.

Areas for consideration:

- We want to continue to challenge prejudice in all its forms, working closely with the student voice groups, and this is a key part of our school development plan. Embracing Diversity is central to our school mission, but there are still incidents of misogynistic, racist, homophobic and transphobic behaviours. Prominent displays around school to celebrate diversity have been developed with our students. The Values Curriculum, including assemblies, will continue to have a significant focus on Diversity issues.
- Thrive and ADHD training has helped us to support students with a range of needs, particular around focusing in the classroom, and we will continue to embed our whole school Thrive approach in 2026.
- We will follow government advice and recommendations closely to further reduce any incidents of inappropriate sexualised behaviour. We will continue to educate around gender equality, and the inappropriateness of sexualised and gender-biased comments. Some staff have raised concerns about misogynistic behaviour from some groups of students, and we will look at appropriate training routes to support our work in this area.
- We still need to focus on outcomes of disadvantaged and other vulnerable groups of students. A key area is attendance. We have reviewed our attendance policy, and will continue to use additional staffing resources to target this group.
- We want to continue to develop our approaches to behaviour and rewards to ensure that suspensions return to very low levels for students from vulnerable groups, and that we embed a celebratory and positive culture.

Actions:

- Ensure the Attend to Achieve Action Plan clearly outlines how specific underperforming groups will be supported- especially some groups of girls, and disadvantaged students.
- Continue to develop approaches to behaviour and provision which will ensure that the right level of support is put in place for students who are struggling to engage with the mainstream curriculum.
- Ensure any incidents of sexually inappropriate behaviour and language are recorded, and reviewed on a half termly basis, so that the analysis can be swiftly acted on.
- The Whole School Curriculum Review gives us the opportunity to review and improve the way Values and Attitudes are delivered through our curriculum, and we will look again at how diversity issues, including race, gender and SEND awareness, are covered in the school curriculum.
- Governors to carefully track approaches to diversity throughout FGM meetings this year.

- We will continue to embed a whole school Thrive approach to ensure equality of access for students with SEMH needs. The Thrive approach will also be embedded within our Positive Relational Behaviour Policy.
- Continue to develop the building in line with the Accessibility Plan, and ensure that school materials are accessible by all stakeholders.