



SOUTH WILTS GRAMMAR SCHOOL

EQUALITY INFORMATION AND OBJECTIVES, 2025-29

SCHOOL AIMS

South Wilts is a progressive grammar school for which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

Other vision links: At South Wilts we aim to embed the golden threads of equality, equity, diversity and inclusion in our approach to securing equal opportunities for all, as well as highlighting ways for students to contribute to a more sustainable and environmentally future for their world.

Contents

1. AIMS	1
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	6

1. AIMS

Our Vision is to build a school community that truly values equality, celebrates diversity and ensures inclusion and fairness. See Appendix 1 for our detailed underpinning vision.

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

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

- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any bullying around protected characteristics can be a significant safeguarding issue and a robust approach to EDI seeks to mitigate this. Our school aims to promote respect for difference and diversity in accordance with our values: be kind, be involved, be aspirational.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

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
- 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, Diversity and Inclusion link trustee is Liz Ogilvie. They will:

- Meet with the Equality, Diversity and Inclusion Lead three times per year, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are 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 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 Equality, Diversity and Inclusion Lead, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Lead and develop the SWGS EDI vision and implementation of the four pillars (Culture, Curriculum, Career Pathways, Community).
- Meet with the equality link governor three times per year to raise and discuss any issues.
- Report as appropriate to the Education and Experience Governing Body Committee.
- 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.

4. Eliminating discrimination

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 trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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

5. Advancing equality of opportunity

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 particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- Carefully reviewing recruitment procedures and staff CPD pathways

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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)

Gender pay-gap reporting and other pay equality issues (this is a statutory requirement for schools with 250 or more employees)

The profile of staff at different stages of employment including recruitment, training, promotion and leavers.

Applications for flexible working and their outcomes for staff with different protected characteristics

Applications for learning and development opportunities and their outcomes for staff with different protected characteristics

Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct

Policies and programmes in place to address equality concerns from staff

Information from staff surveys and/or trade unions

Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, 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 and our school/student community through student voice, prayer room, student involvement and participation in events, assemblies, celebrations. This includes inviting leaders of local faith groups to speak at assemblies, and 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 school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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:

- Cuts across any religious holidays (SWGS uses an EDI calendar as part of its trips decision making process)
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen July to be our deadline for this

Objective 1

To review and revise the taught curriculum and extra-curricular offer at SWGS to ensure representation and inclusion of diverse cultures, backgrounds, and identities, with the aim of increasing student engagement and ensuring all students feel valued and supported to reach their full potential.

Objective 2

To develop and promote at least three new student-led clubs or activities at SWGS that celebrate the school's diverse community and provide safe, inclusive spaces for discussion and education around identity, culture, and equality.

Objective 3

To improve/increase the average progress score of EAL students in the sixth form through targeted academic support, tailored language development interventions, and staff training on effective EAL strategies

Objective 4

To increase the participation and engagement of underrepresented parent/carer and community groups by implementing targeted initiatives—such as multilingual communications, inclusive events, or parent forums—and monitor engagement through attendance data and feedback surveys.

Objective 5

To carry out a comprehensive review of the school environment to identify barriers to inclusion for individuals with protected characteristics and implement evidence-based changes to promote a more inclusive and welcoming setting for all members of the SWGS community.

9. Monitoring arrangements

- The EDI Lead will update the equality information we publish, described in sections 4-7, at least every year.
- School-specific equality objectives (see section 8 and appendix 4) will be reviewed by Education and Experience Committee at least every 4 years.
- This document will be reviewed by Education and Experience Committee every year.
- This document will be approved by Education and Experience Committee

10. Links with other policies

This document links to the following policies:

- Disability Equality Scheme and Accessibility plan
- Anti-Bullying Policy (as part of the Behaviour and Sanctions (Students) Policy)
- Behaviour and sanctions (Student) Policy
- Citizenship Policy
- Curriculum Policy
- Equality Opportunities Policy
- Governor Code of Conduct
- Racial Equality Policy
- Risk assessment
- RSE Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Transgender and Questioning Policy
- Uniform Policy

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education and Experience	Autumn 2025	Annually	Autumn 2026	Statutory	Yes

Appendix 1- SWGS EDI VISION



SOUTH WILTS
GRAMMAR SCHOOL

Equality, diversity and inclusion vision

The principles of Equality Diversity and Inclusion (EDI) underpin this vision and strategy. Understanding these principles and valuing their importance in every aspect of school life is our first important step to making a difference:

Equality - everyone connected with SWGS is equally valued and treated fairly, regardless of who they are and their background.

Diversity - we understand that each of us is different and it is valuing and building on these differences that will bring new ideas, new learning and make us much stronger.

Inclusion - we all feel a sense of belonging and that we are listened to, are heard and are encouraged and enabled to contribute to the school.

This encompasses: SEND, gender reassignment, sexual orientation (LGBTQIA+), sex, age, disability, race and ethnicity, religion and belief, EAL, human rights, cultural knowledge, neurodiversity.

The swgs Vision

Our Vision is to build a school community that truly values equality, celebrates diversity and ensures inclusion and fairness.

Success

- **Every student**, regardless of their background, will be supported to flourish, be proud of who they are, achieve their best and go on to make a real, positive difference in their lives. We will actively support and encourage those who are more vulnerable to enable them to achieve equally to others.

They will have access to a rich and diverse curriculum which broadens their perspectives and supports each and every one of them to achieve their very best. This curriculum will expose them to a wide range of opportunities within and outside of the classroom, which reflect an accurate picture of modern Britain, history and the world around them

- **Every member of staff** is supported to become the best version of themselves and feel a true sense of belonging to the SWGS community. Regardless of their role, they feel included and their voice is listened to.
- **Every parent and carer** feels that their contribution and views are valued and welcomed; we encourage open, trusting and inclusive dialogue.

Wellbeing

- **Students** -The success of our students is at the forefront of all we do. Feeling safe and secure as an individual is the foundation to fulfill potential.
- **Students** will be provided with the best possible learning experience where they feel known, understood and cared for by their staff. They will take with them these positive experiences, continuing to be ambassadors for equality, diversity and inclusion when they leave SWGS.
- **Our staff** are powerful role models whose influence can be life long and life changing. It is critical for our students that we attract and retain great people and that our workforce reflects the diversity that we value in our community. We therefore prioritise their wellbeing wherever possible.

Growth

- We regularly listen to our pupils, staff and parents and carers to understand their experience and how it can be better.
- We recognise that our students come from different backgrounds and have had different experiences. It is important that these are embraced at school to add value to the experience of all students. We will actively encourage and enable those students who are vulnerable in any way to achieve equally to others.
- School Leaders have a responsibility to ensure that pupil data is gathered with integrity and transparency. It must be used to support all pupils to thrive, regardless of their background.

Service

- As a school we want to be at the heart of our community, to engage with and contribute to it and be valued by it. This may include attending community events, working with local community organisations and inviting members of our community into our schools.
- We will embrace partnership working with others who are able to support and develop us in bringing this statement to life now and in the future

How will we achieve our vision?

In order to fulfil our school vision, we have operationalised success, well-being, growth and service into four key pillars.

***Curriculum** - To diversify and inclusify taught and extra-curricular to ensure that all students reach their full potential whilst at SWGS

***Community** - To celebrate our diverse SWGS community and provide a safe space for discussion and education through the development of clubs, and activities that reflect all members of the SWGS community.

***Culture** –To ensure that we have clear expectations of all members of the SWGS community in relation to all matters relating to Equality, Diversity and Inclusion. To ensure that we have robust/clear systems in place to support, manage and respond to Equality, Diversity and Inclusion.

***Career Pathways** - To recruit and retain staff from all backgrounds so that we become the ‘employer of choice’. In addition, we aim to attract students from all backgrounds to join our school community.

How do the four pillars map onto success, well-being, growth and service?

Success	Curriculum, community, culture and career pathways
Well-being	Curriculum, community, culture and career pathways
Growth	Culture and community
Service	Community

Appendix 2- Examples of student opportunities since 2022



SOUTH WILTS
GRAMMAR SCHOOL

Opportunity
BME Club (weekly)
EDI in The Tartan Times (termly collaboration)
Black History Month Meet a Historian (2 lunch time sessions)
Diana Award training - ABA Team
Diwali Lantern Making Workshop
Diwali Henna Competition (RAR)
Student made assembly on Diwali
AQA Student Advisory Group (KS5)
ABA Team delivered well being afternoon Year 8 (LIVE WELL) based around anti-bullying and delivered interactive activities.
Dashain Kite Making Competition
Pearson's My Twist on a Tale Represent Writing Competition
EDI Student Parliament Meeting
Stormzy's #Merky Books New Writers' Prize for underrepresented stories and writers (KS5)
Focus groups held for all students in December in response to questions from Diversity Role Models. The questions were asked in preparation for whole staff training 'embracing difference, ending bullying project' funded by the DfE. Questions used
Holocaust Memorial Day Trust Portrait Competition
Student made assembly on Guru Nanak's birthday
Sixth Form Multicultural Event
EDI Student Ambassadors Appointed

EDI Ambassadors issued with 4 EDI display boards around the school for their use
RE:View Cambridge in Your Classroom Film Competition
Student made assembly on Islamophobia
HART Prize for Human Rights
Shout Out UK paid article writers
Show Racism the Red Card Competition (creative/writing) – also promoted in PSHE lessons
UNIQ Funded Oxford University Programme (Y12)
Diana Award ABA Team delivered assembly to Year 8 students to launch their kindness and friendship programme
Diana Award ABA Team launched kindness and friendship programme with Year 8 (18 th January - this is a 4 week programme) Link
Student made assembly on Luna New Year and tutor time origami rabbit wellbeing activity
Luna New Year ‘send a blessing/kind word’ envelopes sold and delivered by EDI Ambassadors
Holocaust Memorial Day Event at Salisbury Guildhall 27 th Jan 23
SWGS EDI Badge Competition
New Speech Day Award: <i>Award for Commitment to Improving Equality, Diversity and Inclusion</i> . Sponsorship sourced: Lynsey Docherty of Celebrate Voice
Sutton Trust Funded Summer Schools Programme (Y12)
Student made EDI/BME book list recommendations for the LRC
BBC Young Reporter Competition: Me and My World – also promoted in English
EDI Lead Ambassadors invited to EDI Staff Working Group meeting 31 Jan 2023
Cambridge University RAP Programme for Y11/12 students
BBC Bitesize TikTok collaboration on religious festivals
Salisbury LGBTQ Youth Group – emailed to students
‘A view on the world’ Film Competition, REC and Culham St Gabriel’s
Senior Lead Prefect in person assembly on International Women’s Day and Women’s History Month

International Women's Day 8 th March – Ambassador created 'send a flower' activity, Ambassador created LRC book display
Student-made Holi PPT to show during tutor time
Peace Jam 6 th Form one day conference opportunity shared with KS5 students (for students to attend independently)
Women in Science Festival, Robinson College, Cambridge University
Student made assembly on racism
Student made and presented in person EDI assembly – KS3 23 rd March
Student made and presented in person EDI assembly – KS4 22 nd March
Student made and presented in person EDI assembly – KS5 21 st March
6F Multi-Cultural Event (MCE) 2022,2023,2024, 2025
Olive Branch Award workshops and Peacebuilder Q+A 2024 and 2025
Attendance at Royal Commonwealth Service at Westminster Abbey 11 th March 2024
6F gave a talk as part of the Holocaust Memorial Day at the Guildhall 27 th January 2025
6F students attended a talk at Salisbury on International Women's Day 8 th March 2005 from Nazanin Zaghari-Ratcliffe
EDI Ambassadors created and delivered assemblies to all year groups about ASD 2024,2025
Year 10 EDI Day 2023,2024 ,2025 another is planned for June 2026
ABA Team launched the Zen Zone (quiet and chillout space for members of the school community)

Wiltshire Youth Council Elections 2024 (3 students are currently in post) and were asked to stay in post for 2 years (originally a 1 year post)
Anti-Bullying assemblies delivered to all key stages
Tailored sessions developed by the ABA Team are delivered to Key Stage 3 students, covering key themes such as empathy, respectful relationships, and empowering students to be upstanders.
Show Racism The Red Card Competition (annual competition)
Odd Socks Day 10 th November 2025 as part of Anti-Bullying Week

Appendix 3- Student information



SOUTH WILTS
GRAMMAR SCHOOL

STUDENT INFORMATION 2025-26

We maintain confidentiality and work to data protection principles. We publish information in a way so that no student can be identified.

Diversity profile of students

Protected characteristics																			
Age	We have students aged from 11 to 18 years old at SWGS 1201																		
Disability	We ensure that reasonable adjustments are made wherever appropriate to support individual needs																		
Gender reassignment	We are committed to supporting any supporting member undergoing or considering gender reassignment, ensuring they are treated with dignity, respect, and understanding throughout the process																		
'Race' / ethnicity	Our student profile comprises:<table><tr><td>White - British</td><td>840</td></tr><tr><td>Indian</td><td>65</td></tr><tr><td>Refused</td><td>52</td></tr><tr><td>White and Asian</td><td>32</td></tr><tr><td>Nepali</td><td>30</td></tr><tr><td>Black - African</td><td>25</td></tr><tr><td>Other Asian</td><td>19</td></tr><tr><td>White Other</td><td>19</td></tr><tr><td>White Eastern European</td><td>17</td></tr></table>	White - British	840	Indian	65	Refused	52	White and Asian	32	Nepali	30	Black - African	25	Other Asian	19	White Other	19	White Eastern European	17
White - British	840																		
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White Other	19																		
White Eastern European	17																		

	Any other mixed background	17																												
	Chinese	16																												
	White Western European	11																												
	Pakistani	9																												
	Filipino	8																												
	Bangladeshi	7																												
	Black Caribbean	7																												
	White and Black African	6																												
	White and Black Caribbean	4																												
	Asian-British	4																												
	Other ethnic group	3																												
	Turkish/Turkish Cypriot	3																												
	Any other Black background	2																												
	White - Irish	2																												
	Black-British	2																												
	Gypsy	1																												
	Total	1201																												
EAL (English as an additional language)																														
<table><tr><td>EAL</td><td>113</td></tr></table>			EAL	113																										
EAL	113																													
The languages spoken within our student profile are:																														
<table><tr><td>Nepali</td><td>10</td></tr><tr><td>Tamil</td><td>10</td></tr><tr><td>Malayalam</td><td>9</td></tr><tr><td>Polish</td><td>9</td></tr><tr><td>Telugu</td><td>9</td></tr><tr><td>Ukrainian</td><td>8</td></tr><tr><td>Chinese</td><td>6</td></tr><tr><td>Hindi</td><td>5</td></tr><tr><td>Chinese (Mandarin/Putonghua)</td><td>4</td></tr><tr><td>French</td><td>3</td></tr><tr><td>Marathi</td><td>3</td></tr><tr><td>Romanian</td><td>3</td></tr><tr><td>Urdu</td><td>3</td></tr><tr><td>Arabic</td><td>2</td></tr></table>			Nepali	10	Tamil	10	Malayalam	9	Polish	9	Telugu	9	Ukrainian	8	Chinese	6	Hindi	5	Chinese (Mandarin/Putonghua)	4	French	3	Marathi	3	Romanian	3	Urdu	3	Arabic	2
Nepali	10																													
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	Russian	2																																
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	Yoruba	2																																
	Bengali	1																																
	Chinese (Cantonese)	1																																
	Gujarati	1																																
	Hindko	1																																
	Hungarian	1																																
	Italian	1																																
	Kannada	1																																
	Lithuanian	1																																
	Other Language	1																																
	Pashto/Pakhto	1																																
	Portuguese	1																																
	Sinhala	1																																
	Slovak	1																																
	Swahili (Any Other)	1																																
	Vietnamese	1																																
Religion or belief	Our student profile comprises: Religion Recorded <table><tr><td>Hindu</td><td>64</td></tr><tr><td>No Religion</td><td>343</td></tr><tr><td>Christian</td><td>267</td></tr><tr><td>Church of England*</td><td>224</td></tr><tr><td>Refused</td><td>117</td></tr><tr><td>Catholic</td><td>74</td></tr><tr><td>Muslim</td><td>25</td></tr><tr><td>Roman Catholic*</td><td>24</td></tr><tr><td>Buddhist</td><td>15</td></tr><tr><td>Buddhist</td><td>8</td></tr><tr><td>Islam</td><td>7</td></tr><tr><td>Sikh</td><td>3</td></tr><tr><td>Jehovah's Witness</td><td>3</td></tr><tr><td>Other Faith</td><td>2</td></tr><tr><td>Jewish</td><td>1</td></tr><tr><td>Seventh Day Adventist</td><td>1</td></tr></table>		Hindu	64	No Religion	343	Christian	267	Church of England*	224	Refused	117	Catholic	74	Muslim	25	Roman Catholic*	24	Buddhist	15	Buddhist	8	Islam	7	Sikh	3	Jehovah's Witness	3	Other Faith	2	Jewish	1	Seventh Day Adventist	1
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Seventh Day Adventist	1																																	
SEND	Students identified with a Special Education Need: <table><tr><td>SEN</td><td>62</td></tr><tr><td>E (EHCP)</td><td>5</td></tr><tr><td>K (SEN SUPPORT)</td><td>57</td></tr></table>		SEN	62	E (EHCP)	5	K (SEN SUPPORT)	57																										
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	<table><tr><td>Monitoring</td><td>116</td></tr><tr><td>No Special Education Need</td><td>1032</td></tr></table>	Monitoring	116	No Special Education Need	1032																																				
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Sex	We are committed to supporting all students, regardless of their sex, and fostering an inclusive learning environment where everyone feels respected, valued, and able to thrive																																								
Sexual orientation	We are committed to supporting all students, regardless of their sexual orientation, and fostering an inclusive learning environment where everyone feels respected, valued, and able to thrive																																								
Pupil premium (PP)	Year 7-11 <table><tr><td>PP</td><td></td></tr><tr><td>Service</td><td>84</td></tr><tr><td>Ever 6 Service</td><td>24</td></tr><tr><td>FSM</td><td>20</td></tr><tr><td>PLAC</td><td>1</td></tr><tr><td>PLAC & FSM</td><td>1</td></tr><tr><td>FSM & Service</td><td>1</td></tr><tr><td>Ever 6 FSM</td><td>0</td></tr><tr><td>Ever 6 FSM & Service</td><td>0</td></tr></table> Sixth Form Year 13 <table><tr><td>PP Total</td><td>30</td></tr><tr><td>Service</td><td>12</td></tr><tr><td>Ever 6 Service</td><td>5</td></tr><tr><td>FSM</td><td>12</td></tr><tr><td>Ever 6 FSM</td><td>1</td></tr><tr><td>PLAC</td><td>0</td></tr><tr><td>PLAC & FSM</td><td>0</td></tr><tr><td>FSM & Service</td><td>0</td></tr><tr><td>Ever 6 FSM & Service</td><td>0</td></tr><tr><td>Bursary</td><td>15</td></tr></table> Year 12 Year 12 <table><tr><td>PP</td><td>37</td></tr></table>	PP		Service	84	Ever 6 Service	24	FSM	20	PLAC	1	PLAC & FSM	1	FSM & Service	1	Ever 6 FSM	0	Ever 6 FSM & Service	0	PP Total	30	Service	12	Ever 6 Service	5	FSM	12	Ever 6 FSM	1	PLAC	0	PLAC & FSM	0	FSM & Service	0	Ever 6 FSM & Service	0	Bursary	15	PP	37
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Ever 6 FSM & Service	0																																								
Bursary	15																																								
PP	37																																								

	Service	20	
	Ever 6 Service	8	
	FSM	6	
	Ever 6 FSM	2	
	Ever 6 FSM & Service	1	
	PLAC	0	
	PLAC & FSM	0	
	FSM & Service	0	
	Bursary	5	

We update our equality information annually



SOUTH WILTS GRAMMAR SCHOOL

Appendix 4 - Inclusion Goals Infographic (summary of our objectives)

