



The Castle Partnership Trust
ACHIEVE | BELONG | PARTICIPATE



Equalities Information and Objectives

October 2022

CEO: Sarah Watson

Headteacher at Court Fields School: Polly Matthews

Headteacher at The Castle School: James Lamb

Headteacher at Wellesley Park School: Carly Wilkins

Headteacher at Isambard Kingdom Brunel School: Richard Healey

Due for review: Information - Autumn Term 2023
Objectives – Autumn Term 2026

Contents

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

1. Aims

Our Trust aims to meet its obligations under the public sector equality duty 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

Our objectives for 2022-26 are:

- To maximise the participation of students in enrichment activities regardless of ability, impairment, background or belief
- To ensure that outcomes for all groups are tracked and monitored, with interventions put in place to remove barriers to learning, if any group is seen to be falling below expectations
- To actively monitor disadvantaged groups and put in place appropriate support and resources in order to close the attainment gap
- To ensure that all students with multiple vulnerabilities achieve the Trust's expectations that
 - Every child passes their phonics screening by the end of KS1;
 - Can read fluently and accurately by the end of KS2;
 - Every child continues to read a range of texts with fluency and comprehension by the end of KS3;
 - Every student gains at least a Level 4 in GCSE English and Maths.
- To ensure that the gap in attainment between boys and girls in different subjects and in the national benchmarks continues to narrow against national averages.
- To actively seek to engage and involve parents from all groups in school life, for example attendance at parents' evenings.

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](#).

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 Trust, including to staff, pupils and parents/carers, and that they are reviewed and updated at least once every four years.

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteachers.

The headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- identify any staff training needs, and arrange training as necessary

All Trust 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 Trust 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/governors are 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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a protected characteristic they have Taking steps to meet the particular needs of people who have a protected characteristic
- Encouraging people who have a protected characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the Trust will:

- Publish attainment data each academic year showing how pupils with particular protected characteristics are performing
- Analyse the above data 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)

6. Fostering good relations

The Trust 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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. 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 Trust. All pupils are encouraged to participate in school activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- 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 Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, each school considers whether the trip:

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

8. Equality objectives

Our objectives for the 2022-26 are:

- To maximise the participation of students in enrichment activities regardless of ability, impairment, background or belief
- To ensure that outcomes for all groups are tracked and monitored, with interventions put in place to remove barriers to learning, if any group is seen to be falling below expectations
- To actively monitor disadvantaged groups and put in place appropriate support and resources in order to close the attainment gap
- To ensure that all students with multiple vulnerabilities achieve the Trust's expectations that
 - Every child passes their phonics screening by the end of KS1;
 - Can read fluently and accurately by the end of KS2;
 - Every child continues to read a range of texts with fluency and comprehension by the end of KS3;
 - Every student gains at least a Level 4 in GCSE English and Maths.
- To ensure that the gap in attainment between boys and girls in different subjects and in the national benchmarks continues to narrow against national averages.
- To actively seek to engage and involve parents/carers from all groups in school life, for example attendance at parents' evenings.

9. Monitoring arrangements

The Headteachers or appropriately named SLT members will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by Headteachers or appropriately named SLTs member at least every 4 years.

This document will be approved by the Board of Directors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
 - Risk assessment
-

		COURT FIELDS SCHOOL	
		Number	%
Gender	Girls	380	50.3
	Boys	375	49.7
Ethnicity	Any other Asian background	10	1.3
	Any other ethnic group	4	0.5
	Any other mixed background	4	0.5
	Any other White background	34	4.5
	Black - African	9	1.2
	Gypsy/Roma	8	1.1
	Information Not Yet Obtained	2	0.3
	Refused	4	0.5
	White - British	661	87.5
	White - Irish	1	0.1
	White and Asian	13	1.7
	White and Black African	3	0.4
White and Black Caribbean	2	0.3	
Free School Meal Eligibility	Eligible	153	20.3
	Not eligible	602	79.7
Special Educational Needs	No Special Educational Needs	635	84.1
	SEN Support	94	12.5
	Education, Health & Care plan	26	3.4
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	11	9.2
	Hearing Impairment	3	2.5
	Moderate Learning Difficulty	10	8.3
	Other Difficulty/Disability	1	0.8
	Physical Disability	0	0
	Social, Emotional and Mental Health	42	35
	Specific Learning Difficulty	39	32.5

Speech, Language or Communication Need	14	11.7
Visual Impairment	0	0



		The Castle School	
		Number	%
Gender	Girls	607	50.7
	Boys	590	49.3
Ethnicity	Any other Asian background	81	6.8
	Any other ethnic group	6	<1
	Any other mixed background	14	1.2
	Any other White background	63	5.3
	Black - African	13	1.1
	Gypsy/Roma	2	<1
	Information Not Yet Obtained	1	<1
	Refused	5	<1
	White - British	984	82.2
	White - Irish	1	<1
	White and Asian	13	1.1
	White and Black African	7	<1
	White and Black Caribbean	7	<1
Free School Meal Eligibility	Not Eligible	1069	89.3
	Eligible	128	10.7
Special Educational Needs	No Special Educational Needs	1076	89.9
	SEN Support	96	8
	Education, Health & Care plan	25	2.1
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	10	8.3
	Hearing Impairment	4	3.3
	Moderate Learning Difficulty	10	8.3
	Multi Sensory Impairment	2	1.7
	Other Difficulty/Disability	3	2.5
	Physical Disability	1	<1

Serve Learning Difficulty	2	1.7
Social, Emotional and Mental Health	35	28.9
Specific Learning Difficulty	28	23.1
Speech, Language or Communication Need	24	19.8
Visual Impairment	2	1.7

		WP Primary	
		Number	%
Gender	Girls	147	48
	Boys	159	52
Ethnicity	Any other Asian background	5	1.6
	Any other ethnic group	6	1.9
	Any other mixed background		
	Any other White background	24	7.8
	Black - African	3	0.9
	Gypsy/Roma	3	0.9
	Information Not Yet Obtained		
	Refused		
	White - British	270	88
	White - Irish	1	0.3
	White and Asian	6	1.9
	White and Black African		
	White and Black Caribbean		
Free School Meal Eligibility	Not Eligible	246	80.4
	Eligible	60	19.6
Special Educational Needs	No Special Educational Needs	255	83
	SEN Support	51	17
	Education, Health & Care plan	9	2.9
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	4	1.3
	Hearing Impairment	1	0.3
	Moderate Learning Difficulty	3	0.9
	Other Difficulty/Disability	2	0.6
	Physical Disability	2	0.6
	Social, Emotional and Mental Health	22	7.1
	Specific Learning Difficulty	12	3.9

Speech, Language or Communication Need	19	6.2
Visual Impairment	0	0

		IKB	
		Number	%
Gender	Girls	69	50
	Boys	69	50
Ethnicity	Any other Asian background	6	4.29%
	Any other ethnic group	0	0
	Any other mixed background	0	0
	Any other White background	1	0.71%
	Black - African	0	0
	Gypsy/Roma	0	0
	Information Not Yet Obtained	6	4.29%
	Refused	2	1.43%
	White - British	121	86.43%
	White - Irish	0	0
	White and Asian	2	1.43%
	White and Black African	0	0
	White and Black Caribbean	0	0
	Indian	2	1.43%
Free School Meal Eligibility	Not Eligible	127	90.72%
	Eligible	13	9.28%
Special Educational Needs	No Special Educational Needs	132	94.28%
	SEN Support	6	4.28%
	Education, Health & Care plan	2	1.43%
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	1	12.5%
	Hearing Impairment	0	
	Moderate Learning Difficulty	0	
	Other Difficulty/Disability	0	
	Physical Disability	1	12.5%
	Social, Emotional and Mental Health	1	12.5%

Specific Learning Difficulty	1	12.5%
Speech, Language or Communication Need	5	62.5%
Visual Impairment	0	