



# The Castle Partnership Trust

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## Equalities Information and Objectives

**October 2021**

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**Due for review:**            **Information - Autumn Term 2022**  
   **Objectives - Summer Term 2022**

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## 1. Aims

Our school 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 the 2018-2022 are:

- To seek the full participation of all 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
- To ensure that all students with multiple vulnerabilities achieve The Trust's expectation
- 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 parent's evenings, mentoring

## 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 school, including to staff, pupils and parents, 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 Headteacher.

Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- 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 governors 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 September as part of their Safeguarding update.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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 which 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)

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 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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 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 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 also work with parents 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 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
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

Our objectives for the 2018-2022 are:

- To seek the full participation of all 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

- To ensure that all students with multiple vulnerabilities achieve The Castle School expectation
- 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 parent's evenings.

## **9. Monitoring arrangements**

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

This document will be reviewed by Headteacher or appropriately named SLT 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
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		Court Fields School 2021	
		Number	%
Gender	Girls	376	49.6
	Boys	382	50.4
Ethnicity	Any other Asian background	12	1.58
	Any other ethnic group	1	0.13
	Any other mixed background	4	0.53
	Any other White background	29	3.83
	Black - African	5	0.66
	Gypsy/Roma	9	1.19
	Information Not Yet Obtained	3	0.4
	Refused	1	0.13
	White - British	675	89.05
	White - Irish	1	0.13
	White and Asian	12	1.58
	White and Black African	3	0.4
White and Black Caribbean	3	0.4	
Free School Meal Eligibility	Not Eligible	619	81.66
	Eligible	139	18.34
Special Educational Needs	No Special Educational Needs	645	85.09
	SEN Support	83	10.95
	Education, Health & Care plan	30	3.96
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	8	7.08
	Hearing Impairment	1	0.8
	Moderate Learning Difficulty	23	20.35
	Other Difficulty/Disability	2	1.77
	Physical Disability	0	0
	Social, Emotional and Mental Health	36	31.86
	Specific Learning Difficulty	27	23.89

Speech, Language or Communication Need	14	12.39
Visual Impairment	2	1.77



		The Castle School 2021	
		Number	%
Gender	Girls	589	49
	Boys	605	51
Ethnicity	White British	1020	85
	Other White and European (inc White Irish)	48	4
	Gypsy Roma/ Irish Traveller/ Other	2	<1
	White & Asian	13	1
	White & Black African	5	<1
	White & Black Caribbean	5	<1
	Mixed Heritage	18	1.5
	Black- African Heritage	8	<1
	Black Caribbean	2	<1
	Other Black Background	3	<1
	Asian - Indian	30	2.5
	Asian - Pakistani	4	<1
	Asian - Bangladeshi	5	<1
	Asian - Any Other Asian Background	19	2
	Chinese	4	<1
	Any other minority ethnic group	3	<1
Statement - Refused	4	<1	
Free School Meal Eligibility	Not Eligible	1084	91
	Eligible	110	9
Special Educational Needs	No Special Educational Needs	1085	91
	SEN Support	88	7.4
	Education, Health & Care plan	21	1.8
Profile of Need (%)	Autistic Spectrum Disorder	6	5.5

based on total number of pupils with Primary Need)	Social, Educational and Mental Health	33	30
	Hearing Impairment	1	1
	Moderate Learning Difficulty	9	8
	Visual Impairment	1	<1
	Physical Disability	3	2.8
	Profound & Multiple Learning Difficulty	0	-
	Speech Language & Communication Need	18	16.5
	Specific Learning Difficulty	31	28.4
	Severe Learning Difficulty	3	3
	Other Difficulty/Disability	2	1.8
	Multi-sensory Impairment	2	1.8

		Wellesley Park School 2021	
		Number	%
Gender	Girls	159	49
	Boys	166	51
Ethnicity	White British	270	83
	Other White and European (inc White Irish)	25	8
	Gypsy Roma/ Irish Traveller/ Other	5	1
	White & Asian	7	2
	White & Black African	0	0
	White & Black Caribbean	0	0
	Mixed Heritage	0	0
	Black- African Heritage	3	<1
	Asian - Indian	0	0
	Asian - Pakistani	0	0
	Asian - Bangladeshi	0	0
	Asian - Any Other Asian Background	6	2
	Chinese	1	<1
	Any other ethnic group	7	2
Statement - Refused	0	0	
Free School Meal Eligibility	Not Eligible	259	80
	Eligible	66	20
Special Educational Needs	No Special Educational Needs	278	85
	SEN Support	41	13
	Education, Health & Care plan	6	2
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	3	<1
	Social, Emotional and Mental Health	14	4
	Hearing Impairment	2	<1
	Moderate Learning Difficulty	1	<1

Visual Impairment	0	0
Physical Disability	2	<1
Profound & Multiple Learning Difficulty	0	0
Speech Language & Communication Need	16	5
Specific Learning Difficulty	9	3
Severe Learning Difficulty	1	<1
Other Difficulty/Disability	0	0

		IKB School 2021	
		Number	%
Gender	Girls	25	45
	Boys	30	55
Ethnicity	White British	50	91
	Other White and European (inc White Irish)	1	1.8
	Gypsy Roma/ Irish Traveller/ Other	0	-
	White & Asian	1	1.8
	White & Black African	0	
	White & Black Caribbean	0	-
	Mixed Heritage	0	-
	Black- African Heritage	0	-
	Asian - Indian	0	-
	Asian - Pakistani	0	-
	Asian - Bangladeshi	0	-
	Asian - Any Other Asian Background	1	1.8
	Chinese	0	-
	Any other ethnic group	1	1.8
Statement - Refused	0	-	
Free School Meal Eligibility	Not Eligible	7	12.72
	Eligible	48	87.28
Special Educational Needs	No Special Educational Needs	48	87.28
	SEN Support	6	10.9
	Education, Health & Care plan	1	1.8
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	1	1.8
	Social, Educational and Mental Health	2	3.6
	Hearing Impairment	0	-
	Moderate Learning Difficulty	0	-

Visual Impairment	0	
Physical Disability	1	
Profound & Multiple Learning Difficulty	0	
Speech Language & Communication Need	3	
Specific Learning Difficulty	0	
Severe Learning Difficulty	0	
Other Difficulty/Disability	0	

**Attendance**

	%
Attendance	99.69
Unauthorised absence	0