



WICKERSLEY
PARTNERSHIP
TRUST.

WPT Public Sector Equality Duty Information

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OWNED BY: Executive Improvement Partner

APPROVED BY: HR Subcommittee

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Aims

At Wickersley Partnership Trust (hereafter referred to as WPT), we celebrate diversity and relentlessly focus on the highest standards of student achievement and our practice is thoroughly rooted in this approach.

At WPT, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and can participate fully.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At WPT we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Trust recognises its statutory duty to promote community cohesion under the Education and Inspections Act 2006, and to eliminate discrimination, advance equality of opportunity, and foster good relations under the Public Sector Equality Duty (PSED) of the Equality Act 2010. While the specific Ofsted judgement for 'community cohesion' was removed from the inspection framework, the principles of cohesion, equality, and good relations are now primarily assessed under the Personal Development and Leadership and Management judgements of the Education Inspection Framework (EIF).

2. Introduction

This single document replaces any separate policies the Trust has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government.

The Public sector equality duty came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

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

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- Equality Objectives, at least every four years (from 6th April 2012)
- Information to demonstrate their compliance with the Public Sector Equality Duty (from 31st January 2012)

Part One sets out the school's aims to promote equality of opportunity and comply with the Act.

Part Two sets out the legal duties which are referred to in Part One.

Part Three sets out the Equality Objectives of the Multi Academy Trust, to be reviewed and reported on annually.

3. Part One

Our Legal Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

Protected Characteristics

The Act defines protected characteristics as follows:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Marriage and civil partnerships

These protected characteristics apply to students, prospective students, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to students and prospective students. (See Annex A).

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or 'General Duty'

This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Two 'Specific Duties'

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality Objectives – which are specific and measurable - at least every 4 years

Unlawful Behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Reasonable Adjustments and Accessibility Plans

Wickersley Partnership Trust is required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts

- Take reasonable steps to provide auxiliary aids/services
- Provide information in an accessible format
- Develop and implement (by allocation of resources) Accessibility Plans which will;

1. Increase disabled students’ access to the school curriculum

And for all users of the school

2. Improve the physical environment
3. Improve the provision of information

The duty is an anticipatory and a continuing one that WPT owes to all students with disabilities whether identified or not, and to those students who will be attending in the future. Our schools will seek relevant information regarding newly placed students to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new students under this Act.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faith/beliefs and socioeconomic backgrounds. WPT policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with and support these duties.

Advancing Equality

To demonstrate the statutory duty to promote community cohesion and advance equality, the Trust will ensure that all educational provision, including the curriculum and wider enrichment work, actively contributes to the Personal Development of students by:

- Equipping them to be responsible, respectful, and active citizens.
- Developing their understanding and appreciation of diversity.
- Promoting and deepening their understanding of Fundamental British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance).

Roles and Responsibilities

We expect all staff of the Trust and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Leaders and Governors maintain a clear, ambitious vision for providing high-quality, inclusive education and training for all. This includes ensuring compliance with the Public Sector Equality Duty is an effective, sustained component of strategic decision-making, which in turn satisfies the requirements of the Leadership and Management judgement of the Education Inspection Framework.

The Trustees

The board has overall responsibility for ensuring compliance with equality legislation, the effective operation of this document and that action plans are implemented. The Trust and Governing Body keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The Trustees and the Governing Bodies are responsible for ensuring that:

- A commitment to equal opportunities is set out in this document
- The Trust is fully inclusive to students, and responsive to their needs based on the protected characteristics
- This 'Equality Information' document will be reviewed annually
- People are not discriminated against when applying for jobs on the grounds of the protected characteristics,
- All reasonable steps are taken to ensure that the environment gives access to people with disabilities, and communications are as inclusive as possible for all stakeholders.
- All applications to join the Trust are welcome, whatever a child's socio-economic background, race, gender or disability
- No child is discriminated against on account of their race, sex or disability, gender, religion and belief, or the fact that they are pregnant or are undergoing gender reassignment

The Trustees review the Equality Information and Objectives and evaluate the success of the Trust's equalities work taking account quantitative evidence (e.g. data) and qualitative evidence.

The Chief Executive Officer, along with the Executive and Senior Leadership Team, are responsible for ensuring that:

- This information is communicated and made readily available to staff, parents and carers
- This information and its related procedures are implemented
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this and the Equality Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness
- The principle of equal opportunity is promoted when developing the curriculum

All Staff should:

- Enact all aspects of this document, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head of School, Headteacher or Principal

- Strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images
- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this and associated documents with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

Students according to their ability and understanding should:

Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others

Parents and carers will:

Be encouraged to participate fully in implementing this document within the school and across the Trust, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress

All visitors, volunteers and contractors should:

- Make themselves aware of, and comply with the expectations contained within this document
- To refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them

Publishing the Plan and Links to Other Policies and Documentation

In order to meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the Trust website
- Raise awareness of the objectives through newsletters, assemblies, staff meetings and other communications
- Make sure hard copies are available

This document has links with the Behaviour, Admissions, SEN and Anti-Bullying policies. The Equality Act also applies to the Trust in its role as employer, and as such links to our Recruitment Policies, Whistleblowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

4. Part Two

Across WPT we value the individuality of all our children, employees and stakeholders, and we are committed to enabling all students to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our children and young people, employees and stakeholders, and expect everybody to share this commitment.

WPT will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take part all the activities of the school as much as possible

- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity
- We will actively encourage positive attitudes towards students and staff and expect everyone to treat others with dignity and respect
- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping
- We will monitor the progress and achievement of students by the relevant and appropriate protected characteristics
- This information will help the schools to ensure that individual students are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the academy development plans, or through any support plan that may be in place
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equal opportunities. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff
- Staff will ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic
- We will seek the views of advisory staff, outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up on incidents of prejudice-related bullying
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping
- Throughout the year, WPT schools will plan ongoing events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure student/parent/staff consultation is regularly sought in the development and review of this policy
- We will regularly seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans and equality plans if they are in place

Equal Opportunities Relating to Staff at WPT

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. However, we will ensure - wherever possible - that the staffing of the schools reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity, and religion and belief

are considered when appointing staff - particularly when promoting within WPT or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff
- Providing continued professional development opportunities for all staff, which are monitored as part of the performance management process
- Providing Senior Leadership Team support to ensure equality of opportunity for all

5. Part Three

Equality Objectives

Our Equality Objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We have agreed equality actions that will demonstrate what we want to achieve, how we will achieve our objectives and give a review of progress. This includes both WPT Trust-wide and school-level Objectives.

WPT has set the following Equality Objectives for the four-year period from July 2023 until July 2027:

1. To monitor and analyse student achievement by ethnicity, gender and special educational need, disability and disadvantaged groups, and act on any trends or patterns in the data that require additional support for students. We will take account of the achievement of all students when planning for future learning and in the setting of challenging targets.
2. To deliver a broad and balanced curriculum, that provides opportunities for all students to achieve the highest standards of education, using specialist programmes and dedicated resources to support students who need it the most. We will broaden horizons through the delivery of our entitlement and enrichment promise and a programme of assemblies, external visitors and speakers, and residential and education trips which will promote the ethos of equality to students, and help students develop good relationships with people of different characteristics.
3. To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice, and provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We will encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
4. To raise levels of parental and student engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. To raise aspirations among children and parents, and raise awareness of future career options for all children, challenging gender stereotypes.

The implementation and impact of these Objectives and the Equality Plan will be monitored and reviewed by the Board of Trustees through:

- Reviewing student progress and attainment for different sub-groups (e.g. individual schools, boys / girls, Pupil Premium, SEN and Children in Care) annually in the autumn term, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps
- Receiving reports from the CEO and Executive Leads
- Receiving reports from monitoring visits and Local Governing Bodies
- Taking advice from relevant parties such as the Trust HR provider and Local Authority Admissions Team
- Monitoring parental engagement and attendance at all events

Review

The Equality Policy and Objectives have been agreed by the Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality Objectives and Equality Plan annually.

This document will be reviewed every four years by Trustees.

6. Annex A - Protected Characteristics

The protected characteristics for the Trust's provisions are:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age and marriage and civil partnerships are NOT protected characteristics for the Trust's provisions, but do apply to staff

Disability

This section should be read in conjunction with each academy's Special Educational Needs Policy and Accessibility Plan.

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day to day activities'. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long term and substantial adverse impact on their ability to carry out normal day-to-day activities.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are re-automatically treated as disabled under the Act. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia

The other tests to decide if someone has a protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months, or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to reoccur or if the person no longer has the condition, they will be considered to be a disabled person
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience
- If the activities that are made more difficult are 'normal day to day activities' at work or at home
- Whether the condition has this impact without considering the effect of any medication the person is taking or any aids, assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses

Discrimination arising from disability - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled students more favourably than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men, and transgender people.

Under our general duty we will actively seek to:

Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for academy students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at the school/Trust or at home, or a medical professional etc
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on

- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention, they are protected
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy
- Have received gender recognition under the Gender Recognition Act 2004. It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment. This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual. Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

Pregnancy & Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Ethnicity

Ethnicity means a person's:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a colour, nationality, ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment
- It must be a belief as to a weighty and substantial aspect of human life and behaviour
- It must attain a certain level of cogency, seriousness, cohesion and importance
- It must be worthy of respect in a democratic society
- It must be compatible with human dignity and not conflict with the fundamental rights of others

Health and Wellbeing Strategy

At WPT, we feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and well-being at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
- Provide relevant training for all staff
- Ensure all necessary resources are provided
- Identify those circumstances that may contribute to inappropriate levels of work-related stress
- Consult with relevant Trade Union Safety Representatives and other stakeholders
- Provide confidential counselling for staff as necessary
- Promote an emphasis on wellbeing.
- Provide central support, resources and advisory services
- Offer practical step-by-step procedures and guidance
- Provide training to staff
- Monitor the effectiveness of this policy

Responsibility of the Senior Leadership Team

Our Senior Leaders will:

- Ensure health and wellbeing are seen as a priority

- Establish effective monitoring processes
- Make recommendations following consultation with staff
- Ensure the promotion of the policy throughout the organisation
- Provide support and guidance for individuals
- Allocate resources necessary

We also expect our senior staff to:

- Set an example to others
- Actively promote the principle of positive staff wellbeing
- Be vigilant to employees’ personal circumstances offering additional support as necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment and discrimination are never tolerated
- Refer employees (with their consent) to Occupational Health Service or counselling services
- Work with managers to initiate staff wellbeing focus groups where appropriate
- Conduct any investigation necessary to protect staff wellbeing
- Ensure effective measures are in place for monitoring all sickness absences for stress-related absence

All Staff

All staff are expected to:

- Look after the health and wellbeing of their colleagues and the students and families they work with
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their Line Manager
- Accept opportunities for occupational health review or counselling when recommended

7. Version Control

Current Version: 2

Date	Revision (Details and Reason)	Author
Jul 2023	First version of Policy	Executive Improvement Partner
Mar 2026	Equality Objectives Reviewed	Executive Improvement Partner

Appendix A – Review of Public Equality Objective 1

Objective: *To monitor and analyse student achievement by ethnicity, gender and special educational need, disability and disadvantaged groups, and act on any trends or patterns in the data that require additional support for students. We will take account of the achievement of all students when planning for future learning and in the setting of challenging targets.*

Secondary Focus - Attainment Data Overview (4+ & 5+ English and Maths)

The following tables summarise the percentage of students achieving a Grade 4 or above (standard pass) and a Grade 5 or above (strong pass) in both English and Mathematics at GCSE level across the Trust's secondary academies (Clifton Community School, Rawmarsh Community School, Thrybergh Academy, The Gainsborough Academy, and Wickersley School and Sports College).

All Students	Grade 4+ English & Maths (%)	Grade 5+ English & Maths (%)
Clifton Community School (CCS)	2025: 38.30%	2025: 18.09%
Rawmarsh Community School (RCS)	2025: 51.7%	2025: 35.8%
Thrybergh Academy (TA)	2025: 30.00%	2025: 13.00%
The Gainsborough Academy (TGA)	2025: 47.90%	2025: 24.37%
Wickersley School (WSSC)	2025: 71.56%	2025: 55.66%

Analysis of 'All Students' Attainment

To fulfil the Trust's commitment to monitoring and analysing achievement as a foundation for future planning, the following analysis examines the "All Students" baseline data across our secondary academies. This data serves as the critical benchmark against which we measure the success of interventions for specific protected characteristic groups.

The 2025 attainment data for English and Maths reveals a significant performance range across the Trust. Wickersley School and Sports College (WSSC) demonstrates the highest level of achievement, with 71.56% of students securing a Grade 4+ and 55.66% achieving the Grade 5+ strong pass. In contrast, Thrybergh Academy (TA) remains a priority area for strategic support, with standard pass rates at 30.00%.

A critical trend identified across all academies is the substantial "attainment drop-off" between Grade 4 and Grade 5. For instance, at Clifton Community School (CCS), the percentage of students achieving a strong pass (18.09%) is less than half of those achieving a standard pass (38.30%). This pattern indicates that while a significant portion of the student body is meeting minimum standards, a "glass ceiling" exists for many when moving towards more challenging targets. Future planning must focus on high-level scaffolding and pedagogical consistency to ensure

that more students, regardless of their starting point, are supported to bridge the gap between a Grade 4 and the Grade 5 strong pass, which remains a key driver for social mobility and further educational opportunities.

Disadvantaged Students (Pupil Premium - PP)

The achievement gap for Disadvantaged students, particularly at the strong pass (Grade 5+) level, remains a critical focus area.

Disadvantaged Students (PP)	Grade 4+ English & Maths (%)	Grade 5+ English & Maths (%)
Clifton Community School (CCS)	2025: 27.7%	2025: 11.9%
Rawmarsh Community School (RCS)	2025: 36.6%	2025: 26.8%
Thrybergh Academy (TA)	2025: 15.07%	2025: 5.20%
The Gainsborough Academy (TGA)	2025: 43.0%	2025: 24.6%
Wickersley School (WSSC)	2025: 47.6%	2025: 36.5%

Closing the "disadvantage gap" is a central strategic priority for the Trust to ensure that a student's socio-economic background does not determine their academic destination.

The 2025 data reveals that disadvantaged students face a significant challenge in securing "strong passes" (Grade 5+) in English and Maths. While Wickersley School and Sports College (WSSC) continues to lead the Trust with 36.5% of PP students achieving Grade 5+, there remains a substantial gap compared to the school's "All Students" average. Of critical concern is the data from Thrybergh Academy (TA), where only 5.20% of disadvantaged students secured a Grade 5+, and Clifton Community School (CCS) at 11.9%. These figures indicate that for a significant portion of our most vulnerable learners, the higher-grade boundaries remain largely out of reach.

However, The Gainsborough Academy (TGA) demonstrates a relatively positive trend for this cohort, with 43.0% of PP students achieving a Grade 4+. This suggests that the specific strategies deployed at TGA to support disadvantaged learners are yielding results and may provide a model for best practices elsewhere in the Trust.

To fulfill our commitment to acting on these trends and setting challenging targets, the Trust will implement the following:

- **Impact Audit:** Conduct a comprehensive review of Pupil Premium spend and intervention effectiveness at Thrybergh Academy and Clifton Community School to identify why current support is not translating into Grade 5+ outcomes.
- **"The Bridge to 5" Initiative:** Develop targeted academic mentoring and small-group tutoring specifically designed to move disadvantaged students from a Grade 4 (Standard Pass) to a Grade 5 (Strong Pass).

- **Data-Informed Planning:** Ensure that teachers use this specific cohort data when planning for future learning, utilizing "Quality First Teaching" to remove learning barriers before they impact student progress towards their aspirational targets.

Students with Special Educational Needs and/or Disabilities (SEND)

Attainment for students identified as SEND is a consistent area of challenge across the Trust.

SEND Students	Grade 4+ English & Maths (%)	Grade 5+ English & Maths (%)
Clifton Community School (CCS)	2025: 14.2%	2025: 4.08%
Rawmarsh Community School (RCS)	2025: 27.2%	2025: 10.6%
Thrybergh Academy (TA)	2025: 10.0%	2025: 0%
The Gainsborough Academy (TGA)	2025: 29.7%	2025: 5.40%
Wickersley School (WSSC)	2025: 18.6%	2025: 11.8%

Ensuring that our curriculum is accessible and that high-quality scaffolding is in place is essential for narrowing the persistent attainment gap faced by this cohort.

The 2025 data reveals a stark disparity in attainment levels compared to the wider student body. Across the Trust, the percentage of SEND students achieving a "strong pass" (Grade 5+) in English and Maths remains low, with Thrybergh Academy (TA) recording 0% and Clifton Community School (CCS) at 4.08%. While Wickersley School and Sports College (WSSC) shows the highest strong pass rate for this group at 11.80%, it still represents a significant drop-off from the school's overall performance, indicating that the complexity of the higher-grade boundaries remains a significant barrier for this group.

Notably, The Gainsborough Academy (TGA) and Rawmarsh Community School (RCS) show the strongest results at the Grade 4+ "standard pass" level, with 29.7% and 27.2% respectively. This suggests that while a foundation of knowledge is being built, the "attainment drop-off" to Grade 5 is more severe for SEND learners than any other group. As Strategic Leaders, we must recognise that for many SEND students, the standard pass is currently the ceiling, and our objective must be to provide the targeted support necessary to break through to higher achievement.

Strategic Action and Future Planning: To address these trends and set more challenging targets for our SEND learners, the Trust will:

- **Adaptive Teaching Audit:** Conduct a review of "Quality First Teaching" and adaptive teaching strategies in English and Maths departments to ensure scaffolding effectively manages cognitive load for SEND learners.

- Specialist Intervention Programs: Implement targeted "Grade 5 Bridge" workshops specifically for SEND students who have achieved a Grade 4, focusing on the specific exam techniques and disciplinary literacy required for the strong pass.
- SENCO-Led Curriculum Planning: Ensure that achievement data for this cohort is a primary driver in departmental planning, with SENCOs working directly with subject leaders to remove barriers to the most challenging parts of the curriculum.

Gender

Analysis of gender performance reveals a persistent trend of girls outperforming boys, which must be addressed through curriculum design and pedagogy.

Gender	Grade 4+ English & Maths (%)	Grade 5+ English & Maths (%)
Boys (2025)	Range: 24.19 (TA) to 68.15% (WSSC)	Range: 9.68% (TA) to 50.96% (WSSC)
Girls (2025)	Range: 39.4% (CCS) to 74.71% (WSSC)	Range: 17% (CCS) to 60.0% (WSSC)

Addressing the persistent national trend of female students outperforming their male peers is a key focus for the Trust, ensuring that curriculum delivery and engagement strategies are effective for all learners.

The 2025 data reveals a consistent "gender gap" across all participating academies. Female students consistently outperform male students at both the standard (Grade 4+) and strong (Grade 5+) pass levels. At Wickersley School and Sports College (WSSC), while both groups achieve high results, 60.0% of girls secured a Grade 5+ compared to 50.96% of boys. The disparity is most acute at the lower end of the performance range; for boys at Thrybergh Academy (TA), the Grade 4+ pass rate is 24.19%, whereas the lowest performance for girls at the same benchmark is 39.4% at Clifton Community School (CCS).

This data suggests that while the "attainment drop-off" between Grade 4 and Grade 5 affects both genders, boys are significantly more likely to fall below the standard pass threshold entirely in higher-deprivation contexts. Conversely, for girls at schools like CCS, the challenge is conversion; while nearly 40% achieve a standard pass, only 17% reach the Grade 5 benchmark, suggesting a need for increased academic resilience and high-level challenge for this cohort.

Strategic Action and Future Planning: To address these gender disparities and raise standards for all, the Trust will:

- Male Engagement Review: Implement a Trust-wide review of "boy-friendly" pedagogy and engagement strategies, particularly in English, focusing on Thrybergh Academy to raise the standard pass floor.
- Targeted Aspirational Mentoring: Establish mentoring programs for high-achieving girls at Clifton Community School and Thrybergh Academy, designed to bridge the gap between Grade 4 and the Grade 5 "Strong Pass."
- Curriculum Representation Audit: Ensure that the English and Maths curricula include diverse role models and contexts that resonate with both genders, aiming to increase intrinsic motivation and long-term engagement with core subjects.



Primary Focus - Attainment Data Overview (Primary Reading, Writing, and Maths)

The following table summarises the average percentage of primary students achieving the Expected Standard Plus (EXS+) and the Greater Depth Standard (GDS) across the Trust's primary schools.

Subject	Expected Standard Plus (EXS+)	Greater Depth Standard (GDS)
Reading	64.39%	21.28%
Writing	64.40%	7.47%
Maths	70.70%	19.61%

Analysis of Achievement Trends by Protected Characteristic

Disadvantaged Students (Pupil Premium - PP)

The achievement gap for Pupil Premium students is most pronounced in Writing, where attainment falls significantly below the overall average.

- Writing Achievement Gap: Pupil Premium achievement (53.40%) is over 10 percentage points below the overall average (64.40%)
- Reading and Maths: Achievement for PP students is closer to the average in Reading (60.93% vs 64.39%) and Maths (62.30% vs 70.70%), though still represents an area for continued focus to ensure equity.

Students with Special Educational Needs and/or Disabilities (SEND)

Students identified as SEND-K (SEN Support) demonstrate the lowest attainment across all subjects, indicating the largest attainment gaps within the Trust.

- Significant Gaps: The attainment gap for SEND-K students is over 28 percentage points in Writing (36.07% EXS+), 21 percentage points in Maths (48.92% EXS+), and 20 percentage points in Reading (43.36% EXS+).
- GDS Barrier: Achievement at the Greater Depth Standard is particularly low for this group, especially in Writing where it stands at only 0.89%.

Gender

Analysis reveals significant disparities at the Greater Depth Standard (GDS) level, though attainment at the Expected Standard (EXS+) is relatively balanced.

- Writing Disparity (GDS): Female students (10.01%) are substantially more likely to achieve Greater Depth in Writing than male students (3.71%).



- Maths Disparity (GDS): Conversely, male students (27.10%) significantly outperform female students (11.10%) at the Greater Depth level in Maths.
- Reading (EXS+): Male achievement (65.45%) is slightly higher than female achievement (63.76%) at the Expected Standard.

English as an Additional Language (EAL)

Data for EAL students indicates strong performance, often exceeding the Trust-wide averages

1. High Performance: The EAL group has the highest average EXS+ achievement in Reading (72.92%) and Maths (83.33%)
2. Greater Depth: This group also demonstrates strong performance at the GDS level, particularly in Reading (29.17%)

Strategic Action and Future Planning Primary

To fulfil the objective of acting on trends and setting challenging targets, the Trust will prioritise the following:

1. Closing the SEND-K Gap: The data shows a persistent and significant attainment gap for SEND-K students across all subjects. Future planning must include a review of the scaffolding and support mechanisms in place for these students, particularly in Writing where the gap is widest (28%)
2. Addressing Gender Gaps at GDS: The marked differences in Greater Depth attainment—boys in Maths and girls in Writing—require targeted pedagogical shifts. We will explore strategies to encourage girls' confidence in high-level mathematical problem-solving and boys' engagement with advanced writing techniques.
3. Pupil Premium Support in Writing: Given the 11% gap in Writing for disadvantaged students, primary departments will review their writing curricula to ensure they are inclusive and provide additional targeted support for PP students.
4. Integration of Ethnicity Data: While EAL data is positive, a full analysis by ethnicity is required to identify any specific cultural or ethnic trends as outlined in the objective. This will be the focus of the next data collection cycle.



Appendix B – Wickersley Partnership Trust: Review of Public Equality Objective 2

Objective: To deliver a broad and balanced curriculum, that provides opportunities for all students to achieve the highest standards of education, using specialist programmes and dedicated resources to support students who need it the most. We will broaden horizons through the delivery of our entitlement and enrichment promise and a programme of assemblies, external visitors and speakers, and residential and education trips which will promote the ethos of equality to students, and help students develop good relationships with people of different characteristics

Broad and Balanced Curriculum: Intent and Design

The core of our strategy is the commitment to a curriculum that serves as a powerful tool for individual growth, not merely a path to performance table compliance.

- **Tailored and Inclusive:** The Trust is committed to delivering a curriculum that is broad and balanced, which can be tailored to meet the needs of individuals. This includes actively working to remove barriers to learning and allowing all students to access the curriculum appropriate to them.
- **Ethos and Values:** The curriculum is enriched by a strong ethos based on respect for ourselves and others, equality, and a sense of wonder at the world we live in. This ensures that the foundation of a student's education is intrinsically linked to the ethos of equality.
- **Early Years Foundation:** The curriculum ensures all children develop crucial foundations in the Prime Areas, specifically Personal, Social and Emotional Development (PSED) and Communication and Language, which are essential for forming relationships and thriving.

Specialist Programmes and Dedicated Resources

The Trust leverages dedicated specialist programmes, primarily PSHE (Personal, Social, Health and Economic Education), to directly teach students how to achieve high standards of education and develop good relationships with people of different characteristics.

Explicit Equality Teaching (Secondary)

The PSHE curriculum is centrally governed to ensure consistency and a progressive approach to equality and anti-discrimination content, mapped explicitly to the Equality Act 2010.

The PSHE curriculum is centrally governed to ensure consistency and a progressive approach to equality and anti-discrimination content, mapped explicitly to the Equality Act 2010.

- **Understanding Rights and Law:** Students are explicitly taught about the 'Equality Act', 'Prejudice and discrimination', and 'Hate crime'. They also cover lessons on 'learning to live with a disability'.
- **Addressing Complex Needs:** Dedicated resources are used to support students in understanding complex social issues and difference. Examples include:
 - Dedicated lessons on 'Neurodiversity explored' in Year 10 and 11, focusing on disability equality and challenging prejudice regarding cognitive differences.
 - Content addressing serious societal issues like 'Honour Based Violence' in Year 10, promoting gender equality and human rights

Primary Curriculum and Specialist Programmes

Primary schools employ structured programmes, such as the Jigsaw PSHE approach, to introduce concepts of difference and identity from an early age:



- Foundational Concepts: Students learn about 'Similarities and differences' and how to deal with bullying and prejudice.
- Challenging Stereotypes: Content progresses to directly address 'Self-image/Body image', 'Prejudice and discrimination', and the importance of 'Being inclusive'.

Broadening Horizons and Enrichment Promise

The Trust actively promotes the ethos of equality through cultural development, enrichment, and the selection of learning resources.

- Challenging Stereotypes through Literature: Across all schools there is a policy of using a collection of texts that challenge stereotypes, cultural differences, and promote diversity. These texts are read and discussed in class at least half-termly.
- Representative Role Models: The Trust ensures that the Curriculum Master Plan across all subject areas focuses on significant people who are representative of many different races, religions, genders, ethnicities, and ages.
- Cultural Entitlement: schools have a clear commitment to cultural entitlement, including providing all children with the opportunity to visit a religious building/place of worship. They also encounter expressive arts and resources from differing faiths.
- Civic Engagement and Equality: The inclusion of British Values is supported by specific enrichment, such as taking part in Parliament Week every year, which includes holding school elections, promoting active citizenship and an understanding of democratic rights and responsibilities.

The delivery of this objective is characterised by a whole-school approach which integrates equality not just into an isolated programme, but into the overall culture, including curriculum, resources, and civic enrichment. This systematic approach ensures that the Trust is fulfilling its promise to broaden students' horizons and prepare them to interact positively with people of different characteristics in the wider world.



Appendix C – Wickersley Partnership Trust: Public Equality Objective 3 – Review 2024-2025

Objective: To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice, and provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We will encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Review of Prejudice-Based Incident Data (2024–2025)

The Trust’s commitment to eliminating discriminatory behaviour is supported by an established, standardised system for logging prejudice-based incidents. While overall data varies across academies, the statistics below provide crucial insight into Trust-wide trends and areas of focus:

Secondary Incident Summary: 2024–2025 Academic Year

The following table aggregates the total bullying and prejudice-based incidents reported across the five secondary academies for the full 2024–2025 academic year.

Academy	Total Prejudice-Based incidents logged
Wickersley School & Sports College	39
Rawmarsh Community School	35
The Gainsborough Academy	19
Clifton Community School	9
Thrybergh Academy	5
Total (Secondary)	107

Secondary Prejudice Breakdown (2024–2025)

Across the secondary academies, the most frequently recorded prejudice categories for the last full academic year were:

- Racism: 59 total incidents recorded



- Transphobia: 15 total incidents, with the majority occurring at The Gainsborough Academy (13) and Wickersley (2)
- Homophobia/Sexual Orientation: 12 total incidents
- Disability/SEND: 27 total incidents

Most Frequent Characteristics (2025-26 YTD)

- Racism remains the most reported category so far this year, with 25 incidents across the secondary schools
- Thrybergh Academy noted 70 incidents categorized as "Other" this year, though these are often identified as name-calling or physical assault rather than protected characteristic prejudice

Primary Incident Summary: 2024–2025 Academic Year

The following table aggregates reported bullying and prejudice-based incidents across the primary academies for the full 2024–2025 academic year.

Academy	Total Prejudice-Based
Foljambe Primary	17
Rawmarsh Sandhill	7
Monkwood Primary	4
Aston Lodge Primary	4
Brinsworth Whitehill	2
Aston Hall	1
Thrybergh Primary	0
Rawmarsh Ashwood	0
Total (Primary)	35



*Foljambe's total logged bullying incidents are noted as 17 in year-on-year data

Primary Prejudice Breakdown (2024–2025)

Across the primary academies, the most frequently recorded prejudice categories for the last academic year were:

- Other/Non-Protected Characteristic: 17 incidents
- Racism: 15 total incidents recorded
- Disability: 2 total incidents recorded
- Homophobia: 1 total incident recorded

Current Progress: 2025–2026 Academic Year (To Date)

Data for the current academic year shows a continued focus on identifying and addressing prejudice-based behaviours. The highest incidences of behaviour are incidents of "deliberately hurtful language," though these are mainly categorized as general derogatory language rather than specific protected characteristic prejudice.

Focus on Specific Challenges and Trends

Disproportionate Representation

While some schools, reported no disproportionate representation of any Protected Characteristic group as victims, the Trust must focus on targeted areas where data indicates a specific issue:

- Racism and Targeted Victims: Ethnicity (Racism) is the most disproportionately represented category in some schools.
- Body Image and Misogyny: In some schools it can be noted that the majority of deliberately hurtful language was focused on body image, with logs often referring to someone being 'fat'. Additionally, two recorded incidents had a similar trend of misogynistic references. This suggests a need for further Trust-wide curriculum work on positive relationships, body neutrality, and challenging gender stereotypes.
- Gender and Transgender Issues: Data trends show that girls constitute the largest victim group and the largest perpetrator group.

Management of Repeat Offending

Effective management of repeat offenders is critical for preventing recurrence and embedding long-term behavioural change:

- Positive Progress: A number of schools reported zero repeat offenders this year, indicating that initial actions have been effective.
- Targeted Intervention: Where repeat offenders have been logged, their interventions focus on deep cognitive and behavioural change through:
 - Restorative conversations to understand harm caused.
 - Re-teaching school values and behaviour expectations.
 - Increased monitoring and behaviour support interventions.
 - Referral to further mentor support.

This aligns with Trust best practice, which focuses on restorative work and gaining family support for sustained change.

Proactive Strategy through the PSHE Curriculum

The Trust is fulfilling the objective's requirement to promote positive attitudes and encourage discussion of equality issues through a systematically planned, progressive, and centrally governed PSHE curriculum, explicitly updated for Public Sector Equality Duty (PSED) compliance.



Trust-wide Curriculum Alignment and Modern Issues

The PSHE curriculum ensures that equality, diversity, and anti-discrimination are taught progressively across all year groups, directly addressing the nine Protected Characteristics of the Equality Act 2010.

The curriculum has been crucially updated to address contemporary, emerging challenges flagged in the Trust's incident data:

- **Challenging Misogyny & Toxic Masculinity:** New modules address misogyny and toxic masculinity. Lessons cover the spread of misogynistic content online, the impact of harmful gender norms, and strategies for challenging harmful behaviour. This directly responds to the misogynistic references and gender-related incident data.
- **Body Image and Self-Acceptance:** Targeted lessons on 'Body image' are delivered in Year 7 to promote self-acceptance, directly tackling the derogatory language seen in primary incident logs.
- **Digital Prejudice and Misinformation:** In response to online harms, the curriculum includes targeted lessons on 'Deepfakes and AI generated imagery' and 'Sexualisation of the media' in Year 10, ensuring students can challenge the spread of misinformation that often reinforces social stereotypes.

Synthesis and Strategic Forward Look

Key Findings on Challenging Prejudice

Trend from Incident Data	Curriculum Response (Evidence of Proactive Measure)
Racist Incidents	Addressed by explicit curriculum
Misogynistic/Body Image Language - Primary phase	Targeted lessons on 'Body image', 'Sexualisation of the media', and a new module focusing on Misogyny & toxic masculinity. Further focus needs to be placed on this area of curriculum development in the primary phase.
Transphobia and Gender Issues - secondary phase	Integrated content on 'sexual orientation/gender' and core RSHE content covering respectful relationships.

Strategic Action and Parental Engagement

Trust schools generally adopt a high-contact approach to incident resolution, which builds parent confidence and aligns with our commitment to transparency. Key strategies include:

- Direct contact with parents/carers of both parties and detailed feedback on the investigation, conversation, and consequence.
- Annual and mid-year parent surveys, including specific questions on safety and confidence.
- The use of platforms like Dojo/MCAS to maintain transparency and reinforce anti-prejudice values.

Future Strategy

To further strengthen the promotion of positive attitudes and challenge discriminatory behaviour, the Trust will focus on the following strategic priorities:

Staffroom Discussion and Training: Implement further CPD for PSHE teachers on topics like Deepfake awareness, AI-generated content, Misogyny, and toxic masculinity. This is a strong measure to encourage professional discussion and ensure staff are confident in facilitating sensitive classroom discussions on social stereotypes.

Targeted Anti-Racism Strategy: Review and standardise the approach to managing repeat or targeted racist victimisation

Evaluating Curriculum Impact: The Trust must consistently utilise pupil voice and well-being surveys (such as the Bounce Together surveys) to gauge student attitudes and identify if the curriculum is successfully translating into a reduction of prejudice and an appreciation of diversity in daily school life.

Targeted Primary Development: The early emergence of complex issues like body image prejudice in the primary phase indicates a need to ensure the Trust's anti-prejudice curriculum begins early and is consistently applied across all primary settings.



Appendix D – Public Equality Objective 4

To raise levels of parental and student engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. To raise aspirations among children and parents, and raise awareness of future career options for all children, challenging gender stereotypes.

Careers and Aspirations

Wickersley Partnership Trust (WPT) adopts a highly structured and "all-through" approach (from EYFS to Post-16) to developing aspiration and careers. The Trust philosophy is centered on ensuring students leave school both "Able" (possessing life skills and character) and "Qualified" (holding strong academic credentials).

The Core Philosophy: "Able and Qualified"

WPT's mission statement is to send students into the world "able and qualified to play their full part in it." This dual focus is the foundation for their careers and aspiration work.

- Aspiration as a "Way": The Trust embeds "Aspiration" as one of its "School Ways"—a set of core values (alongside Resilience, Communication, and Respect) that are displayed in every classroom and referenced in every subject.
- Curriculum Intention: One of their four primary curriculum intentions is to "enrich students' experiences and broaden their horizons."

Strategic Careers Development (Secondary & Post-16)

The Trust operates a robust CEIAG (Careers Education, Information, Advice, and Guidance) program that follows the Gatsby Benchmarks.

- Careers in the Curriculum: Unique to WPT is "monthly careers lesson" model. Every subject (e.g., Science, Music, Art) dedicates one lesson per year specifically to how that subject relates to the world of work. For example, January might be "Science Careers Month."
- Employer Encounters: The Trust engages in annual Careers Fairs at central sites, mock interviews for Year 11s with local business leaders, and a mandatory week of work experience in Year 10.
- WPT Alumni Network: The Trust actively uses a "WPT Alumni" program to bring former students back into schools to share their career journeys, serving as relatable role models to raise current students' aspirations.

The "WPT Pledges" (Personal Development)

A standout feature of the Trust is the Pledge System, which functions like a social and professional passport for students.

- Three Categories: Students work toward Bronze, Silver, and Gold awards in Active Citizenship, Life Skills, and Cultural Experiences.
- Life Skills Category: This explicitly includes "Careers and Aspirations." To achieve their pledges, students must complete tasks such as attending career talks, volunteering, or developing "soft skills" like oracy and independence.
- Platinum Projects: High-achieving students can pursue Platinum Projects, which involve leading initiatives that mirror professional project management.

Primary Aspiration

Unlike many Trusts where careers only begin in Year 7, WPT starts in Early Years (EYFS).

- PSHE Spiral Curriculum: Career awareness is introduced through PSHE (Personal, Social, Health, and Economic education), focusing on roles in the community and self-belief.
- Primary Pledges: Younger students begin the "Pledge" journey early, which helps them build the "Can-Do" attitude necessary for high aspirations later in life

Attendance Overview

Summary of Key Successes

Sector	Avg. Improvement (Attendance)	Avg. Reduction (PA)
Secondary	+1.55%	-9.13%
National Secondary	+0.9%	-5.8%
Primary	+0.87%	-4.4%*
National Primary	+1.2%	-4.4%
<i>*Calculated as the average reduction across all primary sites.</i>		

Executive Summary:

Our sustained strategic focus on attendance is delivering measurable impact, with 8 out of 13 schools demonstrating a net increase in attendance since the 2021/22 baseline. While the national recovery remains challenging, our Trust's rate of improvement is particularly strong in the secondary phase.

- **Secondary Sector Excellence:** Our secondary schools have achieved an average improvement of 1.55 percentage points. This significantly outpaces the national secondary recovery rate of 0.9 percentage points over the same period.
- **Primary Sector Progress:** In our primary phase, 5 out of 8 schools have improved their attendance over this time, which has resulted in an average improvement of 0.87 percentage points. While this is a positive upward trend, it currently trails the national primary improvement benchmark of 1.2 percentage points.

High-Performing Primary Leaders: 3 out of our 8 primary schools have improved their attendance at a greater rate than the national average:

- **Aston Hall:** Improved by 2.4 percentage points, significantly exceeding the national primary growth of 1.4.
- **Foljambe Primary:** Demonstrated a strong 2.0 percentage point increase.
- **Brinsworth Whitehill:** Achieved a 1.8 percentage point improvement.



Attendance - All							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	96.3	96.1		94.2	95.2	95.7	96.6
Brinsworth Whitehill	95.1	95.9		93.2	93.3	95	95
Foljambe Primary School		90.6		90	88.8	91.9	92
Monkwood Primary School	96	95.5		93.1	94.3	93.4	94
Rawmarsh Ashwood	96.2	96.2		94.7	95.7	94.7	94.5
Rawmarsh Sandhill	95.1	95.3		92.9	94.1	91.8	91.4
Thrybergh Primary	95.9	96.3		93	93	91.6	93.7
Aston Lodge	95.4	96.1		94.6	95.4	94.8	94.6
National Primary	95.8	96		93.7	94.1	94.5	94.9
Rawmarsh Community School	94.4	94.4		90.6	89.7	90.4	90.1
The Gainsborough Academy	89.7	91.7		84.7	86	86.8	87.2
Thrybergh Academy		89.4		85.3	84.2	83.6	82.6
Wickersley School and Sports College	95.8	96.1		91.1	91.2	92.5	93.1
Clifton Community School	90.9	92.1		85.3	84.2	86.8	87.5
National Secondary	94.5	94.5		91	91	91.1	91.9
* 31/08/2025 - 10/01/2026							

Impact of Leadership Intervention

The data highlights several "bright spots" where local leadership has successfully reversed downward trends or accelerated growth.

Trust-Wide Gains: Over 60% of our portfolio (8/13 schools) has seen attendance rise since the post-pandemic low. Notable leaders in this recovery include The Gainsborough Academy (+2.5), Aston Hall (+2.4), and Clifton Community School (+2.2).

Secondary Success Stories

We have seen strong growth in 3 out of 5 secondary schools:

- The Gainsborough Academy: Leadership has delivered the highest growth in the Trust, increasing attendance by 2.5 percentage points since 21/22.
- Clifton Community School: Sustained focus has led to a 2.2 point increase.
- Wickersley School and Sports College: Attendance has risen by 2.0 points, reaching 93.1% in the 2024/25 academic year.

Primary Sector Performance

While 3 out of 8 primary schools are currently meeting or exceeding the national average, the internal growth figures are the strongest indicator of leadership impact:

- Aston Hall: Continues to lead the Trust with a 2.4 percentage point increase.
- Foljambe Primary: Leadership has overseen a 2.0 point rise from its 2021/22 baseline.
- Brinsworth Whitehill: Shows a steady upward trajectory with a 1.8 point improvement.

Strategic Challenges & Next Steps

Despite the overall positive trend, leadership focus is now shifting to schools where the post-pandemic recovery has stalled:

- Addressing Declines: We are closely monitoring Rawmarsh Sandhill (-1.5) and Thrybergh Academy (-2.7). In these settings, we are deploying central support to review persistent absence strategies.
- The "National Gap": While we are improving faster than the national average, several schools (such as Rawmarsh Community at 90.1%) remain below the national benchmark of 91.9%.

Strategic Impact on Persistent Absence (PA)

A critical component of our attendance strategy has been the targeted reduction of Persistent Absence. The data confirms that our leaders are successfully re-engaging our most vulnerable learners at a rate that, in many cases, far exceeds national improvements.

Secondary PA Reduction: Outperforming National Trends

Our secondary leaders have made significant inroads into reducing long-term absence:

- **Trust-Wide Success:** Our secondary schools achieved a reduction in PA of 9.125 percentage points since 2021/22, nearly double the national secondary reduction of 4.4.
- **Exceptional Performance:** Clifton Community School led the sector with an 11.7 point reduction. Both The Gainsborough Academy and Wickersley School and Sports College followed strongly, each reducing PA by 9.2 points.

Persistant absence - All							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	4.3	7.8		12.8	8.4	6.8	2.7
Brinsworth Whitehill	9.6	7.3		20.3	18.1	11.2	10.7
Foljambe Primary School							
Monkwood Primary School	5.4	8.9		21.3	17.2	18.6	18.3
Rawmarsh Ashwood	5.5	6.5		15	6.7	16	14.4
Rawmarsh Sandhill	10.5	11.3		26.2	15.5	33	29.4
Thrybergh Primary	8.2	6.7		28.8	16.9	27.8	14.8
Aston Lodge	10	8.2		12.5	9.6	14.1	14.4
National Primary	8.4	8.2		17.7	16.2	14.6	13.3
Rawmarsh Community School	12.8	11.8		30.7	30.5	24.9	24.3
The Gainsborough Academy	30.6	27.9		48.6	43.8	41.1	39.4
Thrybergh Academy							43.5
Wickersley School and Sports College	8.8	6.7		25.7	24	18.3	16.5
Clifton Community School	29.8	26.1		49	43.9	39.7	37.3
National Secondary	13.8	13.7		27.7	28.3	27.3	21.9
* 31/08/2025 - 10/01/2026							

Primary PA Trends: Rapid Recovery in Key Schools

While the national primary PA reduction sits at 4.4 percentage points, our top-performing primary schools are recovering much faster:

- **Leading Progress:** Thrybergh Primary saw a staggering 14-point reduction in PA since its 2021/22 peak.
- **Sustained Improvement:** Aston Hall and Brinsworth Whitehill have also outpaced national benchmarks, with reductions of 10.1 and 9.6 points, respectively.
- **Areas for Intervention:** Performance at Rawmarsh Sandhill (+3.2) and Aston Lodge (+1.9) indicates an increase in PA, which remains a core focus for our central attendance support team.

Supporting SEND Pupils: Targeted Progress

Attendance - SEND Support							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	94	95.4		90.4	92.3	93.6	94.5
Brinsworth Whitehill	93	94.5		91.3	92	93.3	93.4
Foljambe Primary School	90.8	88.2		88.8	85.9	90.4	91.5
Monkwood Primary School	95	94.1		91.3	93.1	91.8	92.2
Rawmarsh Ashwood	94.3	93.6		93.7	93.2	91	90.2
Rawmarsh Sandhill	91.1	92.1		93.7	94.7	91.4	89.4
Thrybergh Primary	94.8	96.5		91.4	91.4	89.6	92.8
Aston Lodge	95.2	94.1		93.4	93.9	94.6	94.1
National Primary	94.1	94		90.5	90.7	90.8	91.1
Rawmarsh Community School	92.4	91.2		85.8	84.2	85.7	84.8
The Gainsborough Academy	86.7	88.8		80.7	83.7	83.8	82.3
Thrybergh Academy	89.9	88.2		79	80.7	84.7	69.5
Thrybergh Academy (Single Reg)	90	88.7		79.9	78.7	75.6	70.4
Wickersley School and Sports College	91.5	92.3		82.2	80.5	84.7	85.6
Clifton Community School	87.4	89.8		82	79.4	81.6	81.9
National Secondary	91.2	90.9		86.8	86.6	86.8	87.2

Our commitment to ensuring students with SEND achieve ambitious outcomes is underpinned by our strategic focus on their consistent engagement. The data regarding pupils receiving SEND Support reveals a positive trajectory across the majority of our portfolio, with 8 out of 13 schools demonstrating a net increase in attendance for this cohort since the 2021/22 baseline.

Primary SEND Excellence

Our primary phase has shown remarkable resilience and leadership impact in supporting SEND learners. Currently, 6 out of 8 primary schools have improved their attendance at a rate that exceeds the national average for SEND Support.

- Aston Hall: Continues to set the standard with a 4.1 percentage point increase since 21/22, reaching 94.5%—well above the national primary SEND benchmark of 91.1%.
- Foljambe Primary School: Leadership has overseen a significant 2.7 point rise, recovering from a post-pandemic low of 88.8% to 91.5%.
- Brinsworth Whitehill: Maintains a steady upward trend with a 2.1 point improvement over the same period.

Secondary SEND Trends

While the secondary landscape for SEND pupils remains complex nationally, 2 out of 5 of our secondary schools have improved their attendance more than the national average since the 2021/22 baseline.

- Wickersley School and Sports College: Has delivered a strong 3.4 percentage point increase for SEND learners, rising to 85.6%.
- The Gainsborough Academy: Displays positive growth with a 1.6 point increase since the post-pandemic low.
- Clifton Community School: While showing a modest recovery of 1.9 points since its 2022/23 low, it remains a focus for further stabilisation.



SEND Strategic Challenges

Despite these "bright spots," specific settings require intensive intervention where recovery for SEND pupils has fluctuated or declined:

- Thrybergh Academy: This setting presents a significant challenge with a marked decline in SEND attendance, particularly in the most recent monitoring period.
- Rawmarsh Ashwood and Rawmarsh Sandhill: Both schools have seen their SEND attendance figures dip below their 2021/22 baselines.

We are deploying targeted SEND-specific attendance reviews in these schools to ensure that barriers to learning are being removed and that these vulnerable students are re-engaged with their education.

Strategic Impact on Persistent Absence (PA): SEND Support

PA - SEND All							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	6.2	6.2		36.4	21.6	20	10.6
Brinsworth Whitehill	15.1	11.4		28.1	18.5	17.1	12.5
Foljambe Primary School	22.4	34.1		40	47.5	36.5	27.5
Monkwood Primary School	10	13.9		29.2	23.2	24.6	27.7
Rawmarsh Ashwood	13.9	21.1		20.6	22.2	32.5	25.6
Rawmarsh Sandhill	16.7	21.7		18	11.5	37.7	39.2
Thrybergh Primary	20.8	6.2		31.4	22.2	39.3	19.7
Aston Lodge	10.3	22.6		26.2	9.7	18.2	20.5
National Primary	17.5	17.8		29.5	29.2	28.5	27.9
Rawmarsh Community School	21.3	19.8		46.1	50.3	36.9	38.8
The Gainsborough Academy	40.7	37.5		54.1	51.4	50	48.3
Thrybergh Academy	35.9	33		59.4	52.1	59.7	66.8
Thrybergh Academy (Single Reg)	35.4	31.1		54.7	58	55.4	64
Wickersley School and Sports College	24.3	20.3		48.7	52.6	40	37.4
Clifton Community School	43	33		56.3	54.7	52	52.6
National Secondary	28.1	29		38.4	38.2	37.1	36.6

The targeted reduction of Persistent Absence (PA) for pupils receiving SEND Support is a critical metric of our success in re-engaging the most vulnerable learners. Our internal data confirms a robust recovery trend, with 8 out of 13 schools across the Trust successfully reducing PA for this cohort since the 2021/22 post-pandemic baseline.

Primary Sector: Rapid SEND Recovery

Our primary leaders have made significant inroads into reducing long-term absence for SEND pupils. Since the 2021/22 baseline:

- Trust-Wide Success: 6 out of 8 primary schools have reduced Persistent Absence for SEND pupils.
- Outpacing National Trends: 5 out of 8 primary schools reduced this at a rate faster than the national average, with 1 further school performing broadly inline with the national improvement rate of -1.6 percentage points (recorded at -0.1).
- Leading Progress:
 - Aston Hall: Achieved an exceptional 25.8 point reduction (from 36.4% to 10.6%).
 - Brinsworth Whitehill: Demonstrated a 15.6 point reduction, falling to 12.5%.
 - Thrybergh Primary: Secured an 11.7 point reduction in PA.



- Foljambe Primary: Reduced PA by 12.5 points, significantly bettering the national primary SEND reduction of 1.6 points.

Secondary Sector: Outperforming National Benchmarks

In the secondary phase, our strategic focus has delivered even more pronounced results relative to national figures:

- Exceptional Performance: 4 out of 5 secondary schools have reduced persistent absence since 2021/22 at a rate significantly greater than the national secondary reduction of 1.8 percentage points.
- Success Stories:
 - Wickersley School and Sports College: Led the sector with an 11.3 point reduction.
 - Rawmarsh Community School: Achieved a 7.3 point reduction.
 - The Gainsborough Academy: Delivered a 5.8 point reduction, nearly triple the national rate of improvement.

Areas for Targeted Intervention

Despite these successes, we remain focused on settings where the recovery for SEND pupils has stalled:

- Thrybergh Academy: Has seen PA for SEND pupils increase by 7.4 points since 2021/22.
- Rawmarsh Sandhill: PA for this cohort has increased by 21.2 points, marking it as a critical priority for our central attendance support team.

Strategic Progress: Pupil Premium (PP) Attendance

Attendance - PP All							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	94.8	96.1		92.3	92.4	93.6	96.7
Brinsworth Whitehill	94.6	94.8		90.8	91.2	93.4	94
Foljambe Primary School	92.5	89.4		88.8	89	91.2	91.2
Monkwood Primary School	95.4	94.6		90.9	92.3	91.3	91.4
Rawmarsh Ashwood	95.7	95.1		93.3	95.2	94.5	92.8
Rawmarsh Sandhill	93.4	94.1		92.6	93.9	91.7	88.5
Thrybergh Primary	95.5	95.8		92.5	92.6	90.7	93.2
Aston Lodge	92.7	94.7		92.5	93.1	92.6	90.6
National Primary	93.3	93.2		89.2	89.4	89.6	90.1
Rawmarsh Community School	92	91		87.9	84.6	85.8	84.7
The Gainsborough Academy	86.1	88.2		81	82.4	84.3	84.7
Thrybergh Academy	88.1	87.1		81.9	83.5	86.1	77.2
Thrybergh Academy (single reg)	88.4	87.5		82.5	79.6	79	77.8
Wickersley School and Sports College	91.2	92.8		85.2	83.5	86.1	87.1
Clifton Community School	88.6	90.6		82.1	81	84.4	84.3
National Secondary	90.5	90.1		84.4	84.8	85.2	86.1

Our commitment to ensuring disadvantaged pupils achieve ambitious outcomes is central to our mission. The data for pupils eligible for Pupil Premium (PP) indicates that while this remains a national challenge, our Trust-wide strategies are delivering measurable gains, with 8 out of 13 schools across the portfolio improving PP attendance since the 2021/22 post-pandemic baseline.



Primary Phase: Sustained PP Recovery

In our primary schools, leadership has successfully navigated the post-pandemic recovery for our most disadvantaged learners:

- Trust-Wide Gains: 5 out of 8 primary schools have improved attendance for Pupil Premium pupils since the 2021/22 baseline.
- Outperforming National Trends: 3 out of 8 primary schools have performed significantly better than the national primary improvement for PP pupils over that time.
- Success Stories:
 - Aston Hall: Has achieved a remarkable 4.4 percentage point increase, with PP attendance now standing at 96.7%—far exceeding the national primary PP average of 90.1%.
 - Brinsworth Whitehill: Demonstrated strong growth with a 3.2 point improvement since 21/22.
 - Foljambe Primary School: Shows a steady upward trajectory with a 2.4 point increase from its 88.8% baseline.

Secondary Phase: Excellence in Disadvantaged Engagement

Our secondary leaders have been particularly effective at closing the engagement gap for PP learners:

- Sector Leadership: 3 out of 5 secondary schools have improved attendance for Pupil Premium pupils, and in each of these cases, the improvement was greater than the national secondary recovery rate of 1.7 percentage points.
- Notable Progress:
 - The Gainsborough Academy: Leadership has delivered the highest growth in the secondary phase for this cohort, with a 3.7 percentage point increase.
 - Clifton Community School: Has secured a 2.2 point improvement since the 2021/22 baseline.
 - Wickersley School and Sports College: Shows positive growth of 1.9 points, reaching an attendance rate of 87.1%.

Targeted Support for Disadvantaged Cohorts

Despite these bright spots, the recovery remains uneven, and we are deploying central support to address settings where PP attendance has stalled:

- Thrybergh Academy: Currently facing significant challenges with a sharp decline in PP attendance in the most recent monitoring period.
- Rawmarsh Sandhill and Aston Lodge: Both settings have seen PP attendance dip below their 2021/22 levels, prompting a review of local engagement strategies for disadvantaged families.



Strategic Impact on Persistent Absence (PA): Pupil Premium (PP)

PA - PP							
School	2017/18	2018/19		2021/22	2022/23	2023/24	2024/25
Aston Hall	6.2	5.9		30.4	15.4	13	0
Brinsworth Whitehill	13.1	14.6		38	28.9	15.8	21.8
Foljambe Primary School	20.6	36.1		39.7	33.7	34.7	30
Monkwood Primary School	7.4	12.5		36	29.3	29.7	33.6
Rawmarsh Ashwood	7.5	11.1		24.2	10.9	18.5	23.5
Rawmarsh Sandhill	17.6	19.5		30	14.9	39.3	44.3
Thrybergh Primary	9.2	7.9		30.2	18.9	29.6	16
Aston Lodge	24.4	12.8		25.6	21.7	24.1	32.6
National Primary	18.6	18.2		31.4	30.8	29.5	28.4
Rawmarsh Community School	23.6	23.1		44.8	47.9	39.9	39.8
The Gainsborough Academy	44.7	42.9		56	56.3	50.1	49.5
Thrybergh Academy	42	39.8		57.6	53.9	53.8	56.3
Thrybergh Academy (single reg)	41	38.1		55.6	62.1	51.7	54.3
Wickersley School and Sports College	27.5	20.6		48.7	53.9	42.6	38.6
Clifton Community School	37.9	30.9		56.8	51.5	48.4	46.2
National Secondary	27.9	28.3		42.1	41.5	40.2	38.9

Reducing Persistent Absence (PA) among our disadvantaged pupils is a fundamental pillar of our equity strategy. The data for Pupil Premium (PP) students indicates that our targeted re-engagement efforts are yielding significant results, with 8 out of 13 schools across the Trust successfully reducing the proportion of persistently absent PP learners since the 2021/22 baseline.

Primary Phase: Exceptional PA Reduction

Our primary leadership teams have been highly effective in stabilizing attendance for disadvantaged cohorts, with the majority of schools significantly outperforming the national primary PP reduction of 3.0 percentage points (from 31.4% to 28.4%).

- Aston Hall: Has achieved a remarkable 30.4 point reduction in PP persistent absence, reaching 0% in the 2024/25 period.
- Brinsworth Whitehill: Demonstrated a strong downward trend with a 16.2 point reduction since 21/22.
- Thrybergh Primary: Leadership has overseen a 14.2 point reduction, nearly five times the national rate of improvement.
- Foljambe Primary School: Has secured a 9.7 point reduction in PA for this cohort.

Secondary Phase: Targeted Re-engagement Success

In the secondary phase, we continue to see our schools improve at a rate that generally exceeds the national secondary PP reduction of 3.2 percentage points.

- Wickersley School and Sports College: Leading the sector with a 10.1 point reduction in PP persistent absence since 2021/22.
- Clifton Community School: Has achieved a sustained 10.6 point reduction.
- The Gainsborough Academy: Shows a positive trajectory with a 6.5 point reduction in PA for disadvantaged learners.
- Rawmarsh Community School: Delivered a 5.0 point reduction, outpacing the national benchmark of 3.2.



Critical Focus Areas for Central Support

While the broader trend is one of recovery, two settings remain a significant concern where PA for Pupil Premium pupils is rising:

- Rawmarsh Sandhill: PA for the PP cohort has increased by 14.3 points since the baseline.
- Aston Lodge: Has seen a 7.0 point increase in persistent absence for disadvantaged pupils.

The central attendance support team is now working directly with leaders in these schools to refine their use of the Pupil Premium grant, ensuring it is effectively deployed to remove specific barriers to consistent attendance.

Identifying successful strategies

Translating this data into sustained improvement requires a move from monitoring to action; the following section outlines the core strategies—such as our welfare initiatives and tracking systems—that are currently underpinning these positive trends

Data analysis: The Trigger Tracker

To sustain the downward trend in Persistent Absence, the Trust has mandated the implementation of a new 'Trigger Tracker' system across all settings. This digital monitoring tool provides our attendance officers and school leaders with real-time, RAG-rated alerts the moment a pupil's attendance trajectory begins to deviate from our high expectations. By identifying at-risk learners at the earliest possible stage—often before they officially cross the persistent absence threshold—our teams can deploy rapid-response home visits and supportive family meetings. Furthermore, the system automates the compliance workflow, ensuring that all statutory warning letters and, where necessary, fixed penalty notices are issued with absolute precision and timeliness. This systematic approach removes human error and ensures that a culture of high attendance is consistently reinforced across the entire Trust portfolio.

Targeted Intervention: The Primary Welfare Team

To further bolster our primary phase recovery, we have invested in the creation of a dedicated Primary Welfare Team. This specialist cohort of practitioners is deployed to work intensively with pupils whose attendance has fallen into the 'poor' or 'persistently absent' categories. Recognising that the barriers to attendance often exist beyond the school gates, the team provides a dual-action support model: delivering bespoke in-school pastoral sessions to build student resilience, while simultaneously conducting regular home visits to engage directly with parents and carers. A cornerstone of this initiative is the development of formal Attendance Contracts; these are collaborative agreements that outline clear expectations, identify necessary external support, and establish a roadmap for reintegration. By bridging the gap between home and school, the Welfare Team ensures that every vulnerable primary pupil has a robust support network dedicated to their consistent educational engagement.

Conclusion: Leadership Value-Add

The data presented in this report confirms that the Trust's strategic prioritisation of attendance is delivering a significant "leadership value-add" relative to the national landscape. By driving a robust secondary recovery and empowering primary leaders at high-performing sites, we are successfully insulating the Trust against the slower recovery rates observed elsewhere in the country, ensuring our students—particularly those from vulnerable cohorts—remain in the classroom where they can thrive.

Our leadership impact is most pronounced in the Secondary sector, where we have achieved an average improvement of 1.55 percentage points, nearly doubling the national secondary recovery of 0.9. Similarly, our secondary schools have reduced persistent absence by an average of 9.125 percentage points, far exceeding the national reduction of 5.8. While the primary landscape remains more varied—with our overall improvement of 0.87 percentage points currently trailing the national average of 1.2—the exceptional performance of sites such as Aston Hall, Brinsworth Whitehill, and Foljambe provides a blueprint for success that we are now replicating across the portfolio.



The introduction of the Primary Welfare Team and the Trigger Tracker system represents a fundamental shift from reactive monitoring to proactive, forensic intervention. These tools, combined with our targeted focus on SEND and Pupil Premium cohorts, ensure that no student falls through the cracks. Moving forward into the remainder of the 2024/25 and 2025/26 cycles, our focus remains on stabilising performance in identified "priority" schools, such as Thrybergh Academy and Rawmarsh Sandhill. By scaling the successful strategies identified in our high-performing schools, we will continue to drive a culture of resilience and consistent engagement across the Trust, ensuring every child has the attendance record required to unlock their full potential.

Future Priorities

The overarching priority for the secondary phase is the reduction of "chronic" persistent absence (students under 50% attendance) within the PP and SEND cohorts. To achieve this, schools have identified a need for:

- **Specialised Welfare Teams:** Increasing the number of non-teaching staff dedicated solely to family outreach and home visits.
- **Motivational Incentives:** Adapting the "Attendance League" concept used in primary to be age-appropriate for secondary, focusing on tiered rewards that acknowledge small improvements in attendance for long-term PA students.
- **Enhance the admissions process** by having all documents translated and students/parents to understand the expectations around attendance.
- **Cross-Phase Transitions:** Improving the data sharing between primary and secondary sites to ensure that vulnerable students (particularly those with high PA in Year 6) have immediate, intensive support from day one of Year 7.





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