



THE
**CREATIVE
LEARNING**
PARTNERSHIP TRUST

Equality Statement

Responsible Committee	CLPT People Committee
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Policy Owner	Laura Austen

This Policy has been created in accordance and to support the Mission, Values and Beliefs of The Creative Learning Partnership Trust.

Our Mission.

Creating transformational
educative opportunities;
promoting social justice;
unlocking individual freedom.



Our Beliefs.

Our beliefs are what we value,
they're what we passionately
talk about.



Creativity.

What we mean:
Innovative problem solvers, use our knowledge and skills to turn ideas into reality.

What we don't mean:
Head in the clouds, waste time in wrong areas, not commercially aware

Learning.

What we mean:
Knowledge rich curriculum, nurture skills and talent, everyone can reach potential.

What we don't mean:
Everyone achieves the same standard, choices are removed.

Partnership.

What we mean:
Collaborate openly with others, willingly offer advice, happily request support.

What we don't mean:
Create knowledge silos, freely disclose sensitive information.

Trust.

What we mean:
Foster strong relationships, can count on others, have confident expectations.

What we don't mean:
Passing the buck, become complacent, rely too heavily on others.

Our Personality.

Our personality expresses who
we are, it's how we talk, act and
behave.

Integrity.

What we mean:
Courage to do the right thing, taking time to care, education first.

What we don't mean:
Compromise professionalism or being unprofessional.

Dedication.

What we mean:
Committed to supporting and improving, work smart to make it happen, resourceful.

What we don't mean:
Working all hours, do everything yourself, neglect health and well-being.

Kindness.

What we mean:
Act with compassion, always thinking of others, being a good human.

What we don't mean:
Ignore consequences, brush things under the carpet, don't tackle issues.

Understanding.

What we mean:
Listening and valuing one another, have empathy and able to feel what others feel.

What we don't mean:
Take on other people's problems, preoccupied with concerns.

Collaboration.

What we mean:
Working together, enabling each other to develop positive outcomes.

What we don't mean:
Unfocused meetings or inefficient use of other people's time.

Innovation.

What we mean:
Using expertise and research to transform, always striving to improve.

What we don't mean:
Improving one area to the detriment of others or ignoring core ideals.

Equality, Diversity and Inclusion

The Creative Learning Partnership Trust's Mission statement

Creating transformational educative opportunities; promoting social justice; unlocking freedom

Equality is not about treating everyone the same; it is about ensuring that access to opportunities are available to all by taking account of people's differing needs and capabilities.

Diversity is about recognising and valuing differences through inclusion, regardless of age, disability, gender, racial origin, religion, belief, sexual orientation, commitments outside of work, part-time or shift work, language, union activity, HIV status, perspectives, opinions and everyone's value.

Inclusion is about ensuring everyone feels welcome, no one feels uncomfortable, and everyone is able to thrive and contribute equally regardless of who they are, where they're from, or what they're going through. The Trust provides a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted.

Our Trust seeks to promote and create a fair and inclusive community where everyone can participate and fulfil their potential. Equality is a whole Trust and school issue. We celebrate individual differences and seek to ensure that everyone is treated with respect. We acknowledge that everyone brings a unique perspective and ideas to the Trust and we do everything we can to help each person to thrive. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and ability to participate fully in school life.

We promote dignity in the workplace

We ensure our policies reflect our values for equality, diversity and inclusion and we embed these values in all we do from recruitment onwards.

We are committed to providing great working practices, resources and training. We are also committed to ensuring our people are a reflection of the communities we serve.

We ensure that our recruitment and promotion processes are fair and open to all. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that our staff reflect the diversity of our community.

Importantly we also give regular opportunities for all staff to provide feedback so that we can celebrate what we are doing well, and we can reflect upon and take appropriate action upon any area of concern.

Stronger Together

We believe everyone at our Trust should be able to be themselves. Creating a diverse, inclusive organisation is a fundamental part of living up to our purpose of being with you today, for a better tomorrow. It means being there for all our people and helping to contribute to fairer, more equal communities.

Through this ethos we provide role models for the students that attend our schools.

We are determined to keep challenging ourselves to do more to build a workplace – and society – that works for all.

Gender Pay Gap

Annually we publish our pay information on the Government Gender Pay gap reporting website.

Our commitment

We're committed to helping everyone to work in the way that is best for them, and we strive to put in place reasonable adjustments that make this easier. We encourage all staff to let us know about any needs or accessibility issues so we can address these effectively and discreetly. We strive to ensure the working environment is welcoming and inclusive with equity being a key priority.

Dignity at Work

We recognise the right of every member of staff and visitor to be treated in accordance with the values of dignity and mutual respect for each other's differences. The Trust has a zero-tolerance approach towards harassment, bullying and victimisation. These behaviours are unlawful behaviours under the Equality Act 2010, and we have processes in place to address these behaviours if they happen.

The Trust will not accept harassment of its staff by third parties, including other staff, partners, clients, contractors or visitors. Bullying or harassment directed towards visitors to the Trust from any party are equally unacceptable.

We are committed to taking action to resolve disputes and conflict early, and work in partnership with people across the Trust and recognised trades unions, to develop positive approaches to resolving conflict and disputes.

What are protected characteristics?

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation

The Equality Act 2010 provides the legislative framework that informs our work to promote equality of opportunity and reduce barriers to engagement, in particular for protected groups including:

Age

We recognise that age should not be used as a determining factor for physical or mental performance, or as the deciding factor for employment including recruitment, training and promotion opportunities. However, age specific conditions and benefits may be provided if they: meet a General or Specific Exception, can be objectively justified, or for positive action purposes. General and Specific Exceptions include:

- benefits based upon length of service – it is not age discrimination for an employer to provide certain benefits, facilities or services on the basis of length of service, subject to the qualification that after five years' service, the employer will have to show that the length of service fulfils a business need (for example, by encouraging loyalty);
- minimum wage – it is not age discrimination to pay a young worker the lower minimum wage if that is the rate for which they qualify, this also applies for apprentices who do not qualify for the national minimum wage, as compared with those who do;
- redundancy – it is not age discrimination to provide an enhanced redundancy payment that is greater than that paid to another person, provided that they are calculated on the same basis;
- contributions to personal pension schemes – certain age-based criteria are permitted in respect of occupational pension schemes.

Disability

The Trust is committed to promoting inclusion so that all people with disabilities and/or long term conditions are included and feel valued, and that barriers are understood and overcome. This includes current and prospective staff and visitors. To advance equality of outcomes for disabled people the Trust may need to take steps to meet needs and overcome barriers even if this requires 'more favourable treatment' (positive discrimination is permitted for disability). For example, putting disabled parking bays near to the entrance, giving someone more time in an interview test, providing support or advocacy, shortlisting disabled applications on essential criteria only.

Gender Identity and Reassignment

We recognise that individuals can identify with a range of different gender identities, and that gender identity may or may not be associated with the sex assigned at birth and gender presentation. We provide a supportive environment to recognise an individual's gender identity, and for staff to share their gender identity or trans status if they wish.

It is the right of an individual to decide what they want to share about their gender identity and when. To 'out' someone without their permission is a form of harassment, could be a criminal offence, and will not be tolerated by the Trust.

Marriage and Civil Partnership

We aim to support all staff, regardless of their marital status. If you are married or in a civil partnership, you will be treated equally and will have access to the same opportunities as staff who have a different relationship status. The Trust strives to provide a supportive environment for staff who are seeking to balance responsibilities within their personal and working lives.

Pregnancy and Maternity

The Trust aims to provide an environment where staff are supported and treated fairly and with dignity and respect, including during pregnancy, maternity, paternity and the process of adoption and shared parental leave including during pregnancy and family leave including maternity, paternity, adoption and shared parental leave. In addition, we aim to create inclusive workplaces which recognise that both women and men are parents thus equalising the treatment of men and women around the taking of leave.

Race

The Creative Learning Partnership Trust recognises there is inequality and racism around us and within our community. The Trust remains determined to tackle racial discrimination in all its forms to ensure that our employment experience is positive and welcoming for everyone of all ethnic and racial backgrounds. We expect all members of our community – staff, visitors, and stakeholders – to support us in this endeavour.

Religion and Belief

The Trust recognises the commitment of individuals to pursue a spiritual or religious practice and actively supports their right to do so in an atmosphere of tolerance and respect. We are committed to creating a community that facilitates the practice of religion by its staff. The Creative Learning Partnership Trust is a diverse international community with staff from many different religious backgrounds and beliefs all working together.

Gender

We should all be respected and valued equally, regardless of gender. Gender equity means not only treating people equally regardless of gender, but where necessary, taking action to counteract inequality. We are also committed to ensuring equal pay for all our staff and to conducting Equal Pay Audits on a regular basis. Gender identity includes non-binary (neither or both male and female gender identity) however non-binary is not currently covered by the Equality Act; however the Trust recognise this and act as if it were.

Sexual Orientation

The Trust seeks to provide a supportive environment for the LGBTQ+ community, and to create a culture in which staff of any sexual orientation will not face discrimination, harassment or exclusion. We encourage a culture of openness about sexual orientation, recognising at the same time that some staff may not be 'out' for a wide range of personal reasons, or for fear of how they may be treated, or may choose not to be 'out', either at work or out of work. This is a legitimate personal choice which is supported by our policies and practices.

Compliance with Equality Act 2010 and Specific Duties

To ensure full compliance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011, the Trust commits to the following actions:

1. Publication of Equality Information:

- We will publish annual equality information demonstrating how we comply with the Public Sector Equality Duty (PSED).
- This information will be made available on our Trust and school websites.

2. Equality Objectives:

- We will set and publish measurable equality objectives at least every four years, as required by law.
- Objectives will be specific, measurable, and reviewed annually.

3. Guidance and Best Practice:

- Our approach aligns with Department for Education (DfE) advice, technical guidance from the Equality and Human Rights Commission (EHRC), and guidance from the Government Equalities Office.

Objectives

Objective 1: Improve Accessibility Across All School Sites

Conduct accessibility audits for all school sites and implement identified improvements. Complete audits for 100% of sites by July 2026; implement 70% of high-priority recommendations by Dec 2028.

Allocate budget and engage specialists.

This will support inclusion and equality for staff, pupils, and visitors with disabilities.

Objective 2: Reduce Attainment Gaps for Pupils with Protected Characteristics

Introduce targeted academic interventions and monitor progress termly.

Reduce attainment gap by 10% in English and Maths by July 2026.

Provide staff training and allocate resources.

Improves outcomes for disadvantaged groups.

Objective 3: Implement a recruitment monitoring system to track diversity and equality across all stages of the hiring process.

Collect and analyse recruitment data for **100% of vacancies** by **April 2025**.

Produce **termly reports** on applicant demographics and shortlisting outcomes.

Use existing HR systems and provide training for staff on data collection and reporting.

Supports compliance with the Equality Act 2010 and promotes fair, inclusive recruitment practices.