



# Equity, Diversity and Inclusion Policy

Responsible Committee	CLPT People Committee
Date Approved by Committee	
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Next Review Date	June 2029
Policy Owner	Laura Austen, COO







This document has been created to support the mission, values and beliefs of the Creative Learning Partnership Trust:

## Our mission.

Creating  
**transformational**  
 educative opportunities;  
 promoting **social justice**;



## Our values.

<p><b>Integrity</b>          Courage to do the right thing, taking time to care.</p> <p><i>Speaking and acting truthfully, fairly and upholding universal, moral principles.</i></p> 	<p><b>Collaboration.</b>          Working together, enabling each other.</p> <p><i>Working with others to achieve strategic direction and to develop mutual trust and respect.</i></p> 	<p><b>Dedication.</b>          Committed to supporting and improving.</p> <p><i>Showing commitment to and responsibility for strategies and goals.</i></p> 
<p><b>Kindness.</b>          Thinking of others and acting with compassion.</p> <p><i>Demonstrating intentional actions to show care, respect and empathy to others.</i></p> 	<p><b>Innovation.</b>          Using expertise and research to transform.</p> <p><i>Taking a proactive approach to problem solving, showing creativity, forward thinking and adaptability.</i></p> 	<p><b>Understanding.</b>          Openness, listening and valuing one another.</p> <p><i>Actively listening to others to gauge the perspectives and needs of others within relevant context.</i></p> 

<p><b>C</b></p> <p><b>CREATIVE.</b></p> <p><b>Creativity</b> is at the heart of how we achieve exceptional educational outcomes. It drives innovation and empowers us to transform new and original ideas into reality, enriching the learning experience for every child.</p>	<p><b>L</b></p> <p><b>LEARNING.</b></p> <p><b>Learning</b> is at the core of all we do. We are relentless in our commitment to ensuring that every child within our care achieves outcomes that truly reflect their potential and aspirations.</p>	<p><b>P</b></p> <p><b>PARTNERSHIP.</b></p> <p>Collaboration and <b>partnership</b> are key to continuous improvement. By working together, we create an inclusive, supportive, and responsive <b>organisation</b> that listens and learns from all voices.</p>	<p><b>T</b></p> <p><b>TRUST.</b></p> <p><b>Trust</b> is the foundation of our culture. It permeates every aspect of our schools and <b>organisation</b>, creating confidence, integrity, and building strong relationships across our entire community.</p>
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## **1. Introduction**

The Creative Learning Partnership Trust is committed to creating and sustaining an inclusive culture where everyone is treated with dignity, respect and fairness and where diversity is recognised as a strength.

We believe that equity, diversity and inclusion are fundamental to achieving our vision and values. We are committed to ensuring that all pupils, staff, trustees, governors, volunteers, parents, carers and members of our wider communities feel valued, respected and able to participate fully in Trust life.

We recognise that equity is about ensuring fair treatment and opportunity, diversity is about recognising and valuing differences, and inclusion is about creating a culture of belonging where everyone can thrive.

The Trust will actively identify and remove barriers that may prevent individuals from accessing opportunities, participating fully or achieving their potential.

## **2. Purpose**

The aims of this policy are to:

- Promote equity of opportunity for all.
- Eliminate unlawful discrimination, harassment and victimisation.
- Foster positive relationships between people from different backgrounds.
- Create an inclusive culture where everyone feels safe, respected and valued.
- Support diversity within our workforce, leadership and governance structures.
- Ensure decision-making considers the impact on individuals and groups with protected characteristics.
- Meet our obligations under the Equality Act 2010 and Public Sector Equality Duty.
- Promote a culture of wellbeing, belonging and psychological safety.

## **3. Scope**

3.1 This policy applies to all:

- Employees and prospective employees (job applicants and prospective job applicants) of The Creative Learning Partnership Trust.
- Former employees with regards to the provision of an employment reference.
- All workers, contractors and sub-contractors; consultants; agency workers; employees seconded from other organisations; governors and volunteers.
- Pupils of Trust schools and their parents/carers
- Other members of the community which the Trust serves.

3.2 All of these groups are expected to adhere to the principles set out in this policy.

## **4. Regulatory Framework**

This policy has been prepared to meet the Trust's responsibilities under:

- Equality Act 2010;
- Statutory framework for the Early Years Foundation Stage;
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
- Children and Families Act 2014.

4.1 This policy has regard to the following guidance and advice:

- Equality Act 2010: explanatory notes (2010);
- The Equality Act 2010 and Schools: departmental advice for school leaders, school staff, governing bodies and local authorities ;
- Technical guidance for schools in England (Equality and Human Rights Commission, July 2014);
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015);
- Advice and Guidance: How can we stop prejudice-based bullying in schools? (Equality and Human Rights Commission);
- Keeping children safe in education ;
- Working together to safeguard children (HM Government, February 2019); and
- Relationships education, relationships and sex education (RSE) and health education guidance (DfE, June 2019)
- Trade Union and Labour Relations (Consolidation) Act 1992

## **5. Publication and availability**

5.1 This policy is published on the Trust's website, as well as the website for every Trust school.

5.2 This policy is available in hard copy on request from the Trust.

5.3 This policy can be made available in large print or another accessible format if required.

## **6. Roles and responsibilities**

### Trustees

Trustees are responsible for:

- Ensuring compliance with equality legislation.
- Monitoring progress against Equity Objectives.
- Receiving regular reports on equity, diversity and inclusion matters.
- Providing strategic challenge and support to ensure the Trust promotes equity and inclusion.

### Trust Executive Team

The Executive Team will:

- Champion inclusive leadership across the Trust.
- Ensure equity impact is considered within strategic decision-making.
- Monitor workforce and pupil equity information.
- Support schools in implementing equity objectives and action plans.

### Headteachers and Leaders

Headteachers and leaders will:

- Promote an inclusive culture within their schools.
- Ensure all staff understand their responsibilities under this policy.
- Address incidents of discrimination, harassment or prejudice promptly.
- Monitor school-level equity information and implement appropriate actions.
- Ensure pupils understand and value diversity through curriculum and wider school experiences.

## 7. Discrimination under the Equality Act 2010

7.1 The Trust recognises the benefits of having a diverse community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The Trust is committed to be an equal opportunities education provider and is committed to equity of opportunity for all members of the Trust community.

7.2 The Equality Act 2010 brings together previous legislation to protect people from discrimination in the workplace and in wider society. The act covers nine 'protected characteristics' which qualify for protection from discrimination under the act. These are as follows:

- Age<sup>1</sup>
- Disability
- Gender reassignment
- Marriage and civil partnership<sup>2</sup>
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

7.3 Whilst not a protected characteristic under the Act, the Trust will not discriminate on the grounds of trade union membership or activities as set out in the Trade Union and Labour Relations (Consolidation) Act 1992.

7.4 The Trust also opposes all bullying and unlawful discrimination on the basis that a person has special educational needs or learning difficulties, or because English is an additional language.

7.5 Under the Act, there are three main types of discrimination, as set out below. Discrimination may be direct, indirect, or arising from disability and may occur intentionally or unintentionally:

- **Direct discrimination** (including direct discrimination by association and direct discrimination by perception): Direct discrimination occurs when a person is treated

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<sup>1</sup> Age is not a protected characteristic in relation to the provision of education or services to pupils, but it is a relevant protected characteristic in respect of staff and others.

<sup>2</sup> Marriage and civil partnership are not protected characteristics in relation to education or the provision of education or services to pupils, it is included however in relation to staff and others.

less favourably than another person because of a Protected Characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" because of their race. This would be a decision based on grounds of their

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race and would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

- **Indirect discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which is applied to all but puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminatory on the grounds of sex.
- **Discrimination arising from disability:** discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

7.6 Under the Act, it is also unlawful to subject pupils or staff to harassment, or victimisation.

## 8. School Environment

8.1 Equity and diversity principles will be embedded in school daily practices, policies and the processes of decision-making, including but not limited to:

8.2 Admissions and induction:

- The Trust ensures that each school's Admission Policy and arrangements reflects the Trust's approach towards equal opportunities for prospective pupils and is consistent with this policy.

8.3 Pupils' progress and achievement.

- **Equal access:** The Trust will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to overriding considerations of safety and welfare.
- **Positive action:** The Trust may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional

education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

- **Exclusions:** a Trust school will not discriminate against any pupil by excluding them from school, or by subjecting them to any other detriment, on the grounds of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief, or special educational needs.
- **Teaching and educational materials:** Efforts are made to recognise and be aware of the possibility of bias (for example, on the grounds of sex or racial), so that this can be eliminated in both the Trust's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.
- **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, religion or belief, or pregnancy and maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the Trust, and pupils will be encouraged to question assumptions and stereotypes. Each school's PSHE and relationships education/ relationships and sex education curriculum encourage respect for other people, with particular regard to the Protected Characteristics.
- **Bullying:** The Trust will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:
  - ✦ Bullying relating to race, religion, belief or culture;
  - ✦ Bullying related to SEN, learning difficulties or disabilities;
  - ✦ Bullying related to appearance or health conditions;
  - ✦ Bullying relating to sexual orientation;
  - ✦ Bullying of young carers or looked after children or otherwise related to home circumstances;
  - ✦ Sexist or sexual bullying or bullying related to gender reassignment.

See the Trust's Anti-Bullying Policy.

#### 8.4 School uniform

- **Each School's Uniform Policy is consistent with this policy:** The same School Uniform Policy applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to considerations of safety and welfare. However, each school will consider reasonable requests to alter the uniform, for example, for genuine religious requirements and reasonable adjustments for disabled pupils.
- **Symbols of faith:** Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or

racial beliefs or identity. This is subject to considerations of safety and welfare and each Trust School's Uniform Policy principles (in regard to, for example, the school's colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or parents to the Headteacher, whose decision will be final, subject to the school's Complaints Policy.

- **Disabled pupils:** Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or parents should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.

#### 8.5 Religious belief

- **Religion:** The Trust's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the Trust respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the Trust's community as a whole and considerations of safety and welfare.

#### 8.6 Disability and special educational needs

- **Our approach:** We are an inclusive Trust and our schools welcome members of the Trust's community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the Trust and we will not treat a member of the Trust community less favourably on these grounds without justification.
- At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that each Trust school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Special Educational Needs and Disability (SEND) Policy is consistent with this policy. A copy of this policy is available on the website.
- **Reasonable adjustments:** The Trust has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example:
  - The curriculum;
  - Classroom organisation and timetabling;
  - Access to the Trust's facilities;
  - Clubs and visits;
  - School sports; and
  - The Trust and each school's policies.

- As well as providing educational services, the Trust provides services to the public, for example at:
  - Open days;
  - Parents' evenings;
  - Concerts and plays;
  - Exhibitions;
  - Conferences
  - Use of sports facilities.
- When providing such services, the Trust will make reasonable adjustments to ensure that disabled people are able to use the Trust's services as far as is reasonable to the same extent and standard as non-disabled people.
- **Informing the Trust:** Parents of pupils are required to notify the relevant Headteacher in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or the pupil (or prospective pupil), has a learning difficulty. Parents must provide copies of all written reports and other relevant information upon request. Providing the school with such information will enable it to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The Trust will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.
- **Access:** The Trust will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the Trust will take steps to improve access for disabled users of the premises. The Trust has an Accessibility Plan for each school, which is kept under review and revised as necessary. The Accessibility Plan is available on request from the relevant School.

#### 8.7 Pupils with Education, Health and Care (EHC) Plans

- The School's Special Educational Needs and Disability (SEND) Policy includes details about the welfare and educational provision for pupils with EHC Plans.

#### 8.8 Pupils with English as an additional language

- Pupils with English as an additional language will receive additional learning support if necessary. The Trust will consult with the pupil and the parents as appropriate. The Trust has appropriate welfare support for all such pupils.

The Trust will ensure that:

- Home-school links are made to involve Parents directly in the work of each Trust school;
- Interpretation and translation services are made available as quickly as possible;
- Links are established within the local community;
- Staff work effectively with other local services;

- Learning support for ethnic minority pupils is efficient and effective;
- Provision is made for spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

## 8.9 Provision for pupils with particular religious, dietary, language or cultural needs

### 8.9.1 Special diets are an important part of the catering provision we offer within the Trust.

The kitchen teams and contractors will deliver food that will cater for alternative diets for children with intolerance to specific foods and to those who require an alternative due to religious beliefs.

The Trust will ensure it caters safely for:

- Ethnic minority groups
- Vegetarians
- Food intolerance
- Food allergy
- Food aversion
- Medical conditions

8.9.2 Schools use the opportunity of assembly time and the curriculum to reflect the philosophy of inclusion and understanding of different cultures.

## 9. Equity, Diversity and Inclusion in Employment

### 9.1 Recruitment

9.1.1 All job descriptions and advertisements will be written to ensure that they do not discriminate or exclude any potential candidates due to any protected characteristics and that the vacancy is open to all suitable candidates that meet the criteria for the role.

9.1.2 A decision to recruit will be based solely on the merits of the individual and how they performed during the selection process.

9.1.3 Reasonable adjustments during recruitment process that have been requested by candidates who have declared that they have a disability will be considered. This is to ensure that no candidate suffers any disadvantages during the selection process.

9.1.4 There are limited circumstances where an employer may act in a way which is discriminatory, but where it can objectively justify discrimination as 'a proportionate means of achieving a legitimate aim'. This includes stating an 'occupational requirement' when applicants for a job must have a particular protected characteristic under the Equality Act. This is a complex area, and advice must be sought from the Trust's HR provider/advisor if a headteacher determines that a specific role has an occupational requirement or that they would like to consider any forms of positive action in an employment context.

### 9.2 Employee Development

9.2.1 All staff will receive training to equip them with an understanding of equalities, diversity and inclusion.

9.2.2 All staff will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **9.3 Reasonable Adjustments**

9.3.1 Where a member of staff has declared a disability, reasonable adjustments will be considered, following advice from a medical professional and/or Occupational Health. Further details can be found in the Absence Management Policy.

9.3.2 In circumstances where reasonable adjustments are agreed, these will be documented in the Disability Passport

### **9.4 Positive Action**

9.4.1 Underrepresented groups may be encouraged to apply for training and employment opportunities within the Trust. Recruitment to all jobs will be strictly on merit.

### **9.5 Managing complaints of discrimination**

9.5.1 The Trust takes any complaint of discrimination extremely seriously. Where an employee considers that they have been unlawfully discriminated against they may use the Grievance Policy to make a complaint, or if the complaint involves alleged bullying or harassment they should use the Harassment and Bullying Policy.

9.5.2 Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then action under the terms of the Disciplinary Policy will be considered.

## **10. Equity information**

The Trust will collect, analyse and review equity information to support continuous improvement.

This may include information relating to:

- Workforce diversity.
- Recruitment, retention and progression.
- Gender pay and workforce trends where applicable.
- Pupil achievement and outcomes.
- Attendance, behaviour and exclusions.
- Participation in enrichment opportunities.
- Staff and pupil wellbeing.
- Stakeholder engagement and feedback.

This information will be used to identify potential barriers, evaluate the effectiveness of actions and inform future Equity Objectives.

## **11. Monitoring, allocation of tasks and review**

The Trust recognises that compliance alone does not create inclusion.

We are committed to creating a culture where:

- Everyone feels welcomed and respected.
  - Different perspectives are valued.
  - Individuals feel safe to express their views appropriately.
  - Staff and pupils experience a sense of belonging.
  - Diversity is celebrated through the curriculum, enrichment activities and community engagement.
  - Inclusive leadership is demonstrated at all levels of the organisation.
- The Trust will regularly seek feedback from staff, pupils, parents and stakeholders to ensure that our approach to equity, diversity and inclusion remains effective and responsive.

## **12 Policy Review**

This policy will be reviewed every three years, or sooner where there are significant changes to legislation, statutory guidance or Trust practice.

The review will take account of:

- Legislative and regulatory changes.
- Equity information and workforce data.
- Progress against Equity Objectives.
- Feedback from stakeholders.
- Emerging best practice within the education sector.

## **13. Record Keeping**

13.1 All records created in accordance with this policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

13.2 All reported breaches of this policy will be recorded and this record will be reviewed annually by Headteachers for breaches related to pupils and the COO for staff.

13.3 The information created in connection with this policy may contain personal data. The Trust's use of this personal data will be in accordance with data protection law. The Trust has published privacy notices on its website which explain how the Trust will use personal data