Coastal Learning
PARTNERSHIP

Public Sector Equality Duty Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Trust Board
Policy Ratified:	July 2026
Review Date:	July 2027

Additional School Procedure	
Committee:	LGB
Procedure Adopted:	November 2026
Review Date:	October 2027

Contents

1. Introduction ... 3

2. Legal framework ... 3

3. Requirements of the Public Sector Equality Duty ... 4

4. CLP Objectives ... 4

5. Duty to Pupils ... 4

6. Duty to all employees ... 5

7. Duty to Others ... 5

8. Duty to provide information related to equality issues ... 5

9. Roles and Responsibilities ... 6

Trust Board ... 6

Local Governing Bodies (LGB) ... 6

Headteachers ... 6

Staff ... 7

10. Specific arrangements and strategies for promoting equality ... 7

Curriculum ... 7

Achievement ... 7

School Ethos and Organisation ... 8

Staff Recruitment and Professional Development ... 8

Countering and Challenging Harassment and Bullying ... 9

Promoting Equality: Partnerships with Parents / Carers and with the Wider Community ... 9

Training ... 9

Appendix 1 – The Nine Guiding Principles of Equality Policy ... 10

Principle 1: All learners are of equal value ... 10

Principle 2: We recognise and respect difference ... 10

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging ... 10

Principle 4: We observe good equalities practice in staff recruitment, retention and development ... 10

Principle 5: We aim to reduce and remove inequalities and barriers that exist ... 11

Principle 6: We consult and involve widely ... 11

Principle 7: We address prejudice and prejudice related bullying ... 11

Principle 8: Society as a whole should benefit ... 11

Principle 9: Objectives ... 11

Appendix 2 Trust-Wide Equality Objectives ... 12

Appendix 3 Academy/School Specific Equality Objectives ... 13

1. Introduction

CLP embraces its Public Sector Equality Duty. CLP's values are to serve, inspire and empower and the Partnership's commitment to diversity and equality arises from those values. In CLP, we believe that we should serve one another equally; that we should seek to be an inspiration to each other and that everyone should ultimately feel empowered to control their lives and their futures: within this, there is no place for inequality or uniformity but every opportunity to value and celebrate our differences.

CLP's commitment to equality and diversity applies to every member of our Partnership community. CLP understands that equality means breaking down barriers, eliminating discrimination and ensuring equal opportunities and access for all groups in employment, education and services to the community.

CLP considers diversity to mean celebrating difference and valuing everyone equally. We recognise that each person is an individual with visible and non-visible differences. As an employer and as individuals, we respect this and will aim to ensure that everyone feels equally valued for their contributions by the Partnership and by one another. We strive to foster a culture of inclusion and belonging for all, enabling everyone to be their true/whole selves in their work or educational setting, so they can work or learn to their best ability. We acknowledge that equality and diversity are not inter-changeable but inter-dependent. There can be no equality of opportunity if difference is not valued and harnessed.

CLP will take account of the Department for Education guidance on how the Equality Act affects schools.

Our approach to equality will be based on the 9 principles listed at Appendix 1.

2. Legal framework

CLP and its schools are required to comply with the provisions of the Equality Act 2010 and specifically the Public Sector Equality Duty (PSED).

Under the Equality Act 2010 the general duties are to:

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

The areas included in the equal opportunities legislation as 'protected characteristics' are:

- sex;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race (including ethnic origin, colour, nationality and national origin);
- disability;
- sexual orientation;
- religion and or belief; and
- age.

CLP will put into practice the principles of the legislation and will work to ensure that those with protected characteristics are not discriminated against and enjoy equality of opportunity. Examples of types of discrimination, and advice for individuals, is provided by Citizens Advice here.

3. Requirements of the Public Sector Equality Duty

The Equality Act 2010 requires CLP to achieve the following:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- 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 requires CLP to publish:

- equality objectives, at least every four years;
- information to demonstrate its compliance with the public sector equality duty.

4. CLP Objectives

Our specific objectives will detail how we will advance the cause of equality for all. However, where we find evidence that other aspects of our work have a significant impact on any particular group, we will include additional objectives in this area. Our objectives for the current period are listed in Appendix 2.

In order to realise its commitment to the Public Sector Equality Duty CLP will:

- ensure equality policy and progress is subject to regular trustee scrutiny;
- set and constantly review the equality objectives;
- make a full review of the Partnership's equality objectives annually and publish its equality objectives at least every four years;
- publish information about equality issues as appropriate and as determined by CLP;
- endeavour to ensure equality of treatment of each and every member of the school community;
- endeavour to ensure equality of education and opportunity for all pupils; and
- take seriously all complaints and allegations of unequal treatment
- gather and analyse information on the breakdown and distribution of the workforce and respond accordingly.

5. Duty to Pupils

CLP will:

- ensure that all learners have equal access to the formal and informal curriculum of the school;
- be proactive in fostering equality, not simply preventing discrimination;
- ensure that teaching, learning and the curriculum promote equality and community cohesion and celebrate diversity;
- remove or minimise disadvantages;

- take steps to meet the needs of all learners;
- encourage participation when it is disproportionately low.

6. Duty to all employees

CLP believes that every employee is entitled to a working environment that promotes dignity, equality and respect for all.

CLP will not tolerate:

- any acts of unlawful or unfair discrimination committed against an employee;
- any form of bullying or harassment;
- discrimination on the basis of work pattern (part-time working, fixed term contract, flexible working) which is unjustifiable.

All employees will be encouraged to develop their skills and fulfil their potential and to take advantage of training, development and other opportunities within CLP.

Although CLP will ensure that selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability, the Partnership takes positive action to attract staff with underrepresented protected characteristics.

CLP encourages staff who believe that they may have suffered discrimination to consider the appropriateness and feasibility of attempting informal resolution in the first instance with line managers or another colleague in a relevant position of seniority.

Formal lines of complaint and grievance are open to all employees if informal methods do not succeed. Staff are able to seek advice from the CLP HR team, school leaders and other colleagues or their union representative on the relevant policy.

CLP is also aware of the need to have regard to the equal pay requirements and reports annually on Gender Pay Gap, publishing findings online. Where gender pay gaps appear, causes of this will be carefully analysed and appropriate action will be taken.

7. Duty to Others

CLP will not tolerate any unfair discrimination shown to a contractor, job applicant or other visitor because of a protected characteristic.

8. Duty to provide information related to equality issues

In order to meet this requirement CLP will:

- collect data related to equality issues, as determined by CLP;
- analyse this data to determine our focus for our equality objectives;
- assess data across our core provisions as a Partnership, including the following functions; and
- publish any other relevant information in a manner determined by CLP, such as information on:

    - Admissions;
    - Attendance;

- Attainment;
- Exclusions;
- Prejudice related incidents;
- Workforce (recruitment, retention, promotion).

9. Roles and Responsibilities

Trust Board

The Trust Board will set and review the Public Sector Equality Duty Policy on an annual basis. On the advice of the Central Senior Leadership Team, it will identify Trust-wide equality challenges and set Trust-wide objectives to address them. These objectives are summarised in Appendix 2 of this policy. These objectives will be reviewed annually and refreshed at least every four years.

The Trust Board is responsible for ensuring that the Partnership complies with legislation, and that this policy and related procedures and action plans are implemented. The Trust Board will ensure that this policy, along with other appropriate information and evidence to demonstrate how the Partnership is complying with the Public Sector Equality Duty, will be published to the CLP website.

The Trust Board will ensure that all policies determined on behalf of the Partnership are scrutinised for their compliance with the Public Sector Equality Duty and that they are duly assessed for impact against each protected characteristic. It will also ensure that appropriate training arrangements exist across the Partnership.

The Trust Board will itself ensure that every effort is made to recruit Trustees from diverse backgrounds.

Local Governing Bodies (LGB)

LGBs will secure the publication of equality information and evidence and the setting of equality objectives for their schools. Each school will summarise their equality objectives in Appendix 3 of this policy. LGBs will ensure that equality information is published on a designated area of the school website, alongside this policy. That website space will include a link to the equivalent CLP designated website space. The objectives set by the schools will take account of those trust-wide objectives as well as local circumstances. These objectives will be reviewed annually and refreshed at least every four years.

The LGB is responsible to the Trust Board for ensuring that the school complies with legislation and that this policy and related procedures and action plans are implemented.

The LGB will ensure that any policies determined at the local school level are scrutinised for their compliance with the Public Sector Equality Duty and that they are duly assessed for impact against each protected characteristic.

The LGB will ensure that every effort is made to recruit governors from diverse backgrounds.

Headteachers

The Headteacher is responsible for implementing this policy, for ensuring all staff are aware of their responsibilities and undertake appropriate training and support and for taking appropriate action in cases of unlawful discrimination.

Headteachers will:

- Secure the monitoring of equality employment information and report it to the Local Governing Body on an annual basis;
- Secure evaluation of curriculum information by looking specifically at equality groups and ensure that adjustments are made as appropriate to ensure that equality groups are supported positively;
- Ensure that all other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively;
- Ensure that, when it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the guiding principles of this policy;
- Role model inclusive and compassionate leadership.

Staff

All staff are expected to:

- Adhere to this policy;
- Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- Deal with prejudice related incidents that occur;
- Plan and deliver lessons that reflect this guidance;
- Provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise;
- Attend appropriate training that allows their school to keep up to date with equality issues;
- Attempt to resolve issues informally wherever possible;
- Refer any complaint promptly via the appropriate CLP policy or procedure;
- Seek opportunities to promote equality and diversity wherever possible.

All staff, Local Governors and Trustees will exercise their safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of human rights is addressed in a timely manner.

10. Specific arrangements and strategies for promoting equality

All schools and departments within CLP aim to secure equality as follows:

Curriculum

- Providing a diverse and varied curriculum which provides all children with an opportunity to succeed;
- Seeking opportunities to reflect the background and experience of pupils and families in the school;
- Providing opportunities to explore concepts and issues related to identity and equality;
- Promoting attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language whenever it occurs;
- Using images and materials which positively reflect a range of cultures, identities and lifestyles;
- Ensure that curriculum resources are reflective of their classrooms and wider society to ensure a sense of inclusion and belonging.

Achievement

- Ensuring an equally high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation;

- Ensuring that all adults in the schools provide positive role models in their approach to all issues relating to equality of opportunity;
- Identifying the particular needs of individuals and groups within the schools using targeted interventions to narrow gaps in achievement;
- Ensuring that a range of teaching methods is used to ensure that effective learning takes place at all stages for all pupils;
- Ensuring that all pupils are actively encouraged to engage with all other pupils in their own learning.

School Ethos and Organisation

- Ensuring that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community;
- Achieving a culture of openness and honesty in all aspects of school life;
- Encouraging and expecting that all pupils are kind, polite and caring individuals treating others equally, as laid out in the core principles in the CLP Behaviour and Exclusions Policy;
- Encouraging and expecting everyone in the school to greet visitors with friendliness and respect;
- Ensuring that school displays reflect diversity across all aspects of equality;
- Making reasonable adjustments to ensure access for all pupils, staff and visitors (including parents) with disabilities;
- Making reasonable adjustments to ensure that members of the school community can access school information and activities;
- Catering for the social, cultural, moral and spiritual needs of all children through the planning of collective worship, classroom based and off-site activities;
- Seeking pupils' views, respecting their views and taking them into account when making decisions;
- Encouraging positive role models throughout to ensure that different groups of pupils feel welcomed and included.

Staff Recruitment and Professional Development

- Promoting equality of opportunity for all staff and job applicants;
- Creating a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit;
- Ensuring that there is no discrimination against staff on any grounds including age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief;
- Ensuring that all staff are aware of their duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status;
- Ensuring that all posts are advertised appropriately and that a diverse range of applicants is encouraged;
- Ensuring that those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and to ensure equality of opportunity;
- Taking steps to encourage people from under-represented groups to apply for positions at all levels of the school, applying positive action where appropriate;
- Ensuring that access to opportunities for professional development is monitored on equality grounds;
- Ensuring that equalities policy and practice is covered in all staff inductions;
- Regularly reviewing employment policy and procedures to check conformity with legislation;

- Ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Countering and Challenging Harassment and Bullying

- Having a policy which promotes positive and appropriate behaviour;
- Having clear, agreed procedures for dealing with prejudice related bullying incidents;
- Having a nominated member of staff to act as 'Anti-Bullying Champion;
- Keeping records of prejudice-related incidents and, if requested, providing a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with;
- Ensuring that harassment and bullying is countered and challenged throughout the school, irrespective of whether it involves children or adults.

Promoting Equality: Partnerships with Parents / Carers and with the Wider Community

- Taking action to ensure all parents / carers are encouraged to participate in the life of the school;
- Maintaining good channels of communication with all parents/carers;
- Taking opportunities to seek parents' /carers' views and then taking those views into account when making decisions;
- Encouraging all members of the local community to join in school activities and celebrations;
- Ensuring that the parents / carers of all newly arrived pupils are made to feel welcome.
- Participating in /supporting community activities, e.g. local road safety campaigns, fundraising, beach cleans.

Training

All staff, Local Governors and Trustees have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. All staff and governors are expected to complete a short online training update on induction and then every two years. Additionally, senior leaders, trustees and governors are also expected to attend in-depth training every 3 years.

Appendix 1 – The Nine Guiding Principles of Equality Policy

In fulfilling the legal obligations and establishing our ethos, CLP and its constituent schools are guided by nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender or gender identity;
- Whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- Sexual identity;
- Religion, so that religious observances can be supported where possible and consideration given when planning class events such as tests.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- Positive attitudes and actions towards disabled people, good relationships between disabled and non-disabled people, and an absence of harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying;
- Mutual respect and good relationships between girls and boys, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in review of existing ones. Consultation involves, for example:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- Prejudice around disability and special educational needs;
- Prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- Disabled and non-disabled;
- People of different ethnic, cultural and religious backgrounds;
- People of different gender identification;
- People of different sexuality.

Principle 9: Objectives

We regularly formulate and publish specific and measureable equality objectives, based on the evidence we have collected and published

Appendix 2 Trust-Wide Equality Objectives

Objective 1: **Increase diversity in all levels of governance and across the workforce**

Currently, individuals from ethnic minority groups and/or who share the protected characteristics remain under-represented in CLP governance and across the workforce. We will seek to increase representation wherever possible. In order for us to achieve this, we must first have a more detailed understanding of current diversity by ensuring that we routinely collect relevant data from our governors and staff. This will allow us to establish a robust baseline and set ambitious targets going forwards. In reaching this target, we will:

- Utilise all vacancies as opportunities to increase diversity;
- Ensure that such recruitment is explicitly targeted at minority groups;
- Work with partners to ensure that vacancies/adverts reach the widest possible audience.

Objective 2: **Achievement of pupils who are disadvantaged**

Individual schools are expected to identify attainment gaps between their different groups of learners and all learners nationally and work towards reducing those gaps. Such achievement differentials are addressed in schools' own equality objectives and in their school improvement plans. This remains an area of focus since disadvantaged pupils typically attain less well by the end of Year 6 than their peers.

Objective 3: **Accessibility Plans**

Under the Equality Act 2010, schools in the UK are legally required to have an accessibility plan. This plan outlines how the school will improve access for pupils with disabilities. This is in relation to all aspects of school and school life, including physical premises and curriculum. The plan must be reviewed and updated at least every three years. Whilst all CLP schools have an accessibility plan in place, there is little consistency in terms of their quality, how clearly they are published and the extent to which governors engage with them. We will ensure that every school has an accessibility plan that is fit-for-purpose and that Local Governors review that plan regularly as part of CLP's overall governance framework.

Appendix 3 Academy/School Specific Equality Objectives

Each school will identify its specific equality objectives.

Academy/School name: Wool CE Primary School & Pre-School

Objective 1: Religious Diversity and Equality To provide children with meaningful opportunities to be taught about and become familiar with a diverse range of religious faiths and beliefs beyond the classroom. Through first-hand experiences and engagement with different communities, children will be encouraged to develop curiosity about the wider world, broaden their understanding of diverse beliefs and practices, and foster respect, empathy and appreciation for differing perspectives. This supports the school's commitment to promoting equality and British Values. In addition, this underpins our aim to eliminate discrimination and foster positive relations between individuals and groups with different religious beliefs, non-religious beliefs and world views.
Objective 2: Behaviour and Relationships To promote positive behaviour and respectful relationships through the consistent implementation of the school's Relationships and Behaviour policy. Children will be supported to develop regulation strategies through a therapeutic and trauma informed approach. The approach aims to help children as they develop self-awareness, resilience, confidence and empathy while learning to understand and respect the needs and perspectives of others. Children will gain a strong sense of belonging built on mutual respect and tolerance. This will include building strong learning behaviours which will help all pupils to achieve and make progress.
Objective 3: Pupil Voice and Collective Worship To use collective worship as an inclusive space in which children can explore themes of equality, diversity, prejudice and respect. Through shared reflection and discussion, children will develop a common understanding of the importance of recognising and valuing difference, challenging prejudice and discrimination and treating others with dignity and respect. Collective worship will provide opportunities to explore British Values and Protected Characteristics, celebrate diversity, promote positive relationships and strengthen children's understanding of their role in creating an inclusive and respectful school community.