

Equality Policy and Objectives

Together We Make The Difference



Meaningful
Collaboration



Evidence Informed
Practice



Our family of schools
shape the direction

Respect Responsibility Resilience Kindness Fairness Empathy

Document Control	
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Author	Policy and Trust objectives CEO/Executive Headteacher School objectives: Headteachers
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This policy sets out our approach to equality and the equality objectives for the Changing Lives in Collaboration (CLIC) Trust. Section 8 also sets out the equality objectives for each of the CLIC Schools.

1. Aims

Our trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our trust aims to promote respect for difference and diversity in accordance with our Trust values (Respect, Responsibility, Resilience, Kindness, Fairness and Empathy) and the Co-operative values (self-help, self-responsibility, democracy, equality, equity and solidarity).

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the policy and objectives are reviewed and updated at least every four years
- Ensure they are familiar with all relevant legislation and the contents of this document
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Chief Executive Officer (CEO) of the Trust, the headteacher(s) of each school, and the LGCs (Local Governing Committees)

3.2 The headteacher(s)

The headteachers will, for their school:

- Ensure the Trust's Equality Policy is implemented effectively.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

- Identify any staff training needs, and deliver/arrange training as necessary
- Ensure all appointment panels give due regard to this policy, to prevent discrimination
- Promote equality when developing and delivering the curriculum for pupils and in providing opportunities for professional development for staff
- Manage all incidents of unfair treatment or discrimination with due seriousness and in line with this policy

3.3 All Staff

All staff across the trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will, within their role in their school:

- Recognise the possibility of their own prejudices, and do their best to ensure everyone is treated fairly and with respect. We do not knowingly discriminate against anyone
- When selecting teaching materials, strive to provide resources which give positive images of diversity, and which challenge stereotypical images of protected characteristics. Ensure language they use does not reinforce stereotypes or prejudice
- Seek to implement this policy when designing schemes of work, both in choice of topics to study, and in how we approach sensitive issues
- Challenge any incidents of prejudice or discrimination. Record any incidents in CPOMS and/or draw them to the immediate attention of the Headteacher

4. Eliminating discrimination

The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

One of the key priorities on the Trust's five-year strategy is Equality, Diversity and Inclusion (EDI), with the Trust's action in this area detailed on a two-year implementation plan. We work in partnership with external EDI experts to guide our strategy. Trustees review the progress of this strategy at every meeting.

Trustees, local governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. Professional Development relating to Equality is detailed within the Trust strategy for Equality, Diversity and Inclusion.

Each school has a designated member of staff for monitoring equality issues. Equality is monitored by the Local Governing Committee at every meeting and is reported within every Headteacher's report to governors.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people who are connected by a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Teaching pupils about diversity of relationships and healthy safe relationship behaviour through our RSE (Relationships and Sex Education) and health education Policy and curriculum
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Making sure schools work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Impacts any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

We set equality objectives every four years and review the progress towards these objectives annually. Overarching equality objectives are set for the whole Trust and each school sets additional equality objectives, specific to their current position and context.

Overarching Trust Objectives:

Trust Objective 1

Objective:	Ensure that an evidence-informed menu of support and intervention is in place in every CLIC school which informs tier 2 (targeted academic support) and tier 3 (wider strategies) of Pupil Premium strategies to improve outcomes for our disadvantaged learners (attainment, progress and attendance).
Why we have chosen this objective:	Across the Trust, gaps exist in attainment data for our pupils in receipt of Pupil Premium.
To achieve this objective, we will:	<p>Ongoing data analysis with a focus upon equity in pupil attainment and attendance.</p> <p>Scoping activities to ascertain impact of current intervention programmes across all schools.</p> <p>Monitor (pre- and post- impact of all interventions).</p> <p>Review most up to date evidence base for tier 2 and tier 3 interventions and ensure still appropriate.</p> <p>Creation of a Trust-wide menu of intervention and support to support school PP strategy planning.</p> <p>Interventions 'health check' monitoring for all interventions.</p> <p>EYFS focus to ensure early acceleration and catch-up programmes (monitor rigour and impact of early intervention practices).</p> <p>Intervention CPD to enable staff to specialise.</p> <p>MBUTA training for all TAs focusing upon scaffolding.</p> <p>All PP Leads to have accessed Evidence Informed Leadership training.</p> <p>Attendance Lead Practitioner to be appointed with a focus upon improving PP pupils attendance.</p> <p>PP Governor training in 2024-25.</p> <p>PP Reviews in 2024-25.</p>
Progress we are making towards this objective:	July 2025:

	<p>July 2026:</p> <p>July 2027:</p> <p>July 2028:</p>
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Trust Objective 2

Objective:	Ensure that consistent inclusive practices (evidence-informed and linked to all SEND needs) and adaptive teaching across the curriculum are in place to secure access for all pupils and impact upon positive progress for all SEND learners.
Why we have chosen this objective:	Increasing proportions of pupils with SEND in all schools, with increasingly complex needs. Resourced Provision opened September 2023 and SEN Unit opening September 2024 at CLIC schools.
To achieve this objective, we will:	<p>SENDCO Learning Circle (focus upon the SEND in the Mainstream Guidance Report). Wider dissemination of CPD led across school by SENDCOs.</p> <p>Adaptive Teaching Learning Circle to explore the consistent inclusive practices required for all classrooms for all teachers to be teachers of SEND – agree and then training offer in-school.</p> <p>Consistent implementation of the 5-a-day principles.</p> <p>Teacher and TA training offer regarding the evidence informed scaffolding model (with a focus upon self-scaffolding, prompting and cueing before modelling and correcting).</p> <p>SEND specific CPD offer e.g. ADHD, ASC.</p> <p>SEND CLIC Conference November 2024.</p> <p>Review curriculum in all areas, all schools to consider SEND adaptations.</p> <p>Creation of consistent 'Inclusion in...' documentation (led by Crosslee).</p> <p>Implementation champions to model practices.</p> <p>Work in partnership with professionals to explore in-school provision for pupils with complex needs – monitor provisions closely.</p> <p>Create an evidence-informed menu of support and intervention, which is progressive and responds to the needs of SEND pupils.</p> <p>Work with Insight Tracking to maximise functionality for assessing and monitoring progress of SEND pupils.</p> <p>Share best practice across the Trust in relation to early identification (including learning from Kickstarter programme).</p>

	Monitoring of consistent implementation and impact of all a
Progress we are making towards this objective:	<p>July 2025:</p> <p>July 2026:</p> <p>July 2027:</p> <p>July 2028:</p>

Trust Objective 3

Objective:	Actively celebrate diversity and tackle discrimination through increasing staff, pupil and parent/carer understanding of racism and homophobia, including microaggressions.
Why we have chosen this objective:	Pupil voice indicates inconsistencies in the prevalence of derogatory and discriminatory language (racist and homophobic). A very small minority of parental complaints have cited racism (racial micro-aggressions or racial profiling). We recognise that staff have not yet received any training on racial micro-aggressions.
To achieve this objective, we will:	<p>Review the curriculum and teaching resources at each school to ensure representation of diversity and clear progressive teaching to promote equality and tackle discrimination.</p> <p>CPD programme for staff and pupils in understanding micro-aggressions and discriminatory behaviours. Share learning from this CPD with parents/carers.</p> <p>An implementation strategy team who are diverse and representative.</p> <p>Support from experts in devising a race and sexual orientation staff, pupil and parent/carer education strategy.</p> <p>Train all those involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation used to ascertain that those attending have a good understanding of the legal requirements.</p> <p>Enhanced discriminatory incident monitoring – reported to staff, governors and Trustees.</p> <p>Implement protected characteristics champions at each school.</p>
Progress we are making towards this objective:	<p>July 2025:</p> <p>July 2026:</p> <p>July 2027:</p> <p>July 2028:</p>

Trust Objective 4

Objective:	All school behaviour policies to reflect a Relational Inclusion approach (based on trauma-informed practice).
Why we have chosen this objective:	All CLIC schools share a vision for relational inclusion and have undertaken some CPD.
To achieve this objective, we will:	<p>Two-year spaced training package for staff on ACEs, trauma and attachment theory and evidence informed strategies.</p> <p>Expert support – external consultant support and bespoke implementation support (CLIC Lead Practitioner).</p> <p>Exploration and potential introduction of Emotion Coaching (universal and more targeted support offer)</p> <p>Definition of language to support relational inclusion and then consistent usage in all schools.</p> <p>Clear sharing of new vision, policy and approaches with all stakeholders (parents/carers, pupils, staff, governors).</p> <p>Review of school policies. Policy to focus upon relationships with pupils and restorative practices (with easy-to-follow steps/scripts).</p> <p>Implementation Champions identified and prepared.</p> <p>Monitoring of consistency of implementation of new policy.</p> <p>Gather staff, pupil and parent/carer voice.</p>
Progress we are making towards this objective:	<p>July 2025:</p> <p>July 2026:</p> <p>July 2027:</p> <p>July 2028:</p>

School Objectives:

Chorlton Park Primary School:

Chorlton Park Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Chorlton Park Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Chorlton Park Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	

Progress we are making towards this objective:	July 2025:
	July 2026:
	July 2027:
	July 2028:

Crosslee Community Primary School:

Crosslee Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Crosslee Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Crosslee Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Dane Bank Primary School:

Dane Bank Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Dane Bank Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	

Progress we are making towards this objective:	July 2025:
	July 2026:
	July 2027:
	July 2028:

Dane Bank Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Lily Lane Primary School:

Lily Lane Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Lily Lane Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Lily Lane Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Old Moat Primary School:

Old Moat Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	

Progress we are making towards this objective:	July 2025:
	July 2026:
	July 2027:
	July 2028:

Old Moat Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Old Moat Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Rolls Crescent Primary School:

Rolls Crescent Objective 1

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Rolls Crescent Objective 2

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	
Progress we are making towards this objective:	July 2025: July 2026: July 2027: July 2028:

Rolls Crescent Objective 3

Objective:	
Why we have chosen this objective:	
To achieve this objective, we will:	

Progress we are making towards this objective:	July 2025:
	July 2026:
	July 2027:
	July 2028:

9. Monitoring arrangements

The Chief Executive Officer will update the equality information we publish, including updating progress on the objectives at least every year.

This document (policy and Trust level objectives) will be reviewed by the Chief Executive Officer at least every four years.

School-specific equality objectives in this document will be reviewed by the Headteacher every four years.

This policy and Trust level equality objectives will be approved by the Board of Trustees.

School-specific equality objectives will be approved by the Local Governing Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Trust Strategy
- SEN Policy
- All HR policies
- Behaviour/Relationships Policy
- Relationships and Sex and Health Education Policy