

Equality Diversity & Inclusion Policy and Supportive Objectives

This scope of this document includes the Learning Partnership Trust and all its schools

Black Firs Primary School	Knutsford Academy
Castle Primary School	Leighton Academy and Nursery
Congleton High School	Shavington Primary School
Crewe Engineering and Design UTC	Sir William Stanier School
Daven Primary School	The Oaks Academy
Dove Bank Primary	Wheelock Primary School
Egerton Primary School	Wistaston Church Lane Academy School

Date of Last Review	Approved by Finance and Staffing Committee July 2026.
Next Review Date	Summer Term 2030 (4 years) <i>Every 4 years</i>
Approving Body	Trust Board- - Delegation to Finance & Staffing Committee
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Revisions Log

date	Revision (Include Section Number)	Version

1. Introduction

The Learning Partnership is committed to being a community where everyone is valued, respected, and able to thrive.

Across all schools and our central service directorates we aim to create environments where:

- pupils feel safe, included, and able to achieve their best
- staff feel valued, supported, and treated fairly
- parents and carers are welcomed and respected
- diversity is celebrated and discrimination is challenged

This policy brings together our approach to equality, diversity, and inclusion across the Trust.

2. Our Legal Duties

This policy helps the Trust and its schools meet the requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED).

All schools must show how they:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity between people
- Foster good relations between people

This applies to the nine protected characteristics:

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

3. Our Vision for Equality, Diversity and Inclusion

Across the Trust we will:

- champion fairness and challenge discrimination
- celebrate diversity across our communities
- remove barriers so every pupil and member of staff can succeed
- ensure that curriculum, culture, and leadership reflect the communities we serve
- work with pupils, families, staff, and partners to build inclusive school cultures

4. Roles and Responsibilities

The Trust Board

- Sets the strategic direction for equality across the Trust
- Approves the Trust-wide equality objectives
- Monitors progress annually

Local Governing Bodies

- Monitor equality work at school level
- Ensure school-level actions reflect Trust priorities

Executive Team and Headteachers and Central Service leaders

- Implement this policy in their schools and central service directorates
- Ensure staff training is up to date
- Oversee pupil, staff, and community engagement

All Staff

- Promote equality in their daily practice
- Challenge discrimination or prejudice
- Act as positive role models for inclusion

Pupils

- Treat one another with respect and kindness
- Report concerns or incidents
- Celebrate diversity and challenge unfairness

5. How We Promote Equality Across the Trust

5.1 Curriculum

We make sure the curriculum:

- reflects a diverse range of people, cultures, and stories

- tackles stereotypes and prejudice
- includes age-appropriate teaching on equality, respect, and personal development
- is reviewed regularly for representation and inclusivity

5.2 Staff and Employment

We ensure:

- fair recruitment and progression
- inclusive workplaces
- reasonable adjustments for staff with disabilities
- staff training on equality, diversity and inclusion
- open conversations about wellbeing and mental health

5.3 Pupil Experience and Outcomes

Schools monitor:

- attendance
- behaviour
- achievement and progress
- access to wider opportunities (clubs, leadership, trips)

We ensure no group is disadvantaged and that pupils who need support receive it.

5.4 Policies and Decision-Making

Equality and inclusion considerations are built into:

- policy writing
- budget decisions
- school improvement planning
- curriculum design
- recruitment processes

6. Engagement and Consultation

Equality objectives are informed by:

- pupil voice

- parent and carer feedback
- staff input
- local community needs
- analysis of school data

7. Trust-Wide Equality Objectives (for all schools)

The Trust will adopt the objectives outlined in Schedule A for the next four years.

These objectives apply trust wide to all schools and central service directorates.

8. Monitoring and Review

A report is provided annually to Trustees via the Finance and Staffing Committee on progress towards these objectives.

The Trust Board reviews objectives every 4 years.

The policy is published on the Trust website and linked to school websites as required by the Equality Act 2010.

July 2026

Approved by FSC July 2026

Schedule A – TLP EDI Objectives

Objective 1 – Curriculum Representation and Inclusion

Ensure that every school provides a curriculum that reflects diverse experiences, cultures and communities, and actively challenges stereotypes and discrimination.

This includes:

- reviewing curriculum content annually for representation
- ensuring pupils learn about equality, identity, and respect
- celebrating cultural, religious and community events meaningfully

Objective 2 – Fair Outcomes and Opportunities for Pupils

Monitor pupil progress, attendance, behaviour and participation across different groups, and act on any patterns of inequality to ensure all pupils can succeed and feel included.

This includes:

- analysing outcomes for groups (e.g., SEND, EAL, ethnicity, gender)
- ensuring all pupils can access clubs, leadership roles and wider experiences
- targeted support where gaps are identified

Objective 3 – Staff Diversity, Development and Wellbeing

Build a diverse and inclusive workforce where staff feel valued, supported and able to progress, with equitable access to recruitment, training and wellbeing support.

This includes:

- fair and inclusive recruitment processes
- collecting and reviewing staff diversity data at trust level
- providing reasonable adjustments for disabled staff
- ensuring all staff receive EDI training

Objective 4 – Inclusive Culture Across All Schools

Strengthen school cultures that promote respect, belonging, and positive relationships, ensuring that discrimination, bullying and harassment are consistently challenged.

This includes:

- pupil voice activities on inclusion
- staff and parent engagement
- transparent reporting systems for incidents
- learning opportunities that foster empathy and respect

Objective 5 – Smooth Transitions and Lifelong Readiness

Support all pupils, especially those with vulnerabilities or protected characteristics, through key transition points (e.g., between schools, year groups, or into post-16 destinations).

This includes:

- transition planning that identifies and reduces barriers
- strong communication with families
- careers guidance that is inclusive and aspirational

July 2026