

# New Collaborative Learning Trust - Leaders in Diversity Action Plan

Last successful review awarded January 2021

Last Updated: April 2023

## The National Centre for Diversity's Investors in Diversity Standards with FREDIE

FAIRNESS                      RESPECT                      EQUALITY                      DIVERSITY                      INCLUSION                      ENGAGEMENT

INVESTORS IN DIVERSITY DESTINATIONS			
Destination	Evidence	Our evidence of progression (since last assessment for LiD)	Future actions (outputs/timescales/Lead person)
<p>1. Your organisation is effective in advancing FREDIE:</p> <ul style="list-style-type: none"> <li>• Fairness</li> <li>• Respect</li> <li>• Equality</li> <li>• Diversity</li> <li>• Inclusion</li> <li>• Engagement</li> </ul>	<p>Your organisation is effective in advancing equality of opportunity for all.</p>	<p>FREDIE embraced by all staff – prominent posters in student and staff areas including how to apply FREDIE, staff briefings, email content, HR newsletter, HR email signatures, change of terminology in key policies etc.</p> <p>Wingfield Academy (WFA) FREDIE audit took place in April 2021 and FREDIE implemented, including a review and update of website content, introduction of a separate E&amp;D and Staff Voice group (termly), implementation of the Trust's Health and Wellbeing Policy (including the Employee Assistant Programme, Occupation Health and Wellbeing day etc), and compulsory E&amp;D training for all staff.</p> <p>FREDIE is linked to the culture, values and strategic objectives of the Trust and is more visible throughout the Trust. There has been a rebrand of student tutorials focused around FREDIE.</p> <p>An extensive E&amp;D calendar is published each year Trust-wide and which links to the 3 arms of public sector equality duty to help inform staff how the Trust achieves these elements of the Public Sector Equality Duty (PSED).</p> <p>In March 2022 the Trust became a Disability Confident Leader (level 3). Candidates who declare a disability or long term health concern are invited for interview if they meet all of the essential criteria in the Person Specification.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>• Communicate plans more to staff and students re. FREDIE and link it to the culture, values and strategic objectives of the Trust more visibly.</li> <li>• Continued communication and discussion about EDI definitions and how to apply in all areas of work.</li> </ul> <p>Continue with risk assessments and EIA as necessary, including WFA. <i>Ongoing. LW</i></p> <p>Achievement of Disability Confident Scheme (Level 3). <i>December 2021. LW. Completed.</i></p> <p>Extend FREDIE definitions posters to include student areas (as LiD survey results showed room for improvement in this area). To include some practical examples of how to apply FREDIE definitions in all areas of work and link to values. <i>Pastoral Leads. September 2021. Completed but achieved via changes in Tutorials instead.</i></p> <p>Use HR Newsletter as an ongoing means to continue to consolidate FREDIE definitions for staff and incorporate some practical examples. <i>Ongoing. LW. Completed</i></p>

		<p>The Trust continue with regular surveys for staff to complete to act upon feedback and for which results remain strong.</p> <p>Use of Teams and technology expanded and we have aided collaboration, inclusion and some flexible working.</p> <p>Trust decision that all roles be advertised across the Trust for equality and fairness. Excellent record of internal promotions, evidencing staff want to remain in the Trust and staff retention of 88% (2021/22) above national average retention rate of 83%.</p> <p>SPOCs (Student Perception of Course) completed at points during the year. 3 question review undertaken where students are able to voice all concerns.</p> <p>Mandatory training for staff is ongoing and includes FREDIE.</p> <p>Pulse surveys introduced as an additional temperature gauge of the culture and explicitly staff wellbeing and work/life balance.</p>	<p>Link E&amp;D Calendar to 3 arms of public sector equality duty to more clearly communicate to staff how the Trust achieves these elements of the Public Sector Equality Duty (PSED). <i>September 2021. LW. Completed</i></p> <p>Roll out Trust E&amp;D Calendar for WFA. <i>May 2021. AB. Completed</i></p> <p>Continue to undertake formal EIAs for NCLT policies, including Wingfield Academy. <i>Ongoing. HR/E&amp;D Committees</i></p> <p>Investigate unconscious bias training for staff. <i>September 2022. LW. Completed</i></p> <p>Implement the Trust Health and Wellbeing Policy to WFA which includes access to EAP, OH, Wellbeing Day etc. <i>September 2021. LW. Completed.</i></p> <p>Consider which Trust training is appropriate for WFA, including FREDIE programmes. <i>April 2021. LW. Completed</i></p> <p>All aspects of FREDIE included in student tutorials. <i>September 2021. JH. Completed.</i></p> <p>Include FREDIE section in Student Handbook. <i>September 2021. HJ. Student Handbook discontinued – not completed.</i></p> <p>Posters across sites to be more prominent in student areas, not just for staff. <i>September 2021. LW. Completed.</i></p> <p>Student E&amp;D Officer on Student Executive to promote FREDIE to students. <i>May 2021. Pastoral Leads. Completed – also part of E&amp;D Meeting and E&amp;D events run at each site.</i></p>
	<p>There is an effective steering group that proactively works towards closing gaps, it rallies</p>	<p>Each site within the Trust has its own E&amp;D Committee which feeds up to the Trust Executive Team and relevant SLT. The Committee supports the delivery of the Trust E&amp;D Calendar of events to</p>	<p>Formalise the role of Diversity Champions on the E&amp;D Committees and publicise this to staff. <i>September 2021. LW/Principals. Completed.</i></p>

	<p>people, engages colleagues and consistently sends out strong positive messages of your organisations commitment to Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE)</p>	<p>promote and raise awareness around FREDIE amongst colleagues. This now includes Wingfield Academy.</p> <p>Membership of the Committee is reviewed annually to ensure representation of staff and students on the group is most effective and new members are actively recruited.</p> <p>All documentation, minutes and agendas are made available on Sharepoint for all staff to access.</p> <p>Student led groups within college such as LGBTQ+ - comments/suggestions around college facilities/procedures discussed directly with SLT and changes made where necessary.</p> <p>E&amp;D Officer on the Student Executive – Direct link to SLT.</p>	<p>E&amp;D committee to be set up at WFA. <i>LW/PDA. September 2021. Completed</i></p> <p>Further training also provided to staff on LGBTQ+ in September 2021 and planned for cultural diversity/religion during the academic year 2021/22. <i>Completed. Further LGBTQ+ training also delivered at NCP in Sept 2023.</i></p>
	<p>It (Steering group) works on a SMART basis and is successful in achieving its objectives</p>	<p>Equality objectives were reviewed for the Trust in December 2020 and are reviewed at regular intervals. These have been reviewed in light of WFA joining the Trust.</p> <p>Equality objectives are on the agenda of committee meetings, where progress towards targets is reviewed and adjusted as needed.</p> <p>Feedback from student body is fed through the E&amp;D representative.</p>	<p>Review equality objectives in light of WFA joining the Trust. <i>Completed</i></p>
	<p>Your organisation provides inclusive and accessible social environments</p>	<p>Staff work areas and social spaces provided in each academy are physically accessible for all on either ground floors or accessible by lift and include kitchen facilities. Wingfield Academy have had their social environments assessed and reviewed to ensure the above is also met.</p> <p>Social environments and canteen areas are welcoming with positive messages visible regarding FREDIE.</p> <p>Outside spaces and seating are provided at all sites to support positive health and wellbeing.</p> <p>A range of social events are organised that are open, accessible and encouraged for all staff, eg, afternoon teas, Christmas events, coffee mornings etc. The wellbeing programmes at academies are inclusive of all, for example the yoga sessions are for all levels and can include staff with disabilities and pregnant staff.</p> <p>Student Unions are a welcoming environment for students. Support staff are based within these areas during break and lunch.</p>	<p>Review social environments for WFA for compliance. <i>September 2021. CS. Completed.</i></p> <p>Include positive FREDIE messages at WFA. <i>Ongoing. LW/PDA</i></p>
	<p>You have carried out an effective 360-degree</p>	<p>Annual staff survey continues to be extremely positive, evaluating staff engagement and views in a range of areas, creating staff voice</p>	<p>Implement staff survey at WFA. <i>June 2021. LW. Completed.</i></p>

<p>culture/ equality/ engagement audit and you have evaluated the attitudes, behaviours, customs, practices, habits, beliefs and values prevalent in your organisation.</p>	<p>agenda the following year. The survey now also includes WFA staff.</p> <p>Survey response rate increased in 2020 to 76% (from 61% previously). 68% in 2022/23. Specific question added regarding menopause in 2022.</p> <p>Staff survey response: 98% of staff Strongly Agreed/Agreed with the following statement “employees treat each other with dignity and respect”.</p> <p>For students the SPOCS have been reviewed to incorporate FREDIE questioning.</p>	<p>Continue with staff voice activities, including WFA. <i>Ongoing. LW. Completed</i></p> <p>Review SPOCS to incorporate FREDIE in to questioning. <i>September 2021. HJ. Completed.</i></p>
<p>The people that work in your organisation are well trained, knowledgeable and understand their own responsibilities in relation to FREDIE.</p>	<p>Staff e-inductions have been introduced for new staff to watch prior to joining the Trust – FREDIE is included in the HR e-induction. The new starter induction checklist that is completed with line managers also reflects FREDIE.</p> <p>Mandatory online equality and diversity training was introduced for all staff in July 2020 and is ongoing, including for WFA</p> <p>Regular (at least annually) FREDIE refresher and updates are delivered/communicated across the Trust, linking FREDIE back to Trust culture, values and strategic objectives</p> <p>Posters placed around sites with key terminology and emphasis on FREDIE being everyone’s responsibility.</p> <p>This action plan is disseminated to all staff and available on Sharepoint/Intranet sites and the Trust website so all are clear they have some responsibility in delivering it.</p> <p>Regular HR Newsletter circulated which includes increased FREDIE content to improve and maintain staff knowledge.</p>	<p>Update HR e-induction/induction checklist and other documents to reflect FREDIE (previously EDI) and any other updates. <i>January 2022. LW. Completed.</i></p> <p>Introduce mandatory online E&amp;D training for WFA. <i>June 2021. LW. Completed.</i></p> <p>Update E&amp;D Policy and website and other references to reflect FREDIE. <i>September 2020. LW. Completed</i></p> <p>Take opportunities to link FREDIE back to the Trust culture, values and strategic objectives more visibly (links on HR Newsletter, in emails, on posters. <i>Ongoing. LW. Completed.</i></p> <p>FREDIE reference included in the Staff Code of Conduct and other policies where relevant. <i>Completed</i></p>
<p>There is a good understanding amongst the people in and around your organisation of the impact of cognitive biases on their attitudes, beliefs, habits.</p>	<p>Unconscious bias covered in HR newsletter and staff training completed.</p> <p>Strengthened E&amp;D Events Calendar implemented to raise awareness, identify and challenge bias (eg, faith week, mental health etc).</p> <p>This subject is also covered during classroom debates for students in some subjects and in tutorial programme.</p>	<p>Organise training for staff on unconscious bias. <i>September 2022. LW. Completed.</i></p>

<p>2. Your culture makes people of any background feel safe, valued and included</p>	<p>Leaders show their commitment to creating, developing or maintaining an inclusive culture. Leaders model positive behaviours around FREDIE and they support FREDIE initiatives.</p>	<p>Staff survey response: 89% of respondents Strongly Agreed/Agreed with the statement 'I am satisfied with the workplace flexibility offered by the organisation'.</p> <p>Employee Assistance Programme (EAP) introduced to Wingfield and promoted across the Trust regularly (HR emails, HR Newsletter, flyers in staff room, Health Week). Staff health checks implemented immediately at new NCLT academies.</p> <p>EIAs re-introduced to ensure an inclusive culture where Trust policies do not negatively impact individuals or groups of employees.</p> <p>Updated our Trust application form and HR system to reflect all possible titles/gender (eg, transgender and non-binary as a category) – sends an important message of inclusion.</p> <p>Reasonable adjustments are regularly made for staff in order to accommodate individual circumstances and be inclusive (for example, an employee with a temporary mobility issue was moved classroom, allocated a closer parking space, temporarily allowed to work at home and provided with a laptop. Another employee with childcare difficulties was able to adjust her hours. An employee with a back problem was provided with a new supportive chair).</p> <p>We continue to impact measure FREDIE in the curriculum, to ensure staff are implementing this at a consistently high level, through regular SLT learning walks.</p> <p>Diverse make up of college SLTs and Board.</p> <p>CEO Blog setting the tone and sending out key messages to staff.</p> <p>This is evidenced each year through our SPOC and 99% students stated they felt safe at college.</p> <p>Flags installed at academies to demonstrate the multi-cultural nature of our staff and student bodies.</p> <p>Increase in number of approved flexible working requests or adjustments to enable working from home. Commitment to further consider homeworking within the Trust with this built into the Special Leave policy.</p> <p>You Said, We Did campaign introduced in 2020/2021.</p>	<p>Recommendations from LiD Review:</p> <ul style="list-style-type: none"> <li>• Communicate plans re. FREDIE more to staff and students.</li> <li>• Explore why some individuals feel they have been treated unfavourably in the last 12 months and take appropriate actions to decrease this number.</li> <li>• Consider exploring why some people feel they have been bullied/harassed and what support is in place to help them and their managers deal with any incidents fairly and effectively.</li> <li>• Highlight measures in place to prevent and deal with bullying/harassment and discrimination to all staff and students regularly.</li> <li>• Explore how the Trust can help all staff and students feel more included and communicate inclusion messages in a variety of ways.</li> </ul> <p>Commitment to further consider homeworking within the Trust – look in to practice and policies. <i>February 2021. LW/TET. Completed.</i></p> <p>Implement EAP at WFA. <i>January 2021. LW. Completed.</i></p> <p>Use staff voice to address any general staff concerns. Where individual issues raised, thoroughly investigate where appropriate. <i>June 2022. Completed.</i></p> <p>Consider specific line manager training in relation to managing people and implementing Trust policies. <i>December 2021. LW. Completed, though further line manager training still being considered. Policy/training refresher occurs annually for all staff. Training provided for managers on handling difficult conversations and conflict.</i></p> <p>Consider whether refresher training is required for the Board of Directors and Advisory Groups. <i>Decision taken that the Board and Advisory</i></p>
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	<p>Your people can describe how your culture and your organisation's values positively influence their behaviours.</p>	<p>Staff survey response: 'I am satisfied with the culture of my workplace'. 92.4% of staff survey respondents Strongly Agreed/Agreed with this comment.</p> <p>My organisation is dedicated to diversity and inclusiveness. 98% of respondents Strongly Agreed or Agreed to this statement.</p> <p>Examples of specific comments from staff survey include:</p> <ul style="list-style-type: none"> <li>• Good leadership and opportunity to share best practice, communicate with others and a general atmosphere / culture where everyone strives to do their best.</li> <li>• Collective vision and real humans with very strong values.</li> <li>• Opportunities to develop and recognise the performance of all staff.</li> <li>• Excellent organisation, clearly embedded procedures, strong morale and purpose.</li> <li>• Genuine care for students. Excellent support for students with additional needs.</li> <li>• I feel supported by colleagues and enjoy implementing social awareness into my lessons as prompted by college, such as Pride week and mental health week.</li> </ul>	<p>Maintain the current positive situation alongside the Trust growth plan. <i>Ongoing.</i></p> <p>Implement Trust values at WFA. <i>Ongoing. RF/PDA. Completed.</i></p> <p>Explore the feasibility of implementing the Trust APR model at WFA. <i>June 2021. LW/RF/PDA. Completed</i></p>

		<ul style="list-style-type: none"> <li>• The organisation is very dedicated to providing better opportunities for the students and very clear on their mission for the better future for the younger ones. The staff are well looked after and there is a sense of respectfulness among the colleagues.</li> <li>• Communication with staff, respect for employees, encouraging further training and recognising hard work.</li> <li>• Flexible, listen to staff, great students.</li> <li>• Staff wellbeing is high on the agenda and staff are valued and supported in all aspects of their role.</li> <li>• Wanting to support and encourage inclusivity and diversity.</li> <li>• Listen to staff, opportunities offered, positive working environment,</li> </ul> <p>The Trust values have been implemented by WFA.</p> <p>APR documentation amended to include Trust values with link to staff Behaviours, Values and Accountabilities.</p> <p>Students are now made aware of our vision and culture and this is delivered through tutorials, posters and awareness raising.</p>	
	<p>You are effective in your aim of proactively working towards eliminating unlawful discrimination, harassment, bullying and victimisation.</p>	<p>Open door policy of leaders allows concerns to be raised, which are taken seriously.</p> <p>Trust policies regularly communicated and applied where required. Behaviour challenged. All complaints managed centrally by HR and investigated to ensure consistency of approach.</p> <p>Anti-bullying week is an annual event (November) which also included clear messages for staff – policy re-distributed, posters around college, clarification of our commitment to tackle and eliminate unlawful discrimination, harassment, bullying and victimisation. Student event also.</p> <p>Staff surveys remain anonymous to encourage absolute honesty from all staff. Exit interviews conducted with staff do not indicate issues in these areas.</p> <p>Examples of types of discrimination highlighted in staff FREDIE training.</p> <p>All students are made aware on joining NCLT that they are joining a Trust that does not accept bullying harassment and unlawful discrimination of any kind and instances are dealt with by each</p>	<p>Continue with current practice and implement as appropriate at WFA. <i>Ongoing.</i></p> <p>Introduce exit surveys at WFA. <i>May 2021. LW. Completed.</i></p>

		<p>senior leadership team and formal interventions are put in place where necessary.</p> <p>Low numbers bullying/harassment and unlawful discrimination reports.</p>	
<p>You have taken appropriate steps to create any culture shifts needed. Your culture influences positive practices and behaviours around FREDIE.</p>	<p>Continue to EIA Trust Policies to ensure our policies include positive practices and do not detrimentally affect particular groups of staff/students.</p> <p>All Trust policies were reviewed in light of WFA joining the Trust to determine if any changes were required to take account of increased diversity in this new location and if appropriate for a school environment</p> <p>CEO introduced a regular CEO blog that sets the tone. CEO has also updated the Trust core values which reflect FREDIE (<i>candour, challenge, collaboration, commitment, care</i>).</p> <p>With increased poor mental health a national issue, we introduced a Staff Wellbeing Co-ordinator at each college site to co-ordinate and promote wellbeing initiatives. The Co-ordinator also is heavily involved in planning the wellbeing week, the activities have included Smoothie Bikes, Pet Therapy and Zumba sessions). NCLT has now implemented a Wellbeing Charter alongside a Workload Charter. 84% positive response rate on Staff Survey.</p> <p>Staff and student mental health is a particular strategic focus for the Trust, with regular pulse surveys throughout lockdown and a new pulse survey twice a year.</p> <p>Disability Confident Leader Level 3 status achieved.</p> <p>In the staff survey the statement “the organisation genuinely cares about the wellbeing of its staff” 89% of respondents positively agreed with this statement in the 21/22 survey.</p> <p>Students are aware of extensive support measures in place. This continued throughout lockdown with surveys completed and any concerns with students addressed immediately.</p> <p>Students’ respect for one another evidenced through class debates and through the tutorial programme of study.</p>	<p>Continue to EIA Trust policies so all are completed and implement for WFA. <i>Ongoing. E&amp;D Committee.</i></p> <p>Replicate the Trust practices at WFA with regards to FREDIE as appropriate for a school environment. <i>Completed. LW/PDA/RF</i></p>	
<p>You have the correct policies, procedures and behavioural codes.</p>	<p>The Trust has relevant policies in place (see full list at the end of this document).</p>	<p>Policies to be reviewed in light of Primaries joining the Trust. <i>Ongoing. LW</i></p>	

		<p>New Collaborative Learning Trust (NCLT) are committed to providing an inclusive and supportive working environment and have recently implemented a Menopause Policy.</p> <p>All relevant policies and procedures have also been put in place from a student perspective such as Safeguarding/Child Protection, Behaviour and Attendance etc.</p>	
	<p>Your written documents are up-to-date and relevant. They are accessible and widely understood and they have a positive influence on colleagues at all levels in terms of practices, behaviours and conduct.</p>	<p>All policies available for staff on Sharepoint/Intranet and most policies available on our website. Staff regularly reminded of access and new staff sign to state they have read and understood as part of their induction programme.</p> <p>E-inductions on key policy content available to new staff before they start in a dedicated new staff area on the website.</p> <p>Regular staff policy reminders are sent to staff. Policies are regularly reviewed, alongside union colleagues as part of the newly formed JCC</p>	<p>Continue with existing practice. <i>Ongoing</i></p>
<p>3. FREDIE is core to your organisation's strategy or business plan</p>	<p>Strategic leaders understand the connection between inclusion, engagement and productivity.</p>	<p>Re-distribution of the Trust E&amp;D Policy to staff, highlighting their responsibilities.</p> <p>Planned calendar of reminders on key FREDIE policies for staff via the HR Newsletter</p> <p>Incorporated in to our Strategic Plan, with staff and student wellbeing identified as one of the 5 Trust targets.</p> <p>Covered in staff training and SLT training. Refresher training provided to TET in September 2021.</p> <p>Reflected in our proactive approach to staff consultation (survey, committees, staff voice) on a range of issues and re-introduction of a formal staff consultation group for 2020/21.</p> <p>Special Leave Policy updated to include additional flexibilities to support staff circumstances (eg caring responsibilities).</p> <p>Staff and student mental health a key priority for the Trust in its strategic plan.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>• Ensure all leaders and staff are aware of FREDIE policies and the responsibilities they place on individuals.</li> <li>• Explore feedback from students who have not felt included and listened to at times – to ensure their voices are included in actions and any planning.</li> </ul> <p>Re-distribution of the Trust E&amp;D Policy to staff, highlighting their responsibilities. <i>September 2021. LW. Completed.</i></p> <p>Planned calendar of reminders on key FREDIE policies for staff via the HR Newsletter. <i>LW. Completed.</i></p>
	<p>Your organisation effectively uses data and research to improve its FREDIE performance.</p>	<p>Staff survey data determines focus for staff voice agenda for the following year. 7 out of 8 areas for consultation from 2019 saw an improvement in 2020 (focus groups held). Survey has now been implemented at WFA.</p>	<p>Continue with Staff Survey and implement for WFA. <i>June 2021. LW. Completed.</i></p> <p>Review Return to Work procedure for WFA. <i>December 2021. LW. Sickness Absence Policy under review with TUs.</i></p>

	<p>Pay queries benchmarked against SFCA data and other relevant data/research for fairness, resulting in a number of positions being regraded.</p> <p>Sickness absence/staff health data and national trends resulted in EAP being introduced. EAP usage has increased since introduction, alongside positive anecdotal reports.</p> <p>Staff feedback data from Health Week used to determine the event focus the following year.</p> <p>Recruitment equal opportunities data collecting process have been reviewed and revised to enable reporting to be done more efficiently. This will allow further analysis to be conducted.</p>	<p>Commence monitoring of sickness absence data and levels for WFA. <i>February 2021. LW. Completed.</i></p> <p>Continue to use COVID-19 staff and student information to adapt our approach. <i>Ongoing. LW/Pastoral Leads. Completed.</i></p> <p>Conduct an equality audit for WFA to hold relevant up-to-date information on staff equality data for reporting and monitoring purposes. <i>January 2022. LW. Completed.</i></p> <p>See Recruitment and Selection also.</p> <p>Include FREDIE in SPOCs and monitor performance. <i>September 2021. HJ. Completed.</i></p>
<p>You are measuring the impact of FREDIE on employee engagement levels and your overall business performance. There is good awareness of the business case for FREDIE amongst staff at all levels.</p>	<p>Staff survey results measure the impact of FREDIE on staff engagement</p> <p>Low staff turnover and strong progression data within the Trust means we are retaining talented staff who support improvements in our performance - <i>in 2021/22 retention rate is 88%, there were 85 staff promotions which were either staff moving to new more senior positions or being appointed to an additional responsibility position within the Trust.</i></p>	<p>Continue with annual staff survey. <i>Ongoing. Completed.</i></p> <p>Communicate to WFA the benefits of FREDIE as part of FREDIE launch. <i>September 2021. LW. Completed.</i></p>
<p>You have plans and strategies, which aim to ensure fairness and engagement of all.</p>	<p>This action plan is to be disseminated to staff and placed on the website to be used as our road map for ensuring continual improvement in FREDIE</p> <p>We have a number of plans and strategies which include elements of FREDIE: <i>Trust Strategic Plan, our HR Team Quality Improvement Plan, Employee Health and Wellbeing Policy, Equality Objectives, Strategic Plan etc.</i></p>	<p>Communicate this plan to all staff and students as our road map for ensuring continual improvement in FREDIE. <i>May 2021. LW/Pastoral Leads. Completed.</i></p> <p>Communication of Strategic Plan to all staff. <i>RF. Completed.</i></p>
<p>Your organisation has mechanisms to capture the number, nature and value of new business opportunities, new approaches or cost savings that accrue from improving FREDIE practices.</p>	<p>Cost savings through the introduction of the EAP on preventing or improving staff absence and on recruitment activity due to high staff retention and low turnover.</p> <p>Disability Confident Leader status has brought opportunities for the Trust to invite candidates for interview that previously wouldn't have been.</p>	<p>Investigate ways to evaluate the actual cost savings of improvements in FREDIE practices. <i>March 2022. LW. Ongoing</i></p>

		The Trust are committed to recording and reporting on FREDIE, disability, mental health and wellbeing in the workplace.	
	You are closing gaps and you are committed to continuously improve. You have a FREDIE action plan or strategy, which pays due regard to all nine protected characteristics as a minimum. This dovetails with your mainstream business, improvement or organisational plan.	<p>This plan links to our E&amp;D Policy, Strategic Plan, Equality Objectives and HR Improvement Plan. Continue with existing practice, these have been implemented at WFA.</p> <p>Our commitment to continuously improving is evident in our decision to apply for continued Leaders in Diversity status and other accolades which will aim to position the Trust as an employer of choice.</p>	This plan links to our E&D Policy, Strategic Plan, Equality Objectives and HR Improvement Plan. Continue with existing practice and implement at WFA. <i>Ongoing.</i>
4. Good mental health and wellbeing are regarded as important in your organisation.	Your organisation promotes good mental health at work.	<p>Annual Health Week run for both staff and students, which includes significant focus on mental health. EAP information is shared, Samaritans visit on site for staff and students, British Heart foundation carry out health checks along with lots of other wellbeing activities. Positive feedback is received from staff.</p> <p>Consultation with staff regarding how best to utilise the staff reward/health and wellbeing budget. This resulted in the new appointments of Staff Wellbeing Officers at each site to co-ordinate and promote wellbeing initiatives.</p> <p>Employee Health and Wellbeing Policy introduced (achieved Wakefield Wellbeing Charter alongside). Employee Assistance Programme provided as a staff benefit, which includes significant support for mental health.</p> <p>Employee TOIL Policy continues to allow staff to accrue hours for supporting college events which then gives flexibility for ad hoc days off (quite unusual for teaching staff!) Golden ticket day at Wingfield Academy.</p> <p>Staff Voice consultation undertaken around reducing staff workload.</p> <p>Online mental health awareness training continues.</p> <p>Student counselling service continues to be available Campaign to raise awareness of male mental health via Trust Counsellors. Monthly HR newsletter which includes an Employee Health and Wellbeing section, information is shared on numerous health and wellbeing topics such as financial wellbeing, top tips for remote working, positive quotes, World Sleep day, EAP information etc.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>• Continue providing learning and development support to managers to equip them to support staff and students with any related issues.</li> <li>• Continue promoting good practices to manage mental health and well-being positively.</li> <li>• Monitoring the impact of any mental health training to increase the numbers of people able to manage their own mental health and support colleagues.</li> </ul> <p>Continue with compulsory mental health training for all new staff and implement at WFA. <i>Ongoing. LW</i></p> <p>Consultation with staff regarding how best to utilise the staff reward/health and wellbeing budget. <i>May 2021. LW/RF. Completed.</i></p> <p>Continue with key messages around mental health, as sent out by HR/CEO/SLTs etc. <i>Ongoing</i></p> <p>Analyse staff survey results (annual and COVID) to identify if there is improvement following any updates/training provided. <i>Ongoing. LW. Completed.</i></p>

		<p>Numerous workplace adjustments are in place for various staff across the Trust to support their health.</p> <p>Through consultation at Staff Voice new email signature introduced which states 'NCLT fully support our staff to achieve a healthy work-life balance. It is therefore not an expectation from the Trust that staff respond to emails sent outside of normal working hours.'</p> <p>Significant direction from the CEO as staff and student health features in the Trust Strategic Plan and Wellbeing Strategy.</p>	<p>Campaign to raise awareness of male mental via Trust Counsellors. <i>May 2021. Pastoral Leads. Completed</i></p> <p>Expanding Level 3 Safeguarding training across the Trust to relevant roles. <i>April 2021. JH. Completed.</i></p>
	<p>Managers have been trained in mental health at work and are aware of the signs of mental health problems in themselves and in others so they can deal with them appropriately.</p>	<p>Mental health training provided to all staff, not just managers. Guidance is shared with managers on how to identify and support mental health issues within their teams. HR provide support to staff who may need this and conduct regular welfare checks.</p> <p>Posters raising awareness of changes in behaviour and signs of poor mental health in staff areas.</p> <p>Policy training/reminders/HR Newsletter/EAP/return to work meetings/individual stress risk assessments continue to take place and have been implemented at WFA.</p> <p>Training provided during CPD Week and new staff induction.</p>	<p>Implement posters described at WFA. <i>September 2021. LW. Completed.</i></p> <p>Implement HR Newsletter or equivalent at WFA. <i>September 2021. LW. Completed</i></p> <p>Specific training for managers on supporting staff with mental health to be provided. <i>January 2022. LW. Completed.</i></p>
<p>5. Effective operational and line management of FREDIE</p>	<p>All Managers are trained, competent and confident around issues of FREDIE and the protected characteristics.</p>	<p>Training provided to all staff on an annual basis, including FREDIE, not just managers, (including the PSED) with regular refreshers in the HR Newsletter and emails etc throughout the year.</p> <p>HR effectively support line managers with individual circumstances as they arise. Each case is an opportunity to mentor and train managers on a one-to-one basis.</p> <p>Students benefit from a tutorial programmes that includes content focus on equality and diversity including case study examples and classroom discussions surrounding protected characteristics.</p> <p>In colleges, Progress Tutors are supported in the delivery of the programme and quality assurance of the sessions is carried out by line managers.</p> <p>Student representatives attend E&amp;D meetings in college where issues surrounding FREDIE are discussed.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>Communicate to students the importance of FREDIE, any actions being taken or planned and how confidence in FREDIE practices is growing among staff and managers.</li> <li>Continue developing managers in FREDIE to support staff and students effectively and embed any previous training and development.</li> <li>Achieve Disability Confidence Level 3 by the next LiD Assessment.</li> </ul> <p>Consider specific line manager training which incorporates FREDIE. <i>January 2022. LW. Ongoing.</i></p>

		Use of TV screens for regular promotion of FREDIE to students and progress on targets	Continue to deliver FREDIE annual refresher training to staff. <i>Ongoing. LW. Completed – September 2021.</i>  Use of TV screens for regular promotion of FREDIE to students and progress on targets. <i>Ongoing. Pastoral Leads. Completed – also via tutorials.</i>
	Managers are knowledgeable about their own unconscious and conscious biases.	Managers trained on unconscious bias, E&D Policy and regular updates.  Refresher training video prepared and circulated for managers February 2023.	Organise some specific training for managers around conscious/unconscious bias. <i>September 2022. LW. Completed.</i>
	Managers are pro-active, knowledgeable and positive about meeting the needs of disabled employees.	Managers have been trained around the needs of employees with a disability or health issue via the annual EDI refresher training, when working towards/achieving Disability Confident Leader status and as part of our recruitment training.  Support provided to staff is regularly reviewed and records updated with wellbeing checks and risk assessments carried out where necessary. HR and managers work together to support employees with health problems. Training given to managers on conducting return to work meetings and implementing reasonable adjustments.  The Trust has many case studies that evidence the approach of managers to meeting the needs of disabled employees in a proactive and positive way, with many adjustments being made.	Consider offering more formal training to managers on conducting return to work meetings and reasonable adjustments. <i>January 2022. LW. Sickness Absence Policy and processes currently under review with TUs.</i>
	Your organisation is meeting the criteria of the Disability Confident Scheme and has achieved Level 2 Disability Confident Employer status.	The Trust was awarded Disability Confident Leader status (Level 3) in March 2022. The Trust are using their framework to collect and evidence how they are a Disability Confident Leader.  The Trust are committed to acting to record and report on disability, mental health and wellbeing in the workplace. The Trust employ at least 59 staff members with a disability (not everyone will have disclosed a disability or health concern).	Achievement of Disability Confident Level 3. <i>December 2021. LW. Completed.</i>
6. You are able to demonstrate that your selection and recruitment practices are fair and seek to address underrepresentation of people with	Your organisation is seeking to address underrepresentation of people with different protected characteristics in your workforce at all levels.	All vacancies are advertised internally within the Trust to give individuals at any academy equal opportunity (whether advertised externally or not). Our commitment to recruiting and retaining people with a disability is evident in our recruitment process, demonstrating NCLT as an inclusive employer, through the use of the logo in adverts and marketing material.	<b>Recommendations from LiD Review:</b> <ul style="list-style-type: none"> <li>Continue embedding inclusive recruitment practices including advertising in a variety of places to attract more diverse staff.</li> <li>Continue monitoring EDI data for staff and look at how diversity in staff and leaders can be increased at every level including</li> </ul>

<p>different protected characteristics in your workforce at all levels.</p>		<p>Analysis in recruitment campaigns and staff data does not show any underrepresentation in line with the local communities served.</p> <p>The diversity of the BoD and Trust management have been increased via considering appropriate positive action recruitment.</p> <p>Recruitment policy implemented at Wingfield Academy.</p>	<p><a href="#">Board/Governance, Leadership, Management and Staff levels.</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Explore how people of all backgrounds can feel more included and valued in the Trust – look at comments in the surveys.</a></li> </ul> <p>Monitor staff and student EDI data for WFA. <i>September. LW. Completed.</i></p> <p>Undertake further analysis in to EDI data of recruitment applicants and any actions required. <i>September 2022. LW. Completed.</i></p> <p>Review WFA recruitment and selection practices and implement the Trust Policy. <i>February 2021. LW. Completed.</i></p> <p>Increase the diversity of the BoD and Trust management via considering appropriate positive action recruitment. <i>Ongoing. LW/RF. Completed.</i></p>
	<p>Your organisation effectively uses data and research to improve its' FREDIE performance.</p>	<p>Analysis of recruitment survey data shows all respondents to date considered the Trust recruitment process to be fair and free from any discrimination. Recruitment equal opportunities monitoring data collecting reviewed and revised to enable reporting to be done more efficiently.</p> <p>Data from exit interviews is reviewed and any required actions would be put in place.</p> <p>Student assessment data is used to monitor different 'groups' of students. Appropriate intervention is then put in place to support the performance of students.</p> <p>Introduced entry/exit questionnaires at WFA to increase data source on which to draw conclusions.</p> <p>Following results from SPOCs, hold focus groups as appropriate to explore topics further if necessary.</p>	<p>Continue with the newly introduced entry/exit questionnaires to increase data source on which to draw conclusions, include WFA. <i>Ongoing. LW. Completed.</i></p> <p>Following results from SPOCs, hold focus groups as appropriate to explore topics further if necessary. <i>September 2021. Pastoral Leads. Completed.</i></p>
<p>Your organisation is making efforts to attract applications from talented people from a range of backgrounds.</p>		<p>The Trust advertises on numerous job sites to ensure our vacancies are accessible to all.</p> <p>We have included processes in our R&amp;S procedure to ensure all candidates with a disability or health issue that meet the essential criteria are shortlisting, taking in to account unconscious bias. We</p>	<p>Continue to review Trust publications and information to ensure full representation and a welcoming environment is evident. <i>Completed. LW</i></p>

	<p>have had a number of candidates that were shortlisted as a result of this, that otherwise wouldn't have been.</p> <p>Our Trust recruitment information promotes NCLT as an inclusive employer that celebrates diversity and encourages applicants from all backgrounds. Student recruitment is not selective and gives all students the opportunity to apply.</p> <p>The study support team work with students with high needs and/or special educational needs to ensure that all students can access lesson content.</p>	<p>Continue to implement Trust policies to ensure FREDIE in the recruitment process. <i>Completed. LW</i></p> <p>Continue to monitor E&amp;D of applicants to identify any positive action that may be required. <i>Completed. LW</i></p>
<p>You are examining pathways into and out of your organisation to check for any unnecessary barriers.</p>	<p>All vacancies within the Trust are advertised internally to give individuals at all academies equal opportunity (whether advertised externally or not). We advertise on a number of job boards and tailor our place of advert according to the role.</p> <p>Our recruitment E&amp;D monitoring form asks if candidates require any adjustments during the recruitment process and all reasonable adjustments are put in place.</p> <p>Application forms are accepted on paper if necessary.</p> <p>The Trust applies flexibility with notice periods for staff leaving, where required and possible, to enable some staff to secure new roles.</p> <p>We adjust our recruitment process if necessary to meet candidate needs, whilst maintaining a fair process, such as: adjusted appointment times, remote recruitment, specific equipment, remote interview etc.</p> <p>We also make any necessary adjustments to allow someone to undertake the job successfully should they be appointed (which may be identified as part of a pre-employment health check or not).</p> <p>Entry and exit surveys conducted don't evidence any barriers at this point.</p> <p>Student voice and regular surveys identify any barriers and appropriate intervention can then be put in place to support the student or family.</p>	<p>As above</p>
<p>You review feedback from people who have undergone</p>	<p>Electronic survey emailed to all candidates who were shortlisted and take part in our recruitment and selection day for their feedback. Early responses are positive. There have been no identified improvements required as yet.</p>	<p>Implement the entry survey at WFA. <i>April 2021. LW. Completed</i></p>

	your recruitment and selection process with a view to using this information to improve.	<p>A number of positive emails and feedback anecdotally received from candidates.</p> <p>Students undertake a settling in survey so that feedback can be sought and acted upon.</p>	
7. Retention, reward and progression processes are fair and where appropriate, you are working towards eliminating any unfair pay gaps.	Those involved in the reward, retention and progression are aware of social, domestic, cultural and physical obstacles to people progressing.	<p>The Trust has a strong track record of internal progression with our recruitment process being followed for fairness (the same being said for staff applying for sideways moves within the Trust).</p> <p>Progression up the payscale is based on satisfactory performance as evaluated in the APR process. There is an appeals process for any staff who feel their APR is unfair.</p> <p>Flexibility in roles are accommodated where possible – eg, a HoS role split where two candidates can affectively do the role to meet their part time working arrangements. Where appropriate, staff have been allowed to work at home/flex' hours in order to manage domestic situations.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>Explore the views of people who do not feel promotion is fair to see if there are any actions to be implemented or improve communication.</li> <li>Monitor the protected characteristics of those who are promoted and those who are not.</li> </ul> <p>Hold a focus group to explore why some people felt promotion was not fair. <i>Latest survey results evidence increased positive responses in this area.</i></p> <p>Further analysis to be undertaken on the protected characteristics of those not promoted. <i>September 2021. LW. Completed.</i></p>
	They are aware of their own cognitive biases.	<p>Our usual recruitment and selection process applies, for which managers have been trained.</p> <p>All staff have also been trained on bias through the annual refresher training and HR newsletter updates.</p> <p>Regular discussions are held between SLT when health debate and challenge is a regular feature – SLT hold each other to account which creates learning.</p>	
	Exit interviews confirm that these processes are fair.	<p>Exit interviews thus far have been voluntary and not chased. Early data from exit surveys indicates no issues in this regard. Nothing indicates any equality and diversity issues that result in people leaving the Trust. Data is continuing to be monitored and action will be taken as appropriate.</p>	Continue to monitor exit surveys and take appropriate actions. <i>Completed. LW</i>
	You are identifying and reducing pay gaps.	<p>The Trust follows strict pay scales for all roles. Any queries on pay are dealt with fairly and appropriately and a review undertaken.</p> <p>Gender Pay Gap Reporting undertaken does not indicate any significant gaps or actions identified.</p>	Continue to produce gender pay gap report and take any appropriate actions. <i>Ongoing. LW/Payroll. Completed.</i>
	Your organisation has made appropriate efforts to evaluate pay gaps and has	As above – no actions.	As above

	a plan to close any pay gaps.		
8. You are using your performance management systems to improve inclusion, engagement and productivity.	<p>FREDIE objectives are built into employee performance reviews and appraisals.</p> <p>Managers understand the connection between inclusion, engagement and productivity.</p> <p>These are monitored effectively and are effectively used to improve performance.</p>	<p>Where relevant, FREDIE objectives are built in to APRs that link with departmental plans and up to the overall Trust plan.</p> <p>Staff survey response: 95.7% of respondents Strongly Agreed or Agreed with the statement 'I am given feedback on my performance', which is over 5% up on 2018. 92.6% of staff Strongly Agreed/Agreed with the statement 'management recognises strong job performance'.</p> <p>All staff have received training as part of the EDI training from HR, which is also included in our new staff e-induction.</p> <p>Part of APR process includes evaluating Values, Behaviours and Accountabilities which covers these aspects. APRs are reviewed at least annually and staff performance monitored.</p> <p>Students have the opportunity to engage in a wide range of enrichment activities that will enhance and support their progress. This includes curriculum enrichment, extra curricular and super curricular. All students are also encouraged to take part in work experience.</p> <p>Student engagement with/in enrichment activities is monitored. The engagement of the different groups of students is analysed and staff work to ensure that ALL students take part.</p>	<p>Recommendations from LiD Review:</p> <ul style="list-style-type: none"> <li>Consider introducing FREDIE related objectives for all staff as part of performance development systems.</li> <li>Create opportunities to reflect as an item for regular team meetings or briefing agendas – to enable discussion, share learning, ask questions and embed learning from any training or initiatives.</li> </ul> <p>Explore how we could link FREDIE in to the existing Trust APR model. <i>June 2021. LW. Completed.</i></p> <p>Include as an item on TET for reflection and updating of this action plan. <i>May 2021. LW. Completed.</i></p>
9. Your organisation has fair and inclusive procurement practices.	Your organisation has inclusive procurement practices and uses its procurement function to influence good FREDIE practices in its supply chain.	<p>Procurement processes have been reviewed to ensure commitment to FREDIE is evidenced and this is part of our tender process. This has also now been rolled out at Wingfield.</p> <p>Information is included and reviewed annually on the reverse of the new supplier form setting out Trust expectations and benefits around FREDIE.</p> <p>A newsletter has been made available for suppliers around achievement of LiD award and positive activities of the Trust around FREDIE.</p> <p>Improved area on website for suppliers and stakeholders demonstrating our commitment to FREDIE and our expectation of others.</p>	<p>Recommendations from LiD Review:</p> <ul style="list-style-type: none"> <li>Continue with the good practice in communicating the Trust's commitment to FREDIE and the Trust's expectations of FREDIE related practices and commitment from suppliers/partners/contractors.</li> <li>If relevant, look into including a modern slavery statement on the Trust's website as a minimum and communicating to staff via newsletter/briefing as well.</li> </ul> <p>Review supplier documentation for FREDIE terminology and any updates, including websites, tender process and WFA. <i>September 2021. LW. Completed.</i></p>

		The Trust now has a Modern Day Slavery statement in place.	Produce a further newsletter for suppliers around achievement of LiD award and positive activities of the Trust around FREDIE. <i>December 2021. LW. Website used rather than newsletter. Nominations for MAT of the Year and Wellbeing MAT of the covered in news posts.</i>
	Your organisation has made the necessary checks to ensure that it does not wittingly or unwittingly support modern day slavery	A statement has been included on our new supplier form to inform our suppliers of our commitment in this area.	Modern Slavery Statement not yet a requirement for the Trust. Revisit when applicable – still not applicable. This has since been revisited due to the growth in the Trust and is now in place.
10. Effective FREDIE communications	Your organisation has articulated its values in relation to FREDIE that it is actively promoted and understood universally by the people within your organisation.	<p>Posters displayed in prominent areas of all sites, EDI notice boards and student notice boards created at all colleges, coverage in Newsletter.</p> <p>Greater use of tutorials and TV screens to communicate benefits of FREDIE, key terminology and how FREDIE is embedded at NCLT.</p> <p>Included in Trust Values which have been widely promoted.</p> <p>Trust policies regularly updated, new relevant policies introduced and reminders to staff of key points/training.</p> <p>Increased profile of EDI events held internally and publicised externally.</p> <p>Improved Sharepoint/Intranet area and newly created staff wellbeing area to access resources.</p> <p>Regular internal communications which promote our values and understanding – achievement of kite marks LiD, IIP, Disability Confident, Wakefield Wellbeing Charter, regular CEO updates and messages etc.</p> <p>There is a strong emphasis on staff and students to exemplify British Values (Rule of law, Democracy, Individual Liberty, Mutual respect and tolerance of those with different faiths and beliefs and those without faith). This commitment to British Values is embraced in line with the Trust Values.</p> <p>Staff Wellbeing Charter and Strategic Plan have strong FREDIE focus and lead by CEO.</p>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>• More communication or interactive communication and discussion with students about how FREDIE is important, beneficial and embedded within every day policy and practice in the Trust.</li> <li>• Consider further awareness raising with Leaders about the practical embedding of FREDIE and the marketing strategy elements regarding the accessible formats of communication externally and internally.</li> </ul> <p>Review/update FREDIE notice boards on all Trust sites. <i>December 2021. E&amp;D Leads. Completed.</i></p> <p>Greater use of tutorials and TV screens to communicate benefits of FREDIE, key terminology and how FREDIE is embedded at NCLT. <i>Ongoing. Pastoral Leads. Completed.</i></p>

	<p>Your organisation is effective in sending out strong and consistent messages of your commitment to FREDIE to Board Members, colleagues, and the people that buy or benefit from your services.</p>	<p>Policies and procedures are in place for expectations around inappropriate behaviour, discrimination and bullying and harassment, and it is clear from my discussions with staff and students that this is not tolerated, with consequences for those that choose to act outside of acceptable behaviours.</p> <p>The Leaders in Diversity Action plan is shared with the BoD and stakeholder through publicising on website.</p> <p>Training provided to BoD on EDI and our action plan, regular HR report provided which includes EDI and link BoD member for HR.</p> <p>Leaders in Diversity logo and Disability Confident logo used on Trust stationery and publicity.</p> <p>The Equality and Diversity representative from the Student Executive is part of the Equality and Diversity Committee meeting.</p> <p>NCLT recently shortlisted for two awards which feature in marketing campaigns and publicity – MAT of the Year and Wellbeing MAT of the Year.</p>	<p>Continue with strong FREDIE messages on BoD reports, website, external marketing materials. <i>Ongoing. TET. Completed.</i></p> <p>Share this report and action plans with BoD and stakeholder through publicising on website. <i>April 2021. LW. Completed.</i></p>
	<p>Your organisation's communications to your supply chain, wherever possible state your commitment to FREDIE.</p> <p>Where practical, you involve them in consultation and engagement activities.</p>	<p>See above</p>	<p>See above</p>

<b>ADDITIONAL DESTINATIONS FOR LEADERS IN DIVERSITY</b>			
<b>Destination</b>	<b>Evidence</b>	<b>Our evidence of progression</b>	<b>Future actions (outputs/timescales/Lead person)</b>
11. Effective Leadership	<p>Leaders grasp the harnessing power of FREDIE to bring their colleagues together to achieve common goals and to improve the</p>	<p>Strategic plan, Trust values, Trust Conference, strong staff survey/consultation, start of term CPD and training.</p> <p>Examples available to staff of how best to embed equality issues in to their teaching and/or opportunities to observe how this might be done by others.</p>	<p><a href="#">Recommendations from LiD Review:</a></p> <ul style="list-style-type: none"> <li>Continue building FREDIE knowledge through awareness raising, discussion and development opportunities – build on the good practice that is already in place.</li> </ul>

<p>performance of their directorates, departments, individual colleagues or teams.</p>	<p>Voluntary peer observation programme in place, alongside regular learning walks and feedback.</p> <p>The Trust pride ourselves on having a culture where everyone feels valued and respected and where people feel they can be themselves without experiencing unfair treatment or discrimination.</p> <p>The Trust continues to ensure FREDIE practices are fully embedded at WFA.</p> <p>Trust structure reviewed for outstanding FREDIE practices.</p> <p>Sharing good practice examples with Advisory Group, Board of Directors, TET, Open Evenings (Principal's talks). Part of presentations and reports.</p>	<ul style="list-style-type: none"> <li>• Continue building FREDIE in to recruitment practices to increase diversity at senior levels within the Trust and look at succession planning for a more diverse Board of Directors if appropriate.</li> <li>• Continue building FREDIE into appraisal and performance development systems further to continue measuring and making progress in it, in the long term for all current and new staff and leaders.</li> <li>• Consider sharing NCLT's excellent practices, experience and lessons regarding FREDIE with organisations inside and outside the sector, building on the reputation of a role model organisation in FREDIE.</li> </ul> <p>See previously mentioned targets.</p> <p>Continue with existing FREDIE practices and also ensure these are fully embedded at WFA. <i>Completed. LW/PDA/RF</i></p> <p>Consider Trust structures for outstanding FREDIE practices and amend/introduce as appropriate. <i>September 2021. TET. Considered – no changes implemented at this time. Completed</i></p> <p>Working with the NCfD to support other organisations in their FREDIE journey and with other MATs, as required. <i>Ongoing.</i></p> <p>Sharing good practice examples with Advisory Group, Board of Directors, TET, Open Evenings (Principal's talks). Part of presentations and reports. <i>Completed. SLT.</i></p>
<p>Where relevant, Leaders engage in inclusive decision making to ensure effective decision-making.</p>	<p>Staff consultation on issues that affect all/most staff, where appropriate. For example, consultation has more recently taken place regarding staff workload, Progress Tutor's notice periods, the number of Tutorial groups and salary, staff survey responses, staff wellbeing, opening of Head Office</p> <p>'Employee views are sought and considered' - 89% of staff Strongly Agreed/Agreed with this statement in the 2021 staff survey.</p>	<p>Continue with existing practice. <i>Ongoing</i></p> <p>Continue to embed newly reformed Staff Voice Group across the whole Trust. <i>May 2021. LW. Completed</i></p>

		<p>'Leaders are proactive in reviewing and addressing staff workload' - 84% of staff Strongly Agreed/Agreed with this statement, which is an increase from the 2020 staff survey.</p> <p>EIA carried out for policies and main processes, which involves the E&amp;D Committee.</p> <p>Staff Voice Meetings strengthened and staff pulse survey introduced.</p>	
	<p>Leaders believe that FREDIE is not just a HR matter but it is something that they can appropriately lead on in hands-on way, where they see the opportunity.</p>	<p>In day-to-date interactions with staff, implementing Trust policies and FREDIE in their daily work and briefings/meetings with staff.</p> <p>Regular messages are sent from leaders through the Trust around EDI matters/promotion. Nominated E&amp;D Lead in each academy. Leaders chair the E&amp;D Committee in their respective college.</p> <p>Different individuals/leaders take responsibility for certain E&amp;D events on the calendar.</p> <p>Learning walks undertaken by leaders to assess the impact of EDI in the curriculum.</p> <p>Leaders support their areas by giving advice to their teams and tackling issues (unconscious bias).</p> <p>Tutorial programme for students strengthened.</p> <p>Wellbeing Charter and Employer of Choice initiative lead by CEO and implemented Trust-wide.</p> <p>The Trust provides a set of standards, including values and expectations of conduct and behaviour for students. This Code outlines how students are expected to treat each other internally and externally and how people need to be aware of their attitudes and behaviour and how these can have a positive or negative effect on FREDIE. This is delivered through tutorials and modelled by teachers and adults throughout the organisation.</p>	<p>See previous actions.</p>
	<p>All leaders are effective in communicating their personal commitment to FREDIE.</p>	<p>'Middle managers and employees trust each other' - 94% of staff Strongly Agreed/Agreed with this statement in the 2021 staff survey.</p> <p>Leaders live out policies – challenging unacceptable behaviour, being role models in their treatment of others.</p> <p>It is an expectation that leaders support whole Trust events and show their commitment above and beyond expectations.</p>	<p>Continue with existing practice, taking in to account staff survey and other feedback. <i>Ongoing.</i></p>

	<p>Leaders are careful not to let the strong messages of commitment be diluted as they cascade through their departments or teams.</p>	<p>CEO blog introduced and continues to be effective.</p> <p>Leaders continue to hold senior link meetings to quality assure and maintain focus and consistency.</p> <p>Core values filter through from strategic plan, to Department QUIP to individual APRs – thread throughout.</p> <p>Key messages are given to all staff at the same time to avoid dilution and are usually reinforced through other means (manager, email, briefing, video).</p> <p>SharePoint introduced as a staff intranet where key messages, documents and information are accessed by all.</p>	<p>Continue with existing practice and quality assurance mechanisms. <i>Ongoing.</i></p>
	<p>Your organisation has plans in place to ensure that FREDIE aspirations can be fulfilled in the long-term</p>	<p>Strategic plan has staff and student wellbeing as a core value.</p> <p>Staff Wellbeing Charter introduced with action plan and targets.</p> <p>Equality objectives set and published.</p> <p>The Trust is committed to this action plan and continuing with its Leaders in Diversity journey, including any other schools and colleges that may join the Trust.</p>	<p>Ensure any further schools or colleges that join the Trust are included in action plans to review their current E&amp;D policies and implement FREDIE. <i>Completed for WFA. Ongoing for primaries – March 2023.</i></p>
	<p>People at all levels of your organisation show leadership in FREDIE. They feel empowered to have a thought, concern, observation, idea or initiative and they know that this will be given a fair hearing and if appropriate, acted upon</p>	<p>Staff survey response: 85.9% of staff Strongly Agreed/Agreed with the statement ‘Staff are encouraged to take risks and try new things without fear of failure’, which is an increase of 14% since 2018. Now 90% positive response rate.</p> <p>Staff consultation has included a number of FREDIE topics in which staff have been open and honest with their ideas. Staff Voice meetings take place termly.</p> <p>Staff have volunteered to offer student enrichment programmes and groups in their own time, some of which include FREDIE, such as LGBT group. Wide variety of enrichments offered. Personal Development Curriculum rolled out this year across the Trust to develop the student both academically and personally. Number of events encompass the key values of FREDIE. From elections for student executive roles to supporting events and awareness days in the E&amp;D calendar.</p> <p>Staff feel confident to report any concerns regarding FREDIE so that appropriate action can be taken to prevent future occurrences.</p>	<p>Continue to encourage staff volunteers to run groups, sessions, enrichments, some of which are around FREDIE. <i>Completed. TET</i></p> <p>Continue to monitor staff survey and response to feedback. <i>Completed. LW</i></p> <p>Continue with broader staff voice/E&amp;D committees/consultation where any staff are able to participate and bring ideas and suggestions. <i>Completed. TET</i></p> <p><i>Focus group held with Central Services staff to further explore staff voice responses. January 2022.</i></p>

<p>12. Conscious competence</p>	<p>Leaders are knowledgeable and well trained.</p> <p>Leaders are aware of their own conscious and unconscious biases and are able to check themselves to ensure that no one is disadvantaged.</p> <p>They are confident and able to ask pertinent and challenging questions about the contribution that FREDIE makes to your organisation.</p> <p>Leaders are aware that what they say about FREDIE, how often they say it, how consistent the message is and how it is said has a significant impact on the people that they lead.</p> <p>Leaders are contributing to a culture of inclusion in which fairness for all is a reality for colleagues at all levels.</p> <p>Colleagues see leaders as effectively modelling positive behaviours around FREDIE and they support FREDIE initiatives.</p> <p>Leaders have been trained in mental health at work and are</p>	<p>Unconscious bias staff training has been delivered, including in manager recruitment and selection training and regular updates.</p> <p>HR Newsletter and E&amp;D Calendar link with the PSED General Duties to embed knowledge of staff.</p> <p>The Trust continue to devote staff voice and consultation time to FREDIE activities to foster and encourage self-reflection and embed FREDIE in to all behaviours and processes within the Trust.</p> <p>EIA - where there is a formal policy in place</p> <p>HR Director submits a regular report to the Trust Executive Team and BoD – where questions and challenge are commonplace.</p> <p>Leaders lead by example – meeting technology for flexibility, part time working, work life balance, hand-on approach with staff.</p> <p>Some relevant comments from the latest staff survey include (what we do well):</p> <ul style="list-style-type: none"> <li>• High standards of achievement for staff and students. Accessible and approachable management. Good team spirit. Genuine concern for staff wellbeing.</li> <li>• Mainly effective systems, strong ethos of hard work and relentless pursuit to continually improve.</li> <li>• NCLT is a friendly and welcoming place to work with good opportunities for professional development.</li> <li>• As an employee my thoughts and ideas are listened to. I am respected for my knowledge and skill base.</li> <li>• The 5 Cs: especially caring for staff and their wellbeing.</li> <li>• Clear policies that are effectively integrated that help me perform my role.</li> <li>• Approachable management who listen and take on board feedback.</li> <li>• Staff are encouraged to try new methods, proactive initiatives and strategies. Given time to implement strategies and they stay consistent for a number of years to effectively embed.</li> <li>• Staff well-being is mostly considered and the calendar is mostly logical to take account of additional pressures that arise in the academic year.</li> </ul>	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>• Build on the understanding and familiarity with the core elements of the Equality Act 2010, the General Duty, its 3 aims and the implications for the Trust and examples of where it can be demonstrated in day-to-day work.</li> <li>• Continue the excellent leadership, self-reflection and role modelling currently in place at the Trust and embed it further in all behaviours and processes.</li> </ul> <p>Further training to be provided for middle and senior leaders particularly on the Equality Act and PSED and practical examples. Consideration of a visual way in which to display this for reference/learning. <i>December 2021. LW. Completed as part of the HR update in Sept.</i></p> <p>Link activities and messages on the HR Newsletter and E&amp;D Calendar with the PSED General Duties to embed knowledge. <i>September 2021. LW. Completed.</i></p> <p>Continue to devote staff voice and consultation time to FREDIE activities to foster and encourage self-reflection and embed FREDIE in to all behaviours and processes. <i>Completed. TET/SLT</i></p> <p>See previous targets.</p>
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	<p>confident that they can spot the signs of mental health problems in themselves and in others and can deal with them appropriately or know where to go to get support.</p> <p>Your organisation has met the criteria of the DWP's 'Disability Leader' scheme</p> <p>Leaders are contributing to a culture of inclusion in which fairness for all is a reality for colleagues at all levels.</p>		
13. External Leadership	<p>Your organisation uses its financial leverage to influence good FREDIE practice in our supply chain.</p> <p>Your organisation makes it clear that it will only work with suppliers who share our commitment to FREDIE.</p> <p>Wherever possible, your organisation monitors FREDIE in supply chain.</p> <p>Your organisation acts a de facto leader for its supply chain and ensures that the supply chain develop their own effectiveness in terms of FREDIE.</p>	<p>Commitment outlined in our tender process (we would not use a company that could not meet this commitment), new supplier documentation, on our website, through supplier newsletters, as well as our expectation of our supply chain.</p> <p>We monitor student achievement and progression by different protected characteristics and background.</p> <p>We conduct checks on visiting speakers for any possible issues/bias/exclusion etc.</p> <p>Use of existing networks to communicate NCLT's good practice around FREDIE, including NORVIC, other MATs and system leaders.</p>	<p>Recommendations from LiD Review:</p> <ul style="list-style-type: none"> <li>• Consider introducing or communicating how the diversity of suppliers is monitored across the leadership team and how you can communicate with them in different formats if needed.</li> <li>• Consider communicating current and any planned processes around procurement/tendering in easily accessible areas such as the website, intranet and communicate to the leadership team.</li> <li>• Consider any opportunities to share the Trust's outstanding leadership, culture, practices and values within and outside the education sector.</li> </ul> <p>Continue with existing practices – points 1 and 2 above have been done but happen very rarely so were likely forgotten during reassessment interviews.</p>