

New Collaborative Learning Trust Equality Objectives 2020 - 2024

New Collaborative Learning Trust (NCLT) is committed to Equality, Diversity and Inclusion and in accordance with our duties under The Equality Act are pleased to publish our objectives in respect of the Public Sector Equality Duty (PSED).

The Equality Act (PSED) General Duties are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (A)
- Advance Equality of Opportunity between people who share a protected characteristic and those who do not (B)
- Foster good relations between people who share a protected characteristic and those who do not (C)

| Equality Objective | Specific Action Required | Lead | Equality Act General Duties Met | Planned Outcome | Timescale | Milestones |
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| To achieve Leaders in Diversity Re-accreditation (due October 2020). | Work through the Leaders in Diversity re-assessment process. | HR Director | A, B, C | The Trust is successful in retaining the Leaders in Diversity award in order to reinforce the Trust's positive reputation in respect of FREDIE. | Academic year 2020/21 | Complete The Trust successfully achieved re-accreditation, as confirmed in January 2021. |
| <p>Redefine the Equality and Diversity Group at each academy to include broader representation of the protected characteristics and increased opportunities for staff and student discussions/events around FREDIE.</p> <p>Continue to ensure a broad representation of students are involved as ambassadors, representatives and</p> | <p>Review the Terms of Reference for the Equality and Diversity Group.</p> <p>Recruitment of staff to the Group representing a broader range of protected characteristics and able to contribute lived experiences (Diversity Champions).</p> <p>Allocate sufficient time for the Group to meet to discuss ideas, engage</p> | Principal s/Headt each | B, C | An Equality and Diversity Group with broad representation of the protected characteristics who collectively actively progress the aims of the PSED. | December 2020 | Complete Equality and Diversity meeting and separate Staff Voice meeting, to ensure involvement and consultation regarding equality and diversity matters. The group work with senior managers to review policies, procedures and practices and share ideas for ways in which the Trust may make improvements. This has now been implemented at WFA. Successful meetings at all academies taken place. |

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| representation on the Equality and Diversity Committee. | others and promote FREDIE. | | | | | Representatives from each of the protected characteristics are encouraged to attend to groups so lived experiences of staff can be taken in to account. |
| Continue to ensure policy decisions are reviewed to give due regard to the impact on equality and diversity issues. | Continue to Equality Impact Assess policies at the point of review to ensure no member of the Trust community is unlawfully disadvantaged. | Policy Holder/ HR | A, B | Trust policies in place which foster fairness, prevent discrimination and ensure no member of the Trust community is unlawfully treated. | Ongoing | Complete The Trust undertook a significant policy review in light of Wingfield Academy joining the Trust. Policies for staff and students separated. Equality Impact Assessments completed at each termly meeting. Annual policy refresher training also provided to staff and regular updates circulated in the HR Newsletter. |
| Review the make up of Trust staff (including Directors) to ensure positive representation across the protected characteristics, in line with local areas of each college. | Carry out further analysis of employee/Director protected characteristics to identify if there is any under-representation. Put steps in place to address any identified under-representation, such as positive action in recruitment. | HR Director | B, C | A diverse workforce in place to enable the Trust to reap the advantages from the proven benefits | Ongoing | Complete Positive action taken place to recruit a more diverse Board membership. |
| Review the extent to which the Trust meets the needs of all groups of students. | Carry out further analysis and review data regularly to ensure the Trust meet all equality and diversity needs at all sites. | Principal s/Head teacher | B, C | Creating an inclusive and accessible learning environment fit for purpose | Ongoing | NCD - having made progress in terms of the performance of students in the bottom income quartile in 2022, NCD has focused additional work, support and intervention on students in receipt of free college meals to try and support improved outcomes in 2023. |

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| | | | | | | <p>NCB - outcomes from the 2022 exam series showed that disadvantaged students made the same high value-added progress as non-disadvantaged students at A level and BTEC.</p> <p>NCP - at present there are no substantial gaps for achievement at whole college level.</p> <p>The pastoral team use a 'Disadvantage First' strategy and hold targeted meetings with students. Increased involvement with external agencies such as Wakefield Employment Hub when looking at next steps. Focus on NEET students with a range of strategies put in place to ensure positive destinations achieved, for example career leads working with the larger Applied General qualifications.</p> <p>Disadvantage Champions introduced and work alongside the pastoral team supporting with achievement and next steps. They supported the aspirations and motivation of students through the delivery of VESPA workshops and COSMOS mentoring scheme. Disadvantage Champions continue to support students with resources to access all lessons, conduct further analysis on the vulnerable groups and highlight key students to pastoral team/middle</p> |
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| | | | | | | managers promoting collaborative intervention. Students with SEND needs are given access to priority careers appointments. |
| Embed further an inclusive approach within the curriculum. | Address any gaps in the curriculum content in relation to equality issues to facilitate and support student's developments. | Principal s/Headt eacher | A, B | A curriculum that enables all students to reach their potential to feel included in their learning journeys and to become diversity competent. | Ongoing | <p>NCD - a range of CPD workshops have been delivered with a specific SEND focus and on teaching, learning and intervention strategies to support students from disadvantaged backgrounds. Further development to bring a subject-specific focus to International Women's Day.</p> <p>NCB – staff training run on various inclusion topics; autism, LGBTQ+, and religions. The tutorial programme has covered equality and diversity topics such as protected characteristics. The college has run celebration events for a variety of faiths, a student culture day and celebrated International Women's Day.</p> <p>NCP - a range of CPD workshops delivered with a specific SEND focus to support teaching and learning (Send7).</p> <p>Awareness raised of the ethnocentric nature and lack of diversity in some specifications. CPD delivered focusing on how staff can facilitate important debates in the classroom and seamlessly integrate the importance of British Values.</p> |

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| | | | | | | <p>Staff asked to reflect on their teaching and review resources, making relevant changes. Staff given ideas on how to promote inclusivity within their classroom, such as using phonetic spelling on name cards with new classes.</p> <p>Subject-specific focus evident for a number of celebrations including Black History Month and International Women's Day. The use of Notice slides helps to further promote awareness of key events and allows teachers to make subject links. The work around embedding British Values has supported students' awareness of societal changes and key events.</p> <p>The tutorial curriculum has been reviewed and includes a range of EDI topics that support the learning journey and prepare for progression.</p> <p>The PDC curriculum has developed substantially with a range of options available that support our diverse student cohort. A number of students have been involved in college videos to share their individual experiences and develop awareness around cultural events such as World Hijab Day and Ramadan.</p> |
| Review FREDIE processes and activities at Wingfield Academy to ensure best | Conduct an audit of FREDIE practices at Wingfield Academy. | Headteacher/Director of | A, B, C | Equality compliance and best practice across all Trust establishments. | December 2021 | <p>Complete Staff completed Educare online E&D training. July 2021</p> |

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| <p>practice in line with that elsewhere across the Trust.</p> | <p>Adjust/implement FREDIE procedures, systems, process and activities accordingly.</p> <p>Implement FREDIE training and awareness raising in Wingfield Academy.</p> <p>Introduce the Equality and Diversity Events Calendar at Wingfield Academy.</p> | <p>HR/Pastoral Leader</p> | | <p>Wingfield Academy practices in line with Leaders in Diversity criteria.</p> | <p>(refreshed every 3 years with annual updates).</p> <p>Trust Equality and Diversity Policy reviewed and updated to reflect Wingfield Academy joining the Trust. Sept 2021.</p> <p>Equality and Diversity Events Calendar in place. Sept 2021.</p> <p>Equality and Diversity Group and Staff Voice Groups implemented at Wingfield Academy. Nov 2021.</p> |
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