

New Collaborative Learning Trust - Leaders in Diversity Action Plan

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	Future actions (outputs/timescales/Lead person)
<p>1. Your organisation is effective in advancing FREDIE:</p> <ul style="list-style-type: none"> • Fairness • Respect • Equality • Diversity • Inclusion • Engagement 	<p>Your organisation is effective in advancing equality of opportunity for all.</p>	<p>Disability Confident scheme (Level 2) implemented to create equality for candidates with a disability or long term health concern.</p> <p>Special leave policy reviewed and adjusted in light of NCB opening to ensure sufficient inclusivity of different cultures and religions.</p> <p>In 2019/20, 31 flexible working requests were received and 29 were approved. (The 2 declined were a request for more teaching hours which were not required). Many of the requests were to support childcare/other caring arrangements or phased retirement.</p> <p>Adoption pay enhanced, from previously just statutory.</p> <p>Re-introduced formal EIAs (phased approach).</p> <p>Annual staff survey continues to be very positive with identified areas creating staff voice agenda the following year.</p>	<p>Communication of FREDIE (from EDI) to staff – prominent posters, staff briefings, HR newsletter. <i>September 2020. LW. Done</i></p> <p>Consider holding consultation groups with staff/students holding a particular protected characteristic to gain further insight and feedback from these individuals and groups. <i>January 2020. LW</i></p> <p>Trust-wide Staff Voice Group to be reinstated in 2020-21. <i>October 2020. LW. Done</i></p>

Staff voice held on workload reduction, staff wellbeing, CPD with suggestions being implemented and communicated in a 'You Said, We Did' style.

Home/remote working embraced and to continue to be an option for some roles going forward. Use of Teams expanded – both positive additions to existing flexible working.

Individual staff risk assessments (COVID-19) completed to take account of individual staff health issues, childcare and home circumstances.

Annual health checks offered for staff.

New branding and marketing information (including social media) represents staff and students from a range of backgrounds to promote an inclusive and welcoming environment for all.

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 turnover reduced over the last 3 years (20%, 12%, 10%).

SPOCS (Student Perception of Course) completed at points during the year.

3 question review undertaken where students are able to voice all concerns.

E&D calendar for staff and students run throughout the year celebrating several different events and embracing diversity.

		<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&D committee with student representation.</p> <p>E&D Officer on the Student Executive – Direct link to SLT.</p>	
	<p>There is an effective steering group that proactively works towards closing gaps, it rallies 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>Each college within the Trust has its own E&D Committee which feeds up to the Trust Executive Team and relevant SLT. (The Committee has been introduced at NCB since our last assessment), each with their own equality objectives and targets specific to their needs.</p> <p>The Committee supports the delivery of the Trust E&D Calendar of events to promote and raise awareness around EDI/FREDIE amongst colleagues.</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 Moodle for all staff to access.</p> <p>Also see above comments re. E&D Committee.</p>	<p>Exploring nominating diversity champions as part of the E&D Committee more formally for 2020/21. <i>October 2020. LW</i></p>
	<p>It (Steering group) works on a SMART basis and is successful in achieving its objectives</p>	<p>Equality objectives are reviewed and set on an annual basis in light of student results and staff survey analysis/feedback.</p> <p>Equality objectives are a standing item on the agenda of each committee meeting, where progress towards targets is reviewed and adjusted as needed. Some examples of success in achieving objectives set includes:</p>	<p>Review equality objectives for the Trust. <i>December 2020. LW/TET. Done</i></p>

		<ul style="list-style-type: none"> • 18 policies have had an EIA undertaken over the last 2 years. • E&D Events Calendar successfully implemented in NCB to promote and celebrate EDI. • Recruitment and selection training provided to relevant staff, which included information on the Equality Act 2010. • Achievement of the Disability Confident Employer Status. <p><i>NB: Success against student targets based on results will be undertaken in the Autumn Term 2020 – to be determined in light of CAGs.</i></p> <p>Feedback from student body is fed through the E&D representative.</p>	
	<p>Your organisation provides inclusive and accessible social environments</p>	<p>Staff work areas and social spaces provided in each college are physically accessible for all on either ground floors or accessible by lift and include kitchen facilities.</p> <p>Social environments and canteen areas are welcoming with positive messages visible regarding EDI/FREDIE.</p> <p>Outside spaces are provided at all colleges to support positive health and wellbeing.</p> <p>A range of social events are organised at colleges that are open, accessible and encouraged for all staff, eg, afternoon teas, Christmas events, coffee mornings etc.</p> <p>Student Unions are a welcoming environment for students. Support staff are based within these areas during break and lunch.</p> <p>Outside seating is available around each site for students to use</p> <p>Social events are led as part of the E&D calendar and the Student Executive within each college run additional events through the year eg, quizzes.</p>	<p>Include as a Staff Voice agenda item to get staff feedback. January 2020. LW</p>

<p>You have carried out an effective 360-degree culture/ equality/ engagement audit and you have evaluated the attitudes, behaviours, customs, practices, habits, beliefs and values prevalent in your organisation.</p>	<p>Annual staff survey continues to be extremely positive, evaluating staff engagement and views in a range of areas. Response rate increased in 2020 to 76% (from 61% previously).</p> <p>Staff survey response: 99.5% of staff Strongly Agreed/Agreed with the following statement “<i>employees treat each other with dignity and respect</i>”.</p> <p>Almost all areas from the 2019 survey that formed part of staff voice consultation have seen an increase in the 2020 survey (7 out of 8 areas).</p> <p>Carried out through the SPOCs for students.</p>	<p>Identify areas of focus for staff voice for 2020/21. <i>September 2020. LW/TET</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>New staff e-inductions have been introduced for new staff to watch prior to joining the Trust – EDI is included in the HR e-induction.</p> <p>Mandatory online equality and diversity training was introduced for all staff in July 2020.</p> <p>Regular (at least annually) EDI refresher and updates are delivered/communicated across the Trust.</p> <p>Posters placed around sites with key terminology and emphasis on EDI/FREDIE being everyone’s responsibility.</p> <p>This action plan is disseminated to all staff and available on the Moodle and the college website so all are clear they have some responsibility in delivering it.</p> <p>Monthly HR Newsletter circulated which includes regular EDI/FREDIE updates to increase and maintain staff knowledge.</p>	<p>Update HR e-induction to reflect FREDIE (previously EDI). <i>December 2020. LW.</i></p> <p>Ensure refresher training and updates relate to FREDIE (previously EDI). <i>September 2020. LW.</i></p> <p>Update E&D Policy and website and other references to reflect FREDIE. <i>September 2020. LW. Done</i></p>

		<p>Staff requested LGBT training and training on supporting mental health. These were both offered. Training provided to all staff annually (last in September 2019).</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 refresher training at start of year 2019.</p> <p>P4T publications covering FBV and EDI issues, including tackling unconscious bias.</p> <p>Regular information sheet prepared by member of staff and shared across the Trust relating to FBV, regarding issues in the news, some relating to unconscious bias and FREDIE themes.</p> <p>Strengthened E&D Events Calendar implemented to raise awareness, identify and challenge bias (eg, faith week, mental health etc).</p> <p>Awareness raising is covered within the E&D calendar. This subject will also be covered during classroom debates in some subjects.</p>	<p>Organise formal training for staff on unconscious bias. <i>January 2021. LW</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: 92.4% of respondents Strongly Agreed/Agreed with the statement 'I am satisfied with the workplace flexibility offered by the organisation'.</p> <p>Employee Assistance Programme introduced across the Trust.</p> <p>EIAs re-introduced to ensure an inclusive culture where Trust policies do not negatively impact individuals or groups of employees.</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</p>	<p>Commitment to further considering homeworking within the Trust – look in to practice and policies. <i>February 2021. LW/TET</i></p>

		<p>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>NCB timetable constructed to allow for Friday prayer in a community with a higher proportion of muslim staff and students.</p> <p>Updated our 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>Continue to impact measure EDI in the curriculum, to ensure staff are implementing this at a consistently high level, through regular SLT learning walks.</p> <p>Gender neutral toilets introduced.</p> <p>Diverse make up of college SLTs from a range of backgrounds.</p> <p>CEO Blog setting the tone and sending out key messages to staff.</p> <p>This is evidences each year through our SPOC and 99% students stated they felt safe at college.</p>	
	<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'. 93.1% of staff survey respondents Strongly Agreed/Agreed with this comment. This is up over 5% from 2018.</p> <p>My organisation is dedicated to diversity and inclusiveness. 98.3% of respondents Strongly Agreed or Agreed to this statement.</p>	<p>Maintain the current positive situation alongside the Trust growth plan.</p> <p>Ensure the culture is replicated in other institutions joining the Trust in the future.</p>

		<p>Examples of specific comments from 2020 staff survey include:</p> <ul style="list-style-type: none"> <i>The staff in the organisation are real human beings who understand the necessity for humour, high spirits and not 24/7 seriousness. This makes NCLT a great place to work and make friends from colleagues! Principal leadership is the best I have ever experienced. Knowing staff names and roles is vital and makes all the difference for feeling important and valued within the trust. Feeling confident and comfortable to have honest discussions with colleagues is also vital for good working relations. The more women and gender non-conforming people at senior management level is vital for overall positive feel of the college. Keep aiming for gender equality!</i> <i>A willingness to try new things and the ability to adapt and diversify encourages all staff to get involved in different projects.</i> <i>A supportive and organised management system that inspires confidence and clearly outlines expectations, as well as highly motivated teachers who are able to raise standards and expectations in line with the Trust's ethos.</i> <i>Welcoming, inclusive, good communication. A sense of feeling valued and belonging. Approachable management who also encourage challenge and opinion.</i> <i>SN - he makes NCB what it is, No ego, treats staff with dignity, has strong emotional intelligence and sets the tone for everyone else.</i> <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 communicated and applied where required. Behaviour challenged. All complaints managed centrally by HR and investigated to ensure consistency of approach.</p>	<p>Re-issue relevant Trust policies and guidance as a key reminder to all staff. <i>October 2020. LW</i></p> <p>Arrange staff focus and awareness raising events as part of Anti-Bullying Week. <i>March 2021. LW/SL/E&D Committee</i></p>

		<p>Anti-bullying week is an annual event 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.</p> <p>Staff surveys remain anonymous to encourage absolute honesty from all staff.</p> <p>Extremely low numbers of staff-related issues regarding discrimination, harassment, bullying or victimisation. Relevant policies implemented.</p> <p>Examples of types of discrimination highlighted in staff EDI training.</p> <p>Exit interviews conducted with staff do not indicate issues in these areas.</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 college senior leadership team and formal interventions are put in place where necessary.</p> <p>Each year we have extremely low numbers bullying/harassment and unlawful discrimination reports.</p> <p>Each college also partakes in anti-bullying week to raise awareness across students.</p>	
	<p>You have taken appropriate steps to create any culture shifts needed. Your culture influences positive practices and</p>	<p>Re-introduced formal EIAs to ensure our policies include positive practices and do not detrimentally affect particular groups of staff/students. (Latest, COVID-19).</p>	<p>Continue to EIA Trust policies so all are initially completed. <i>Ongoing. E&D Committee.</i></p>

behaviours around FREDIE.

All Trust policies were reviewed in light of NCB opening to determine if any changes were required to take account of increased diversity in this new location.

New CEO taken up post and introduced a regular CEO blog that sets the tone. CEO has also updated the Trust core values which reflect FREDIE (*candour, challenge, collaboration, commitment, care*).

With increased poor mental health a national issue, we introduced an EAP to support our staff, as well as introducing an Employee Health and Wellbeing Policy and offering regular wellbeing initiatives.

Disability Confident Employer status achieved.

In the staff survey the statement “the organisation genuinely cares about the wellbeing of its staff” has seen a 24% increase over the last 5 years. With 95.4% of respondents positively agreeing with this statement in 2020.

Staff surveys throughout lockdown.

Students are aware of support measures in place and a culture that challenges young people but also puts in place extensive support.

This continued throughout lockdown with surveys completed and any concerns with students addressed immediately.

Students respect one another and this is evidenced through class debates and respecting different value and beliefs, this is also then fed through the tutorial programme of study.

	<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>New relevant policies introduced since last assessment:</p> <ul style="list-style-type: none"> • Employee Health and Wellbeing Policy • Time Off in Lieu Policy • Social Media Policy revised and implemented. <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>All policies to be reviewed in light of Wingfield Academy joining the Trust in 2020/21.</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 Moodle (our VLE) 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 and logged, where possible.</p> <p>Policies are regularly reviewed.</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>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 – PowerPoints available.</p> <p>Reflected in our proactive approach to staff consultation (survey, committees, staff voice) on a range of issues and our plans to re-introduce a formal staff consultation group for 2020/21.</p>	<p>Refresher training provided to TET as part of the LiD reassessment process. <i>September 2020. LW. Done</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).</p> <p>National research indicates return to work meetings are most effective at reducing staff absence. Return to work meetings now implemented at the Trust after EVERY absence to manage absence levels and support staff.</p> <p>Pay queries benchmarked against SFCA data and other relevant data/research for fairness.</p> <p>Sickness absence/staff health data and national trends resulted in EAP being introduced and other health interventions (Also, see COVID-10 Staff Pulse Survey Results). EAP Report (June 2020). Usage increased from 7.46% in February to 13.90%. Call Breakdown (February % in brackets) - 22% relationships (45%), 5% life events (9%), 12% physical health (9%), 2% financial (5%), 34% mental health (5%), 7% legal, 5% work (5%). Mental health 5th in the list in February and is now 1st.</p> <p>Staff feedback data from Healthy College Week used to determine the event focus the following year.</p> <p>Data regarding COVID-19 vulnerable groups used to appropriate risk assess NCLT staff and improve our FREDIE performance.</p>	<p>Evaluate the staff survey data from 2019/21 and agree staff voice focus for 2020/21. <i>September 2020. LW/TET. Done</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</p>	<p>Staff survey results measure the impact of EDI/FREDIE on staff engagement and 2020 survey results have been the strongest ever – see other statistics throughout this document.</p> <p>Low staff turnover (10%) and strong progression data within the Trust means we are retaining talented staff who support improvements in our performance - <i>in 2018/19, there were 70 staff promotions which were either staff moving to new more senior positions or being</i></p>	<p>Continue with annual staff survey.</p> <p>Reminder to all staff in refresher training of the benefits of FREDIE. <i>October 2020. LW.</i></p>

<p>FREDIE amongst staff at all levels.</p>	<p><i>appointed to an additional responsibility position within the Trust.</i></p> <p>Communicated business case of EDI to all staff and BoD in training in 2019 and regularly reminded in communications/policies.</p> <p>49% of staff received an ‘Outstanding’ grading in the APR for 2018/19 evidencing strong performance – our APR includes many elements of FREDIE and staff engagement.</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 so it is understood and so that everyone knows that they have some responsibility in delivering it.</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 etc.</i></p>	<p>Place LiD Action Plan on website and communicate to all staff. <i>September 2020. LW.</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 improve staff absence.</p> <p>Disability Confident Employer status has brought opportunities for the Trust to invite candidates for interview that previously wouldn’t have been.</p> <p>HR surveys capture the value of new approaches through: staff survey (Ofsted questions), COVID-19 staff pulse survey, Healthy College Week survey, entry/exit interviews etc.</p>	<p>Investigate ways to evaluate the actual cost savings of improvements in FREDIE practices.</p>
<p>You are closing gaps and you are committed to continuously improve. You have a FREDIE action plan or strategy, which pays</p>	<p>This document is our FREDIE action plan, linking to the Trust strategic plan, evidencing how the Trust is closing gaps and progressing against equality legislation and LID standards.</p>	

	<p>due regard to all nine protected characteristics as a minimum. This dovetails with your mainstream business, improvement or organisational plan.</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>	
<p>4. Good mental health and wellbeing are regarded as important in your organisation.</p>	<p>Your organisation promotes good mental health at work.</p>	<p>Annual Healthy College Week run for both staff and students, which includes significant focus on mental health.</p> <p>Employee Health and Wellbeing Policy introduced (achieved Wakefield Wellbeing Charter alongside).</p> <p>Employee Assistance Programme provided as a staff benefit, which includes significant support for mental health.</p> <p>Employee TOIL Policy introduced to allow staff to accrue hours for supporting college events which then gives flexibility for ad hoc days off (quite unusual for teaching staff!)</p> <p>Staff Voice consultation undertaken around reducing staff workload.</p> <p>Positive staff survey results around staff health which have seen an upward trend in positive responses year on year.</p> <p>Completed. Online mental health awareness training undertaken – March 2018.</p> <p>Completed - external training provided on LGBT issues and wellbeing session offered for interested staff on mental health.</p>	<p>Continue to promote good mental health following returning to work during COVID-19. <i>September 2020. LW.</i></p> <p>Ensure relevant policies and processes and implemented early for Wingfield Academy. <i>September 2020. LW</i></p>

		<p>Samaritans visit on site for staff and students.</p> <p>Student counselling service continues to be available and was significantly increased in 2019.</p> <p>Regular positive messages from management – CEO blog, model behaviour, HR changed footer on emails during COVID-19 period of working from home so staff know where to get help.</p> <p>Students benefit from a range of support services around mental health:</p> <ul style="list-style-type: none"> - Onsite Counsellors - Online resources covering mental health and wellbeing - Regular updated rom counselling staff sent to students - External resources on site to support students - Trained pastoral staff to support students - Information on support services and local agencies regularly emailed to student - Tutorial schedule that covers mental health - Culture of openness where students can approach and talk to staff about concerns - Strong links with FIM project 	
	<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.</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 assessment.</p>	<p>Consider providing managers with further mental health at work <i>specific</i> training. <i>November 2020. LW</i></p>

		<p>Information circulated during COVID from HR – identify signs in your team members and how managers can support.</p> <p>Training provided during CPD Week and new staff induction.</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, not just managers, (including the PSED) with regular refreshers in the HR Newsletter and emails etc throughout the year.</p> <p>Completed – Principal and Vice Principal at NCB appointed from NCP to ensure continuity of values, including EDI. Ensures same training, processes and culture across the Trust, regardless of location.</p> <p>Communication to line managers on how to effectively support their staff during COVID re. childcare/ vulnerability etc and how staff can access help.</p> <p>Line management training provided by HR to cover a range of FREDIE topics.</p> <p>HR effectively support line managers with individual circumstances that may 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>Progress tutors are supported in the delivery of the programme and quality assurance of the sessions is carried out by line managers.</p>	<p>Deliver annual refresher training to relevant staff. <i>November 2020. LW</i></p>

		Student representatives attend E&D meetings in college where issues surrounding FREDIE are discussed.	
	Managers are knowledgeable about their own unconscious and conscious biases.	Managers trained on unconscious bias via annual refresher training, E&D Policy and regular updates.	Organise some specific training for managers around on conscious/unconscious bias. <i>November 2020. LW</i>
	Managers are proactive, knowledgeable and positive about meeting the needs of disabled employees.	<p>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 Employer status and as part of our recruitment training.</p> <p>Individual Risk Assessments have been introduced, where HR and managers work together to support employees with health problems.</p> <p>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.</p> <p>Managers provided with guidance on conducting return to work interviews.</p>	Consider offering more formal training to managers on conducting return to work meetings and reasonable adjustments. <i>December 2020. LW</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 Employer status (Level 2) in February 2019.	Consideration of applying for Level 3 – member of HR Team currently looking in to Level 3. <i>February 2020. LW</i>
6. You are able to demonstrate that your selection and recruitment practices are fair	Your organisation is seeking to address underrepresentation of people with different protected	All vacancies are advertised internally within the trust to give individuals at either college equal opportunity (whether advertised externally or not).	

<p>and seek to address underrepresentation of people with different protected characteristics in your workforce at all levels.</p>	<p>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>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.</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>Continue with the newly introduced entry/exit questionnaires to increase data source on which to draw conclusions.</p> <p><i>Ongoing. LW</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&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 have had a number of candidates that were shortlisted as a results of this, that otherwise wouldn't have been.</p> <p>All roles advertised, including volunteers and formal work shadowing opportunities (Maths) to ensure everyone gets the opportunity.</p> <p>Make necessary adjustment to the recruitment process (remote interviews, provide alternative materials, amended interview schedules to fit in with childcare/other responsibilities).</p> <p>Our Trust recruitment booklet promotes NCLT colleges as an inclusive employer that celebrates diversity and encourages applicants from all backgrounds.</p>	<p>Continue to review Trust publications and information to ensure full representation and a welcoming environment is evident.</p> <p>Continue to implement Trust policies to ensure FREDIE in the recruitment process.</p> <p>Continue to monitor E&D of applicants to identify any positive action that may be required.</p> <p><i>All ongoing. LW</i></p>

		<p>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>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 colleges equal opportunity (whether advertised externally or not).</p> <p>Our recruitment E&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 advertise on a number of job boards and tailor our place of advert according to the role.</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 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). Recent examples include, additional PPA time, workplace assessments, specific equipment.</p> <p>Entry and exit surveys conducted don't evidence any barriers at this point.</p>	<p>As above</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>You review feedback from people who have undergone your recruitment and selection process with a view to using this information to improve.</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.</p> <p>A number of positive emails and feedback anecdotally received from candidates.</p> <p>There have been no identified improvements as yet.</p> <p>Students undertake a settling in survey so that feedback can be sought and acted upon.</p>	<p>As above</p>
<p>7. Retention, reward and progression processes are fair and where appropriate, you are working towards eliminating any unfair pay gaps.</p>	<p>Those involved in the reward, retention and progression are aware of social, domestic, cultural and physical obstacles to people progressing.</p>	<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). We are open to discussions with staff regarding roles and have previously split one role in to a job share to accommodate a flexible working request.</p> <p>APR rewards are open to all staff, though rewards are being suspended for 2021 as no data available that would allow a fair evaluation of teacher performance.</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. The Trust received 2 appeals for 2018/19.</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</p>	

		allowed to work at home/flex' hours in order to manage domestic situations.	
	They are aware of their own cognitive biases.	Our usual recruitment and selection process applies, for which managers have been trained. All staff have also been trained on bias through the annual refresher training and HR newsletter updates. Regular discussions are held between SLT when health debate and challenge is a regular feature – SLT hold each other to account which creates learning.	
	Exit interviews confirm that these processes are fair.	Exit interviews thus far have been voluntary and not chased. This is being changed this academic year. Early data from exit surveys indicates no issues in this regard.	
	You are identifying and reducing pay gaps.	The Trust follows strict pay scales for all roles. Any queries on pay are dealt with fairly and appropriately and a review undertaken. Gender Pay Gap Reporting undertaken for the last two years does not indicate any significant gaps or actions identified – check.	
	Your organisation has made appropriate efforts to evaluate pay gaps and has a plan to close any pay gaps.	As above – no actions.	
8. You are using your performance management systems to improve inclusion, engagement and productivity.	FREDIE objectives are built into employee performance reviews and appraisals.	Where relevant, FREDIE objectives are build in to APRs that link with departmental plans and up to the overall Trust plan. 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.	

	<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>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 and Behaviours 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>9. Your organisation has fair and inclusive procurement practices.</p>	<p>Your organisation has inclusive procurement practices and uses it's procurement function to influence good FREDIE practices in its supply chain.</p>	<p>Procurement processes have been reviewed to ensure commitment to EDI is evidenced and this is part of our tender process.</p> <p>Information is now included on the reverse of the new supplier form setting out Trust expectations and benefits around E&D.</p> <p>EDI focussed newsletter sent out to all suppliers updating them on the Trust's work regarding E&D, sharing good practice.</p>	<p>Update tender documentation and New Supplier Form to reflect FREDIE terminology. <i>September 2020. LW</i></p> <p>Produce and distribute further supplier newsletter. <i>March 2021. LW</i></p>

		Improved area on website for suppliers and stakeholders demonstrating our commitment to EDI/FREDIE and our expectation of others.	
10. Effective FREDIE communications	Your organisation has made the necessary checks to ensure that it does not wittingly or unwittingly support modern day slavery	<p>A statement has been included on our new supplier form to inform our suppliers of our commitment in this area.</p> <p>Colleges raise the awareness of topical issues of this theme on Human Rights Day.</p>	As the Trust grows and this becomes a requirement, create a policy, provide training to staff/students/stakeholders, raise awareness and take all necessary steps to ensure modern day slavery is tackled.
	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>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 Moodle 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>	

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.

Your organisation's communications to your supply chain, wherever possible state your commitment to FREDIE.

Where practical, you involve them in consultation and engagement activities.

See above.

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.

Training provided to BoD on EDI and our action plan, regular HR report provided which includes EDI and link BoD member for HR.

Ongoing staff consultation with a new focus each year.

Leaders in Diversity logo used on Trust stationery and publicity.

See above

The Equality and Diversity representative from the Student Executive is part of the Equality and Diversity Committee meeting.

ADDITIONAL DESTINATIONS FOR LEADERS IN DIVERSITY

Destination	Evidence	Our evidence of progression	Future actions (outputs/timescales/Lead person)
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<p>11. Effective Leadership</p>	<p>Leaders grasp the harnessing power of FREDIE to bring their colleagues together to achieve common goals and to improve the performance of their directorates, departments, individual colleagues or teams.</p>	<p>Strategic plan, Trust values, Trust Conference, strong staff survey/consultation, start of term CPD and training.</p> <p>Two new Trust responsibilities appointed to: Trust Director of Quality and Education and Trust Director of Curriculum Education, whose remit includes to identify any discrepancies in subject performance, ensure strong outcomes for all students, develop student cultural capital.</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>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>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, staff survey responses, staff wellbeing, COVID-19 re-opening.</p> <p>‘Employee views are sought and considered’ - 93% of staff Strongly Agreed/Agreed with this statement in the 2020 staff survey, which is up by 9% since 2018.</p> <p>‘Leaders are proactive in reviewing and addressing staff workload’ - 83.4% of staff Strongly Agreed/Agreed with this statement.</p> <p>EIA carried out for policies and main processes, which involves the E&D Committee.</p>	

		<p>The Equality and Diversity Officer of the Student Executive is involved in the E&D Committee.</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.</p> <p>Nominated E&D Lead in each college.</p> <p>Different individuals/leaders take responsibility for certain E&D events on the calendar.</p> <p>Leaders chair the E&D Committee in their respective college.</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>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>All leaders are effective in communicating their personal commitment to FREDIE.</p>	<p>'Senior management and employees trust each other' - 94.4% of staff Strongly Agreed/Agreed with this statement in the 2020 survey, which is up over 18% since 2018.</p>	

		<p>'Middle managers and employees trust each other' - 96.7% of staff Strongly Agreed/Agreed with this statement in the 2020 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>APR moderation process for fairness and consistency. Removal of scoring P&O section of APR for 2020 when robust exam data is not available and reallocation of reward funds back in to staff wellbeing.</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 very effective particularly during lockdown.</p> <p>Leaders 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>Your organisation has plans in place to ensure that FREDIE aspirations can be fulfilled in the long-term</p>	<p>Strategic plan covers 2019-2022 where staff and student wellbeing is a core value.</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>The Trust will look in to Disability Confident Level 3.</p>	<p>Introduction of diversity champions to be explored. <i>January 2020. LW</i></p>
	<p>People at all levels of your organisation</p>	<p>Staff survey response: 85.9% of staff Strongly Agreed/Agreed with the statement 'Staff are encouraged</p>	

	<p>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>to take risks and try new things without fear of failure', which is an increase of 14% since 2018.</p> <p>Staff consultation has included a number of FREDIE topics in which staff have been open and honest with their ideas.</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.</p> <p>Staff survey response: 93% of staff Strongly Agreed/Agreed with the statement 'Employee views are sought and considered' in the 2020 staff survey.</p> <p>Number of College events encompass the key values of FREDIE. From elections for student executive roles to supporting events and awareness days in the E&D calendar.</p> <p>Wide variety of enrichments offered. Personal Development Curriculum rolled out this year across the Trust to develop the student both academically and personally.</p> <p>Student Perspective of Course surveys carried out throughout the year.</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</p>	<p>See previous.</p> <p>Unconscious bias has been included in all staff training, manager recruitment and selection training and regular updates.</p> <p>EIA - where there is a formal policy in place (COVID-19).</p>	

to ensure that no one is disadvantaged.

They are confident and able to ask pertinent and challenging questions about the contribution that FREDIE makes to your organisation.

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.

Leaders are contributing to a culture of inclusion in which fairness for all is a reality for colleagues at all levels.

Colleagues see leaders as effectively modelling positive behaviours

HR Director submits a regular report to the senior leadership group and BoD – where questions and challenge are commonplace.

There has been a significant shift in using meeting technology across the Trust rather than travelling to sites. A huge cultural shift that gives flexibility to staff (recording and watch later, start/end times etc – family friendly).

Conscious effort to review staff workload – consultation, increased staffing at Trust level to remove tasks from teachers (eg, Repro and deliveries etc). Use of electronic marking.

Newly produced Trust and college literature has a positive focus on FREDIE in both images and text.

Senior team are very hands on in managing staff and want to know of concerns – go out of their way to check on staff.

Some relevant comments from the latest staff survey include (what we do well):

- *The culture, ethos and nurturing nature of the organisation.*
- *Planning and organisation is excellent. Open and honest reflective practice. Staff feel valued. Environment is non-threatening. Thankfully common sense prevails here!*
- *Staff well being*
- *Management have an open-door policy.*
- *Communication and the culture at NCB.*
- *Always thinking of staff welfare and well-being.*
- *Management ethos.*
- *Excellent leaders who lead by example whilst showing empathy and compassion.*
- *Team work, respect.*
- *The HR department and the feeling that we are being looked after, they really are fantastic.*

	<p>around FREDIE and they support FREDIE initiatives.</p> <p>Leaders have been trained in mental health at work and are 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>	<ul style="list-style-type: none"> • <i>The common sense approach to dealing with changes and how the trust evolves, and acting on research.</i> • <i>Leadership and Management. Staff. Culture and vision.</i> • <i>Strong consideration of well being and workload, lots of fantastic teachers who are always willing to share ideas with one another.</i> • <i>HR are kind and attentive to staff needs.</i> • <i>Supportive environment, staff wellbeing is cared for, the HR department is a great asset and much better than a school environment.</i> • <i>Leadership, welfare of staff and students, opportunities, vision for students.</i> • <i>Its culture, its vision and its workforce.</i> • <i>Senior Leaders and CEO often have open and transparent communication with staff through briefings and CEO weekly update.</i> • <i>Strong teaching and support staff.</i> • <i>Equality and diversity.</i> • <i>We are passionate about the onward journey that our students have after college.</i> • <i>Positive culture, staff, unity, inclusive.</i> • <i>Equality, promotion, staff well-being.</i> • <i>The whole staff team - the genuine care staff have for the students.</i> 	
<p>13. External Leadership</p>	<p>Your organisation uses its financial leverage to influence good FREDIE practice in our supply chain.</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>	

Your organisation makes it clear that it will only work with suppliers who share our commitment to FREDIE.

Wherever possible, your organisation monitors FREDIE in supply chain.

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.

We monitor student achievement and progression by different protected characteristics and background.

We conduct checks on visiting speakers for any possible issues/bias/exclusion etc.