

# New Collaborative Learning Trust - Leaders in Diversity Action Plan

Last successful review awarded January 2021

## 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>Communication and launch of FREDIE to staff (from previously EDI) – prominent posters, staff briefings, email content, HR newsletter, HR email signatures, change of terminology in key policies etc.</p> <p>Trust-wide Staff Voice Group reinstated in 2020-21.</p> <p>Special leave policy reviewed and adjusted in light of NCB opening to ensure inclusivity of different cultures and religions. Policy later amended further for NCLT Colleges to enable working from home for some roles in some circumstances going forward.</p> <p>Staff pulse surveys regularly held throughout Coronavirus lockdown to assess any barriers or difficulties staff were facing. Positive feedback received regarding support from the Trust.</p> <p>Individual staff risk assessments (COVID-19) completed to take account of individual staff health issues, childcare and home circumstances. EIA completed for phased re-opening of colleges and adjustments made for staff as required.</p> <p>Number of flexible working requests received and approved in 2020/21 – include final figure here at end of year.</p> <p>Staff Voice held on a number of activities.</p> <p>Disability Confident scheme (Level 2) implemented to create equality for candidates with a disability or long term health concern.</p>	<p>Recommendations from LiD Review:</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>Wingfield Academy (WFA) FREDIE audit. <i>April 2021. LW. Completed</i></p> <p>FREDIE implementation to take place at WFA, with same communications. <i>June 2021. LW</i></p> <p>Review WFA website for E&amp;D content and messages. <i>May 2021. LW</i></p> <p>Incorporation of WFA in to Staff Voice. <i>September 2021. LW. Completed</i></p> <p>Continue with regular pulse surveys and actions during lockdown/beyond, including WFA. <i>Ongoing. LW. Completed.</i></p> <p>Continue with risk assessments and EIA as necessary, including WFA. <i>Ongoing. LW</i></p>

		<p>Use of Teams expanded – both positive additions to existing 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 turnover reduced over the last 3 years (20%, 12%, 10%).</p> <p>SPOCs (Student Perception of Course) completed at points during the year.</p> <p>3 question review undertaken where students are able to voice all concerns.</p> <p>E&amp;D calendar for staff and students continues to run throughout the year, celebrating several different events and embracing diversity.</p> <p>Mandatory training for staff is ongoing and includes FREDIE.</p>	<p>Achievement of Disability Confident Scheme (Level 3). <i>December 2021. LW</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.</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>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</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>December 2021. LW</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</i></p> <p>Consider which Trust training is appropriate for WFA, including FREDIE programmes. <i>April 2021. LW. Completed</i></p> <p>Rebrand student E&amp;D tutorials with FREDIE. <i>September 2021. JH</i></p> <p>Include FREDIE section in Student Handbook. <i>September 2021. HJ</i></p>
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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>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 promote and raise awareness around 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>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>Formalise the role of Diversity Champions on the E&amp;D Committees and publicise this to staff. <i>September 2021. LW/Principals.</i></p> <p>E&amp;D committee to be set up at WFA. <i>LW/PDA. September 2021. Completed</i></p> <p>Consider further FREDIE training for E&amp;D Committee members/Diversity Champions. <i>November 2021. LW</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.</p>	
It (Steering group) works on a SMART basis and is successful in achieving its objectives	<p>Equality objectives were reviewed for the Trust in December 2020 and are reviewed at regular intervals.</p> <p>Equality objectives are on the agenda of committee meetings, where progress towards targets is reviewed and adjusted as needed. Some examples of success in achieving objectives set includes:</p> <ul style="list-style-type: none"> <li>• 18 policies have had an EIA undertaken over the last 2 years.</li> <li>• E&amp;D Events Calendar successfully implemented in NCB to promote and celebrate EDI.</li> <li>• Recruitment and selection training provided to relevant staff, which included information on the Equality Act 2010.</li> <li>• Achievement of the Disability Confident Employer Status.</li> </ul> <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>September 2021. LW/PDA</i></p>	
Your organisation provides inclusive and accessible social environments	<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>Review social environments for WFA for compliance. <i>May 2021. CS</i></p> <p>Include positive FREDIE messages at WFA. <i>Ongoing. LW/PDA</i></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 Student Executive at each site runs additional events through the year eg, quizzes.</p> <p>Student Unions are a welcoming environment for students. Support staff are based within these areas during break and lunch.</p>	<p>Consider holding a focus group with staff to obtain feedback on social environments and their accessibility and inclusiveness. <i>December 2021. LW</i></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, creating staff voice agenda the following year.</p> <p>Survey 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>Implement staff survey at WFA. <i>June 2021. LW. Completed.</i></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</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.</p> <p>Mandatory online equality and diversity training was introduced for all staff in July 2020.</p> <p>Regular (at least annually) FREDIE refresher and updates are delivered/communicated across the Trust.</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 Moodle/Intranet sites and the Trust website so all are clear they have some responsibility in delivering it.</p>	<p>Update HR e-induction/induction checklist and other documents to reflect FREDIE (previously EDI) and any other updates. <i>December 2021. LW</i></p> <p>Introduce mandatory online equality and diversity 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</p>

		<p>Monthly HR Newsletter circulated which includes increased FREDIE content to improve and maintain staff knowledge.</p> <p>Staff requested LGBT training and training on supporting mental health. These were both offered.</p> <p>Student tutorial programme and policies are available on the Trust website.</p>	<p>more visibly (links on HR Newsletter, in emails, on posters. <i>Ongoing. LW</i></p> <p>FREDIE reference included in the Staff Code of Conduct and other policies where relevant.</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 FREDIE issues, including tackling unconscious bias.</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.</p>	<p>Organise training for staff on unconscious bias. <i>December 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 (EAP) 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>NCB timetable constructed to allow for Friday prayer in a community with a higher proportion of muslim staff and students.</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>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>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>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 evidenced each year through our SPOC and 99% students stated they felt safe at college.</p>	<p>Implement EAP at WFA. <i>January 2021. LW. Completed.</i></p> <p>Hold focus groups with staff/students holding a particular protected characteristic to gain further insight and feedback from these individuals and groups in relation to the responses in the survey and how we can improve. <i>November 2021. Diversity Champions</i></p> <p>Introduce an annual 'You Said, We Did' campaign to communicate important developments following staff feedback. <i>June 2021. LW. Completed</i></p> <p>Consider specific line manager training in relation to managing people and implementing Trust policies. <i>December 2021. LW</i></p> <p>Consider whether refresher training is required for the Board of Directors and Advisory Groups. <i>September 2021. LW</i></p> <p>Use HR Newsletters as an efficient and effective method of regularly communicating key messages to staff, for example around bullying/harassment and discrimination. <i>Ongoing. LW</i></p> <p>Communicate this plan to students via email, use of TV screens, Student Executive and clearly link to FREDIE events. <i>June 2021. Pastoral leads.</i></p> <p>Include FREDIE in the Student Handbook FAQ sections, with a direct link to Moodle policies for students. <i>September 2021. HJ</i></p> <p>Continue to encourage open door policy and accessibility for staff and students. <i>Ongoing. SLT</i></p>
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Your people can describe how your culture and your organisation's values positively influence their behaviours.	<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>Examples of specific comments from 2020 staff survey include:</p> <ul style="list-style-type: none"> <li><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></li> <li><i>A willingness to try new things and the ability to adapt and diversify encourages all staff to get involved in different projects.</i></li> <li><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></li> <li><i>Welcoming, inclusive, good communication. A sense of feeling valued and belonging. Approachable management who also encourage challenge and opinion.</i></li> <li><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></li> </ul> <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>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>	
You are effective in your aim of proactively working	Open door policy of leaders allows concerns to be raised, which are taken seriously.	Continue with current practice and implement as appropriate at WFA. <i>Ongoing.</i>	



	<p>towards eliminating unlawful discrimination, harassment, bullying and victimisation.</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 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>Introduce exit surveys at WFA. <i>May 2021. LW. Completed.</i></p>
	<p>You have taken appropriate steps to create any culture shifts needed. Your culture influences positive practices and behaviours around FREDIE.</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>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.</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 an EAP to support our staff, as well as introducing an Employee Health and Wellbeing Policy and offering regular wellbeing initiatives.</p> <p>Staff and student mental health is a particular strategic focus for the Trust, with regular pulse surveys throughout lockdown.</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>Ongoing. LW/PDA/RF</i></p>



		<p>Disability Confident Employer Level 2 status achieved.</p> <p>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.</p> <p>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.</p> <p>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>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"> <li>• Employee Health and Wellbeing Policy</li> <li>• Time Off in Lieu Policy</li> <li>• Social Media Policy revised and implemented.</li> </ul> <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>	Policies to be reviewed in light of WFA joining the Trust. <i>Ongoing. LW</i>
	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>All policies available for staff on Moodle/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.</p>	Continue with existing practice. <i>Ongoing</i>
3. FREDIE is core to your organisation's strategy or business plan	Strategic leaders understand the connection between inclusion, engagement and productivity.	<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><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>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>Re-distribution of the Trust E&amp;D Policy to staff, highlighting their responsibilities. <i>September 2021. LW</i></p> <p>Planned calendar of reminders on key FREDIE policies for staff via the HR Newsletter. <i>Ongoing. LW</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 5<sup>th</sup> in the list in February and is now 1<sup>st</sup>.</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>Continue with Staff Survey and implement for WFA. <i>June 2021. LW</i></p> <p>Review Return to Work procedure for WFA. <i>September 2021. LW</i></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.</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>September 2021. LW</i></p> <p>See Recruitment and Selection also.</p> <p>Include FREDIE in SPOCs and monitor performance. <i>September 2021. HJ</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 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 appointed to an additional responsibility position within the Trust.</i></p>	<p>Continue with annual staff survey. <i>Ongoing</i></p> <p>Communicate to WFA the benefits of FREDIE as part of FREDIE launch. <i>September 2021. LW</i></p>

		<p>Communicated business case of EDI to all staff and BoD in training in 2019 and regularly reminded in communications/policies (last done October 2020).</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>	
	You have plans and strategies, which aim to ensure fairness and engagement of all.	<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>Communicate this plan to all staff and students as our road map for ensuring continual improvement in FREDIE. <i>May 2021. LW/Pastoral Leads</i></p> <p>Communication of Strategic Plan to all staff. <i>TBC. RF</i></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>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. <i>December 2021. LW</i></p>
	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 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>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>This plan links to our E&amp;D Policy, Strategic Plan, Equality Objectives and HR Improvement Plan. Continue with existing practice and implement at WFA. <i>Ongoing.</i></p>
4. Good mental health and wellbeing are regarded as important in your organisation.	Your organisation promotes good mental health at work.	<p>Annual Healthy College Week run for both staff and students, which includes significant focus on mental health. Samaritans visit on site for staff and students. Positive feedback from staff.</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. A dedicated and significant budget allocated for staff health and wellbeing.</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> </ul>

		<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 (and COVID-19 pulse survey results) around staff health which have seen an upward trend in positive responses year on year.</p> <p>A comprehensive programme of mental health support provided to staff and students during COVID-19 pandemic. Further information available.</p> <p>Online mental health awareness training undertaken.</p> <p>Completed - external training provided on LGBT issues and wellbeing session offered for interested staff on mental health.</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"> <li>- Onsite Counsellors</li> <li>- Online resources covering mental health and wellbeing</li> <li>- Regular updated rom counselling staff sent to students</li> <li>- External resources on site to support students</li> <li>- Trained pastoral staff to support students</li> <li>- Information on support services and local agencies regularly emailed to student</li> <li>- Tutorial schedule that covers mental health</li> <li>- Culture of openness where students can approach and talk to staff about concerns</li> <li>- Strong links with FIM project</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Monitoring the impact of any mental health training to increase the numbers of people able to manage their own mental health and support colleagues.</a></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>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</p>	<p>Mental health training provided to all staff, not just managers.</p> <p>Mental health training provided as part of the Trust Conference Day in December 2020.</p>	<p>Implement posters described at WFA. <i>September 2021. LW</i></p> <p>Implement HR Newsletter or equivalent at WFA. <i>September 2021. LW. Completed</i></p>

	<p>in themselves and in others so they can deal with them appropriately.</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>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>Specific training for managers on supporting staff with mental health to be provided. <i>December 2021. LW</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, 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>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>Recommendations from LiD Review:</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>November 2021. LW</i></p> <p>Continue to deliver FREDIE annual refresher training to staff. <i>Ongoing. LW. Completed – September 2021.</i></p> <p>Use of TV screens for regular promotion of FREDIE to students and progress on targets. <i>Ongoing. Pastoral Leads.</i></p>
	<p>Managers are knowledgeable about their own unconscious and conscious biases.</p>	<p>Managers trained on unconscious bias via annual refresher training, E&amp;D Policy and regular updates.</p>	<p>Organise some specific training for managers around conscious/unconscious bias. <i>December 2021. LW</i></p>

	<p>Managers are pro-active, knowledgeable and positive about meeting the needs of disabled employees.</p>	<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>	<p>Consider offering more formal training to managers on conducting return to work meetings and reasonable adjustments. <i>November 2021. LW</i></p>
	<p>Your organisation is meeting the criteria of the Disability Confident Scheme and has achieved Level 2 Disability Confident Employer status.</p>	<p>The Trust was awarded Disability Confident Employer status (Level 2) in February 2019.</p>	<p>Achievement of Disability Confident Level 3. <i>December 2021. LW</i></p>
<p>6. You are able to demonstrate that your selection and recruitment practices are fair and seek to address underrepresentation of people with different protected characteristics in your workforce at all levels.</p>	<p>Your organisation is seeking to address underrepresentation of people with different protected characteristics in your workforce at all levels.</p>	<p>All vacancies are advertised internally within the Trust to give individuals at either college equal opportunity (whether advertised externally or not).</p> <p>Analysis in recruitment campaigns and staff data does not show any underrepresentation in line with the local communities served.</p>	<p><b>Recommendations from LiD Review:</b></p> <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 Board/Governance, Leadership, Management and Staff levels.</li> <li>• Explore how people of all backgrounds can feel more included and valued in the Trust – look at comments in the surveys.</li> </ul> <p>Monitor staff and student EDI data for WFA. <i>April 2021. LW</i></p> <p>Undertake further analysis in to EDI data of recruitment applicants and any actions required. <i>September 2021. LW</i></p> <p>Review WFA recruitment and selection practices and implement the Trust Policy. <i>February 2021. LW. Completed.</i></p>



			Increase the diversity of the BoD and Trust management via considering appropriate positive action recruitment. <i>Ongoing. LW/RF</i>
Your organisation effectively uses data and research to improve its' FREDIE performance.	<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, include WFA. <i>Ongoing. LW</i></p> <p>Focus groups held to explore how some staff could feel more included and valued in the Trust. <i>November 2021. Diversity Champions.</i></p> <p>Following results from SPOCs, hold focus groups as appropriate to explore topics further if necessary. <i>September 2021. Pastoral Leads.</i></p>
Your organisation is making efforts to attract applications from talented people from a range of backgrounds.	<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 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 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 review Trust publications and information to ensure full representation and a welcoming environment is evident. <i>Ongoing. LW</i></p> <p>Continue to implement Trust policies to ensure FREDIE in the recruitment process. <i>Ongoing. LW</i></p> <p>Continue to monitor E&amp;D of applicants to identify any positive action that may be required. <i>Ongoing. LW</i></p>
You are examining pathways into and out of your organisation to check for any unnecessary barriers.	All vacancies within the Trust are advertised internally to give individuals at all colleges 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.		As above



		<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, were require and possible, to enable some staff to secure new roles.</p> <p>We adjustment 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>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. There have been no identified improvements as yet.</p> <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>	<p>Implement the entry survey at WFA. <i>April 2021. LW. Completed</i></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><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>APR rewards have been open to all staff, though rewards are being removed from 2021 as opinion has been divided on their effectiveness.</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, none in 2019/20.</p> <p>All elements of reward, retention and progression are overseen by the Director of HR for consistency and fairness Trust-wide.</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>Hold a focus group to explore why some people felt promotion was not fair. <i>November 2021. Diversity Champions</i></p> <p>Further analysis to be undertaken on the protected characteristics of those not promoted. <i>September 2021. LW</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. This is being changed this academic year.</p> <p>Early data from exit surveys indicates no issues in this regard.</p>	Continue to monitor exit surveys and take appropriate actions. <i>Ongoing. 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 for the last two years does not indicate any significant gaps or actions identified – check.</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 a plan to close any pay gaps.	As above – no actions.	As above
8. You are using your performance management systems to improve	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.	<p><b>Recommendations from LiD Review:</b></p> <ul style="list-style-type: none"> <li>Consider introducing FREDIE related objectives for all staff as part of performance development systems.</li> </ul>

<p>inclusion, engagement and productivity.</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>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 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>	<ul style="list-style-type: none"> <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</i></p> <p>Include as a regular item on TET for reflection and updating of this action plan. <i>May 2021. LW</i></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 FREDIE 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 FREDIE.</p> <p>EDI focussed newsletter sent out to all suppliers updating them on the Trust's work regarding E&amp;D, sharing good practice.</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</i></p> <p>Produce a further newsletter for suppliers around achievement of LiD award and positive activities of the Trust around FREDIE. <i>December 2021. LW</i></p>

	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>	Modern Slavery Statement not yet a requirement for the Trust. Revisit when applicable.
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>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/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><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.</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.</i></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>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>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>Ongoing staff consultation with a new focus each year.</p> <p>Leaders in Diversity logo used on Trust stationery and publicity.</p>	<p>Continue with strong FREDIE messages on BoD reports, website, external marketing materials. <i>Ongoing. TET</i></p> <p>Share this report and action plans with BoD and stakeholder through publicising on website. <i>April 2021. LW. Completed.</i></p>

		The Equality and Diversity representative from the Student Executive is part of the Equality and Diversity Committee meeting.	
	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.	Pulse surveys sent out to students to take feedback and amend practice on.  See previous.	See above

ADDITIONAL DESTINATIONS FOR LEADERS IN DIVERSITY			
Destination	Evidence	Our evidence of progression	Future actions (outputs/timescales/Lead person)
11. Effective Leadership	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>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>Recommendations from LiD Review:</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> <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>Ongoing. LW/PDA/RF</i></p> <p>Embed Diversity Champions fully across the Trust. <i>September 2021. LW/Principals.</i></p> <p>Consider Trust structures for outstanding FREDIE practices and amend/introduce as appropriate. <i>September 2021. TET</i></p> <p>Working with the NCfD to support other organisations in their FREDIE journey, as required. <i>Ongoing. Completed.</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>Ongoing. SLT.</i></p>
Where relevant, Leaders engage in inclusive decision making to ensure effective decision-making.	<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&amp;D Committee.</p> <p>The Equality and Diversity Officer of the Student Executive is involved in the E&amp;D Committee.</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>	
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>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&amp;D Lead in each college.</p>	See previous actions.	

		<p>Different individuals/leaders take responsibility for certain E&amp;D events on the calendar.</p> <p>Leaders chair the E&amp;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&amp;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>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 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>Continue with existing practice and quality assurance mechanisms. <i>Ongoing.</i></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).	
	Your organisation has plans in place to ensure that FREDIE aspirations can be fulfilled in the long-term	Strategic plan covers 2019-2022 where staff and student wellbeing is a core value.  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.	This plan is itself evidence of this activity.
	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	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.  Staff consultation has included a number of FREDIE topics in which staff have been open and honest with their ideas.  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&D calendar.  Staff survey response: 93% of staff Strongly Agreed/Agreed with the statement 'Employee views are sought and considered' in the 2020 staff survey.  Student Perspective of Course surveys carried out throughout the year.	Continue to encourage staff volunteers to run groups, sessions, enrichments, some of which are around FREDIE. <i>Ongoing. TET</i>  Continue to monitor staff survey and response to feedback. <i>Ongoing. LW</i>  Continue with broader staff voice/E&D committees/consultation where any staff are able to participate and bring ideas and suggestions. <i>Ongoing. TET</i>
12. Conscious competence	Leaders are knowledgeable and well trained.  Leaders are aware of their own conscious and unconscious biases and are able to check themselves to ensure that no one is disadvantaged.  They are confident and able to ask pertinent	See previous.  Unconscious bias has been included in all staff training, manager recruitment and selection training and regular updates.  EIA - where there is a formal policy in place (COVID-19).  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).	<b>Recommendations from LiD Review:</b> <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</p>

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 around FREDIE and they support FREDIE initiatives.

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.

Your organisation has met the criteria of the DWP's 'Disability Leader' scheme

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.*
- *The common sense approach to dealing with changes and how the trust evolves, and acting on research.*
- *Leadership and Management. Staff. Culture and vision.*
- *Strong consideration of well being and workload, lots of fantastic teachers who are always willing to share ideas with one another.*
- *HR are kind and attentive to staff needs.*
- *Supportive environment, staff wellbeing is cared for, the HR department is a great asset and much better than a school environment.*
- *Leadership, welfare of staff and students, opportunities, vision for students.*
- *Its culture, its vision and its workforce.*
- *Senior Leaders and CEO often have open and transparent communication with staff through briefings and CEO weekly update.*
- *Strong teaching and support staff.*
- *Equality and diversity.*

PSED and practical examples. Consideration of a visual way in which to display this for reference/learning. *September 2021. LW*

Link activities and messages on the HR Newsletter and E&D Calendar with the PSED General Duties to embed knowledge. *September 2021. LW*

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. *Ongoing. TET/SLT*

See previous targets.

	<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"> <li>• <i>We are passionate about the onward journey that our students have after college.</i></li> <li>• <i>Positive culture, staff, unity, inclusive.</i></li> <li>• <i>Equality, promotion, staff well-being.</i></li> <li>• <i>The whole staff team - the genuine care staff have for the students.</i></li> </ul>	
<p>13. External Leadership</p>	<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>HR Director provided support to a local MAT around EIAs. Autumn 2020.</p>	<p><b>Recommendations from LiD Review:</b></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> <p>Use of existing networks to communicate NCLT's good practice around FREDIE, including Teaching School, NORVIC, other MATs and system leaders. <i>Ongoing. TET</i></p>