

New Collaborative Learning Trust Equality Objectives

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

The Equality Act (PSED) General Duties are:

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

Each school/college within our Trust sets their own equality objectives annually which are collated and reported on in this joint document. Milestones must be discussed and documented on this document at the first E&D meeting of the academic year and equality objectives must be reviewed and set for the coming academic year.

Location	Equality Objective	Specific Action Required	Lead	Planned Outcome	Timescale	Milestones
NCB	1) Improve performance of high prior achievers (JR Lead)	<ul style="list-style-type: none"> • Staff CPD • Increase participation ratio and thinking ratio in lessons • Focus of all new staff coached lesson observations and teacher development learning walks. • Development of subject specific super-curricular activities and tasks • Subject specific interventions 		No gap between the performance of low and high prior achievers (6.9+ GCSE Score) with both groups achieving a value-added score of +0.10	Ongoing	Feb - Reduced gaps in performance between low and high prior achievers at DC2 and DC4.
	2) Ensure an equal and broad representation of students on the Student Executive (RS lead)	<ul style="list-style-type: none"> • Improved marketing of the Student Executive role • Make the role of Student Executive popular for groups to be involved with 		Student Executive members represent the diversity of the college community	Ongoing	Feb - Improved representation of students on the Student Executive

		<ul style="list-style-type: none"> • Monitor the representation of groups during the election of the Student Executive • Positive action to recruit under-represented groups 				
	3) Foster good relationships and help all staff and students have a better understanding of people who share protected characteristics (JQ lead)	<p>Raise awareness around protected characteristics through:</p> <ul style="list-style-type: none"> • Staff CPD/training • Trust tutorial programme • Enrichment activities <p>Academic subject curriculum</p>		Inclusive and safe College culture where everyone feels as though they belong.	Ongoing	Feb - Staff and students have a better understanding around protected characteristics
NCD	1) Continue to ensure a representation of student's executives are involved as representatives and representation on the Equality and Diversity Committee.	Guidance to student executives				
	2) To ensure policy decisions are reviewed to give due regard to the impact on equality and diversity issues.					
	3) Embed further an inclusive approach within the curriculum.	Awareness of neurodiversity, protected characteristic through training, webinars, speakers				
NCP	1) Embed further an inclusive approach within the curriculum.	Address any gaps in the curriculum content in relation to equality issues to facilitate and support student's developments.		A curriculum that enables all students to reach their potential to feel included in their learning journeys and to become diversity competent.	Ongoing	
	2) Try to reduce the gap between white British students and other ethnic origins	Monitor the achievement at each assessment point and look to implement actions where necessary		Narrow gaps in achievement where possible	Ongoing	

	3) Try to reduce gender gaps that may appear during the year	Monitor the achievement at each assessment point and look to implement actions where necessary		Narrow gaps in achievement where possible	Ongoing	
	4) Try to foster good relationship and help all staff have a better understanding of people who share protected characteristics	Look to raise awareness around protected characteristics and hidden disabilities		Help staff have a better understanding around protected characteristics and hidden disabilities	Ongoing	
Wingfield Academy	1)					
	2)					
	3)					
Anston Greenlands Primary	1) To ensure the school curriculum actively celebrates people from a wide range of backgrounds, including those who share a protected characteristic. This includes but is not limited to ork supporting UN Global Goals 5 (Gender Equality), 10 (Reduced Inequalities) and 17 (Peace, Justice and Strong Institutions)					
	2) To ensure that the reading material offered to children incorporates texts written by authors who share a protected characteristic, and texts dealing with equality and diversity (both implicitly and explicitly)					
	3) To engender an open culture of understanding, inclusivity and positivity throughout school.					

Redscope Primary School	1) To ensure that the reading material offered to children incorporates texts written by authors who share a protected characteristic, and texts dealing with equality and diversity (both implicitly and explicitly)	Monitor range of texts for reading challenge, class reads and guided reading/ phonics.		Range of reading materials available.	Ongoing	July – Review range of books on offer
	2) Continue to ensure a representation of students are involved across school events	All children encouraged to volunteer and audition for roles.		Range of children chosen to represent school.	Ongoing	
	3) Foster good relationships and help all staff and students have a better understanding of people who share protected characteristics	Raise awareness around protected characteristics through: <ul style="list-style-type: none"> • Staff CPD/training • Assemblies • Range of texts in class 		Inclusive culture where everyone feels as though they belong.	Ongoing	March - Staff and students have a better understanding around protected characteristics
Thorpe Hesley Primary	1) To ensure that the school curriculum and wider school events actively celebrate people from a wide range of backgrounds, including those who share a protected characteristic					
	2) To ensure that the reading material offered to children incorporates texts written by authors who share a protected characteristic and texts dealing with equality and diversity (both implicitly and explicitly)					
	3) To engender an open culture of understanding, inclusivity and positivity throughout school.					

HQ	1) To provide greater accessibility at HQ.	To look at ways to increase accessibility to staff/visitors at HQ i.e. a lift, stair-lift, ramp up to reception etc.		To create a safe and accessible environment for all	Ongoing	
	2) To review processes to attract and encourage diversity in recruitment.	To review recruitment processes and ensure managers and senior leaders are well educated on E&D		To promote equality, diversity and inclusion	Ongoing	
	3) To promote a culture of understanding around protected characteristics and hidden disabilities	Look to raise awareness around protected characteristics and hidden disabilities		Help staff have a better understanding around protected characteristics and hidden disabilities	Ongoing	