

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 site within our Trust sets their own equality objectives annually following a standard Trust format below. Milestones are discussed and reported at least annually by the designated senior leader at each setting, involving the Equality and Diversity Committee.

THORPE HESLEY PRIMARY SCHOOL

Equality Objective	Specific Action Required	Lead	Planned Outcome	Timescale	Milestones
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.	<p>Work and activities in school monitored by race, gender and disability.</p> <p>Continued monitoring by the English Team, including pupil and staff voice.</p> <p>Continued monitoring, including staff and pupil voice, work scrutiny, lesson drop-ins and MTP checks.</p> <p>Shared staff CPD.</p>	<p>Wider Curriculum Lead (RR)</p> <p>Inclusion Lead (LSH)</p> <p>English lead (ABI)</p> <p>PSHE Lead (NKF)</p>	<p>Increase in pupils' participation, confidence and achievement levels.</p> <p>The curriculum promotes role models who young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p> <p>Notable increase in participation and</p>	Ongoing	<p>Monitoring shows that the whole school community are represented through work on display and shared via Twitter, website etc.</p> <p>Monitoring of events and extra-curricular activities shows that there is a high uptake amongst all vulnerable groups.</p> <p>New reading spines are embedded across all year groups. In the Aug 23 Parent survey, 100% of parents/Carers agreed that we promote a love of reading, with 86% strongly agreeing.</p>

	<p>Recognise and represent the talents of pupils with SEND in work throughout school, and ensure representation fully reflects the school population in terms of race and gender.</p> <p>Ensure that RSHE is taught effectively across school.</p>		<p>confidence of noted groups.</p>		<p>Monitoring shows that both PSHE and RSHE are being taught well right across school and attainment and progress are strong. Staff voice shows that staff feel confident teaching these areas.</p>
<p>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)</p>	<p>Continue to publish and promote the Equality objectives and Equality Plan through the school website, newsletter and staff meetings.</p> <p>All staff and advisors to be made aware of this plan through advisory group meetings and staff meetings.</p> <p>Regular meetings with Head Teacher and Chair of Advisory Group – Safeguarding, Equality and Anti-Bullying Governor Set up a staff Equality and Diversity Group to meet termly.</p>	<p>Headteacher Chair of Advisory Group</p>	<p>Results and comments in staff and parent annual surveys reflect this culture.</p> <p>Termly reports submitted to the Advisory Group by the Chair show evidence of inclusivity.</p> <p>Minutes from termly meetings show that this remains a high priority</p>	<p>Ongoing/Termly</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, assemblies and events and creating class room displays.</p> <p>Work in this area is celebrated in the newsletter, via Twitter and on the website.</p> <p>Reports submitted to Governing Board and appear in minutes.</p> <p>The staff Equality and Diversity group was set up in the Autumn Term with termly meetings taking place.</p>
<p>To engender an open culture of understanding, inclusivity and positivity throughout school.</p>	<p>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p> <p>Ensure all reasonable adjustments are made to ensure full accessibility to all pupils, staff and visitors.</p> <p>Termly site inspections.</p> <p>School Community consulted on disability access.</p> <p>Achievement data analysed by race, gender and disability where applicable on a termly basis</p>	<p>Headteacher Office staff</p>	<p>PEPs in place where required and reviewed regularly.</p> <p>All EHCPs, SEN Support Plans and Care Plans to be reviewed termly .</p> <p>Analysis of attainment and progress data shows that all pupil groups continue to make good progress.</p>	<p>Ongoing</p>	<p>Where individual issues are identified through monitoring of data, these are acted on.</p> <p>Three electronic disabled doors (one / two in each building) now on a service plan.</p> <p>Termly site inspections completed and recorded.</p> <p>Currently one PEP in place which is reviewed annually or more if required.</p> <p>All EHCPs, SEN Support Plans and Care Plans reviewed termly.</p> <p>Driveway access available to parents / carers under permit scheme.</p>

	Regular note in newsletter asking if parents / carers have any issues with disability access.				
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