

## 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.

**Thorpe Hesley Primary School – Last Updated 21<sup>st</sup> October 2024**

Location	Equality Objective	Date Set	Specific Action Required	Lead	Planned Outcome	Timescale	Milestones
<b>Thorpe Hesley Primary</b>	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	10/1/24	Continued monitoring by subject teams, including staff and pupil voice, work scrutiny, lesson drop-ins and MTP checks.  To continue to deliver a multi-cultural half term where all year groups focus on a specific country and share their learning with the wider school.  Shared staff CPD.  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.	Wider Curriculum Lead (RR)  Inclusion Lead (LSH)  English lead (ABI)	The curriculum promotes role models who young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.  Pupils understand and	Ongoing	Updated 21/10/24: Monitoring shows that the whole school community are represented through work on display and shared via Twitter, website etc.  New reading spines are embedded across all year groups.  Monitoring shows that both PSHE and RSHE are being taught well right across school and attainment and

		<p>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>Ensure that RSHE is taught effectively across school.</p>	<p>PSHE Lead (NKF)</p>	<p>buy into our school values regarding equality and diversity.</p>		<p>progress are strong. Staff voice shows that staff feel confident teaching these areas.</p>
<p>2) To engender an open culture of understanding, inclusivity and positivity throughout school.</p>	<p>10/1/24</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</p> <p>Staff Equality and Diversity Group to continue to meet termly</p>	<p>Headteacher</p> <p>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>Updated 21/10/24: 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 continue to meet termly. Their impact includes organising whole-school themes/activities linked to Black History month, Cultural Diversity and Faith Week, World Hijab Day, Eid.</p>
<p>3) To ensure the whole school community have equal access and opportunities to achieve in all areas, including academic and wider school life.</p>	<p>10/1/24</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>Inclusion Lead</p> <p>SLT</p>	<p>PEPs in place where required and reviewed regularly</p> <p>All EHCPs, SEN Support Plans and Care Plans</p>	<p>Ongoing</p>	<p>Updated 21/10/24: Where individual issues are identified through monitoring of data, these are acted on.</p> <p>Termly site inspections completed and recorded.</p>

			<p>Termly site inspections</p> <p>Monitor participation in extra-curricular activities and events by identified groups (SEND, gender, PP, BAME) and target specific groups/individuals according to findings.</p>		<p>to be reviewed termly</p> <p>Analysis of attainment and progress data shows that all pupil groups continue to make good progress.</p> <p>Good participation in extra-curricular activities and events by all pupil groups.</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>
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