Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update

LEADERS IN DIVERSITY – ACTION PLAN

STRAND 1 - COMMITTING			
1. Written Commitment: Your organisation's commitment to developing an organisational culture, in which equality, diversity, inclusion (EDI) and fairness for all are genuinely valued, is written into all appropriate documents.	The trust vision is predicated on social mobility. Our 3 colleges are located in northern towns with historic educational underachievement and low aspiration. The trust has a deep commitment to raising outcomes for disadvantaged young people and thereby making a significant contribution to social mobility, and to the lives of young people and their communities. This can be seen in the trust literature, of which, there are lots of examples. Policies and information around equality are clearly written and easily accessible to staff, students and the public through the website. Information provided on the website includes: Equality Objectives (which are regularly reviewed and updated), Single Equality Scheme, staff and student data, benefits of EDI, links to NCfD. The trust also uses electronic communications and social media, such as Facebook, Twitter, Moodle and a regular staff HR update which includes elements of EDI. The Staff Handbook / Code of Conduct confirms commitment to EDI and encourages staff to raise issues of concern.	1. Posters to be created and placed around each college site defining the meaning of key E&D terms as surveys identified a proportion of staff that were still unsure of meanings. 2. Help staff understand the trusts' obligations under the Public Sector Equality Duty regarding the general and specific duties as surveys identified some staff were still unaware, irrespective of training having being provided. Create further posters, include on HR update and highlight when running EDI events. 3. Information to be sent out to all suppliers (on the reverse of the new supplier form) informing them of the College's drive for LiD and that the motivation is for the College to improve how it deals with all of its people, whatever their background and also to create a more inclusive environment, as well as outlining the business benefits of positive EDI practices. 4. Review information relating to E&D in	1. Completed. 2. Included in new staff and refresher training and on HR update. *A HR (staffing) Update has been distributed on a regular basis for communication and engagement purposes as well as any EDI information/messages and other topics. This has proved very valuable and scored the highest in the 2017 staff survey in terms of which employee engagement activity staff found most beneficial.* 3. Relevant information now placed on the reverse of the New Supplier Form. Annual E&D Update sent to all our suppliers as standard annually (done in April 2018). 4. Completed. 5. Still to complete. 6. These have commenced and fall within the remit of the E&D Committee of each college. This

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	Staff Survey carried out annually and areas for development focus in staff voice if relevant (included 'You Said, We Did').	trust tender documentation, asking suppliers to evidence their commitment to EDI. 5. Consider introducing a staff Wellbeing/Stress Policy. 6. Commence formal Equality Impact Assessments on all trust/college policies and major practices.	process is ongoing.
2. Effective Messages: Your organisation has been effective in sending out strong, clear messages, internally and externally, to an appropriately diverse range of audiences about its commitment to diversity.	As above in section 1 plus: The trust and its colleges promotes positive EDI practices and a commitment to diversity by sending out consistent and regular positive messages about EDI. It does this in numerous ways: posters, emails, social media and event coverage, website – demonstrating that our colleges are environments that welcomes everyone. The College confirms its commitment to EDI in job adverts, and staff and student recruitment literature. Both colleges regularly hold both staff and student events on EDI issues. Information on EDI to suppliers has been improved via annual E&D update, information on the website for suppliers, information on new supplier form and improved information in the trust tender packs.	1. Increase the profile of EDI events held internally - the group could create ' You said, we did' posters and place them strategically around the building, a thermometer for fundraising, an E&D display board that visitors could also see, increased information on the HR Staff Update. 2. Develop staff Moodle area to be developed and updated in respect of EDI information and activities. 3. Introduce meetings for cleaning staff at NCD to include key points and training on such as EDI. 4. Supplier newsletter to be introduced at least annually sharing good practice and good new stories at NCLT in relation to EDI. 5. Training to be provided to the trust Board of Directors on EDI.	1. E&D/Events Boards created at both colleges. 2. More information added to Moodle for staff to access. The re-design of Moodle will also be considered. 3. Completed. 4. Completed – first newsletter sent in April 2018. 5. Training provided to trust Board of Directors in September 2017. Identified HR link on the BoD. E&D training also provided to Poppleton's Coaches as a third party provider for NCP in October 2017. 6. Ongoing – commitment pledged and 12 month action plan in progress.

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	Results of annual staff survey sent out to all staff which includes elements of EDI. E&D positive messages continue to be delivered to students as part of the tutorial programme. E&D training forms part of all new staff induction training and is regularly refreshed and reinforced. We are committed to recruiting to our Board of Directors and Advisory groups across a range of individuals.	6. Consider applying for the Disability Confident status.	
3. Practical Commitment: Staff at all levels within your organisation have shown a practical commitment towards embracing equality, diversity and inclusion.	98% of staff agreed that the college has EDI policies in place that are in place, understood and followed. 97% of staff thought that their colleagues show that they take EDI seriously in the way they behave and the things they say. Our pedagogy as one evidenced to improve the achievement and progress of all students but particularly disadvantaged. Our classroom methods are derived from neuroscience and informed by the fact that the classroom is a key arena for providing young people with experiences which they may not get in the family or neighbourhood. Our data dashboard takes a proactive approach to reporting on and acting on gaps in the performance of different learner groups,	1. Consider creating an audit of subject areas and key ways in which E&D can be delivered and embedded with students. 2. Continue to impact measure EDI in the curriculum to ensure staff are implementing this at a consistently high level. 3. Consider online E&D training for all staff as part of induction and then face-to-face refreshers so as to vary delivery. 4. Staff requested input on LGBT issues and supporting mental health – to consider providing this.	1. Audit underway at NCD. 2. Completed/Ongoing action – regular learning walks undertaken by SLT which include EDI. Documented new staff lesson observations include EDI (also, see above). 3. E&D is part of all new staff induction training, with refreshers also being provided in CPD week. Considering online training also. 4. Completed - external training provided on LGBT issues and wellbeing session offered for interested staff on mental health.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	including disadvantaged. Teaching staff have all for some time included EDI issues/topics on their schemes of work Staff have undertaken various EDI training in College on a range of topics. Staff have been involved with both staff and student EDI events and have engaged with the Leaders in Diversity diagnostic survey. Operation September Retention for students and early identification of potential issues on Cedar. Work life balance for staff – flexible working practices, Special Leave Policy.		
4. LiD Steering Group: A cross-sectional EDI/LiD Steering Group is established, is fully functional, and has the willingness and the ability to be effective in taking action points forward.	Each college has its own established Equality and Diversity Committee. It is functional and assesses E&D data, sets and reviews equality objectives, plans EDI events, supports EIAs and discusses other related EDI issues. There is definitely a willingness to address and promote EDI issues. The Group regularly attracts new members which brings new ideas, input and perspective on EDI issues.	1. Consider providing further training for members of the group to ensure that they are both confident and competent in this area. 2. Continue to ensure appropriate representation of staff and students to ensure the Group is most effective. 3. Continue to encourage members of the group to take lead on at least one EDI event per academic year in line with their interests and skills. 4. Looking at the possibility of	1. Still to complete – All staff had further E&D training and also considering online E&D training for all staff. 2. New staff members joined the group at NCP in 2016/17 (3) and 2017/18 (4) to replace staff that had left or out of interest. NCD group established in 2017/18 when opened. 3. This is a regular agenda item at each meeting and staff are so far happy to lead on events. A record of previous activities is kept to help staff with

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
		representation from a Director on the E&D Committee.	some possible ideas. 4. Still to do.
STRAND 2 - LEARNING			
5. Business Case: There is a good awareness of the business benefits of EDI amongst staff at all levels.	This forms part of the new staff induction training on EDI. 69% of staff agreed that they had talked about the advantages of having EDI amongst the people who work in our organisation. This was shared with all staff at the training provided in 2015, information permanently available on the website for stakeholders was also circulated to all staff in 2016. Board of Directors visit college to undertake learning walks and evidence what is happening at a practical level.	1. Include some key EDI messages of this nature on the HR Updates to reinforce. 2. To also include the above on the E&D/Events notice board.	1. Completed. 2. To be completed.
6. LiD Action Planning: The LiD action plan has been informed by a thorough EDI consultation and is understood by key members of staff and stakeholders.	Action points have been identified from having done the diagnostics and have been weaved through this action plan. All staff and student have been consulted via the LiD diagnostic survey and this has indeed informed this action plan. The action plan will be shared at the E&D Committees and with all staff.	1. 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. 2. Feedback taken specifically from the E&D Committee in both colleges.	1. Still to complete. 2. On agenda for 24 May for NCP, emailed to NCD as dates don't align.
7. Formal and Informal Learning:	94% of staff said that they had been given the time and opportunity to find out more about EDI and improve their awareness of EDI	1. Consider having E&D Champions to lead on specific PCs, perhaps those that score lowest on surveys or one	1. This has been done informally in that we ask staff on the E&D Committee to support events and areas of their

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
People at all levels within your organisation are enhancing their learning around EDI, in both formal and informal settings.	related topics (eg, through EDI events and activities). Posters prepared and prominently displayed on protected characteristics and other EDI terminology. Also included on the HR Update. 79% of staff said they had attended EDI training in the last 12 months. 39% of staff identified that they would like more information, support and/or training on mental health. External training for LGBT and mental health took place in 2016/17, as identified in the staff survey as areas staff would like further input on. Both largely positively received. Training provided to the BoD on E&D in 2017. Information session for staff/students on looking after yourself during Eid/exam time (fasting). Case studies and scenarios used to promote EDI – used in formal training, informally in advertising/social media. Formal training provided internally to Heads of School on recruitment and selection and EDI issues in 2016 to be repeated in 2018.	for each. 2. Consider bringing speakers in or getting people to volunteer to share their thoughts, experiences or stories when appropriate. 3. Develop staff Moodle area in respect of EDI information and activities – including uploading materials used in previous staff training/induction for staff to access/refer to. 4. Ensure all internal training is impact assessed by evaluation forms being completed and future survey responses. 5. Consider having EDI 'Fact of the Month' on the HR Update. 6. Information/training to be provided on unconscious bias to staff.	own interest or that they feel they can contribute to. 2. External speaker delivered on LGBT issues. Will consider others in the future – likely on race/religion in 2018 pre-opening of NCB. Planning mental health in summer 2018. 3. Completed. 4. Start of year training evaluated and largely positive responses. UPDATE FROM SN. 5. A range of EDI information has been included on the HR Update, including 'Fact of the Month'. 6. Still to complete – 'Fact of the Month' and further details on unconscious bias.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	Staff and student EDI events on a range of topics. Annual training updates provided on supporting students with particular disabilities/health issues.		
8. Paradigm Shifts: There have been paradigm shifts in the thinking of staff at all levels, in relation to EDI.	Hopefully the latest LiD surveys will evidence this. Staff appear more confident in discussing EDI issues with each other and students. Staff are encouraged to disclosure EDI issues so appropriate support can be provided if necessary.		
STRAND 3 - DEVELOPING			
9. New Opportunities: There is encouragement for all stakeholders to speak of new opportunities (both commercial and non-commercial), based on personal knowledge of diverse needs.	Staff are encouraged to bring new ideas to the college on opportunities that the college may be missing or can take advantage of to improve EDI practices - either through joining the E&D Group, or by contributing to EDI events or in other forms (eg, of a member of staff providing training to Progress Tutors regarding transgender issues). 70% of staff felt they could give examples of new things the organisation has introduced because of the diverse experience of people who work for or with them (examples could include new policies, different social events and activities, new projects, initiatives, products etc).	1. Increase engagement with staff more widely outside the E&D Group on EDI issues. 2. NCD staff asked to contribute ideas for equality objectives and EDI events/practices at induction. 3. Give suppliers the opportunity to contact us to let us know if they feel we can improve any of our EDI practices – include on EDI section of website. 4. Consider holding consultation groups with staff/students holding a particular protected characteristic to	1. Included as part of Staff Voice (staff wellbeing/mental health), information on HR Update, section on Moodle and comments/suggestions requested on a range of issues. 2. Completed and incorporated in to equality objectives and equality calendar. 3. Included on supplier newsletter (April 2018). 4. Still to complete.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	SSiF applications for DfE funding to raise the performance of disadvantaged children in 13 client schools from EYFS through to post-16. This is innovative work in which our teaching school takes a local lead in improving outcomes for disadvantaged children through a wide-ranging strategy including training teachers and TAs, working with school leaders and governors and engaging parents. New members encouraged to join the E&D Group annually, including students. Separate meetings held with cleaning staff due to working times to improve integration. Contractors included in some college events. Views of staff sought in the annual staff survey which includes elements of EDI.	gain further insight and feedback from these individuals and groups.	
10. Accessibility: The organisation provides a welcoming environment that is appropriately accessible and accommodating of all stakeholders' diverse needs.	97% of staff state they feel valued and respected by both colleagues and line managers, with 77% saying they feel valued by senior managers and 81% respected by senior managers. These are a significant increase on the figures from the previous survey results. The trust and its colleges are compliant with access requirements of the Equality Act 2010. 85% of students agree that the college buildings and facilities are accessible to people whatever their background, age, disability, ethnicity or religion.	1. Consider working with the SU and having an Anti-Bullying and harassment Champion for Learners. 2. Consider extending the first aid provision beyond 4pm to accommodate a variety of needs.	1. Anti-Bullying Week run. The Student Executive at NCP now has two representatives (in recognition of the size of the cohort and the interest from students) that cover all equality and diversity and are part of the E&D Committee. 2. Site staff trained in first aid so cover available when college is open, both inside and outside of the core day for students.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	The trust and its colleges operate a fair and transparent recruitment and selection process for candidates. There is a Special Leave Policy in place which allows for leave for religious festivals and also carer's/family situations. Gender neutral toilets introduced. Gender imbalance in performance addressed and under-representation of females in STEM. The trust makes reasonable adjustments for staff where appropriate, including flexible working, specialist equipment, changes to workspaces etc. Students with learning difficulties or disabilities perform highly. There is an Anti-Bullying and Harassment Policy in place for staff and students. The E&D Group consider policies and procedures for impact on different groups of staff/students and stakeholders in the form of EIAs. There is at least one member of the student body on each E&D Committee. Introduction of the staff annual survey. Staff rewards and recognition developed and applied consistently.		

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	Both colleges have a multi-faith prayer room available for staff and student use. The trust is currently a 'disability committed' employer. We provide information to all visitors on arrival.		
	A tiny number of external stakeholders completed the diagnostics. Far too few to be able to draw any firm conclusions. Tender documents for service contracts demonstrate that we wish to work with organisations who have a positive approach to EDI and we explicitly ask about EDI practices in tender documentation. Our website states our commitment to EDI practices and identifies that we want to work with like-minded organisations and highlights the business benefits of positive EDI. Information provided to contractors and visitors on arrival to Reception.	1. Review procurement materials and statements to ensure EDI is evidenced. 2. Review how we evidence that partners and suppliers are aware of our requirements in respect of EDI and how we can share best practice.	1. Partially complete. 2. This is a requirement for tendering, plus information added to the reverse of the new supplier form, newsletter sent to suppliers, improved E&D section on our website etc. Training on EDI provided to Poppleton's Coaches in 2017.
11. Bullying, Discrimination and Harassment: Your organisation does not tolerate bullying, discrimination and harassment. Handling procedures are effectively implemented and understood	97% or above of staff said they hadn't witnessed inappropriate behaviour, discrimination, bullying and/or harassment at work within the last 12 months. Of those that said they had witnessed the above, 94% or above felt that the college handled the situation satisfactorily. This was a	1. Social Media Policy to be devised and implemented.	1. Social Media Policy now in place and training provided to staff and students.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
by staff at all levels.	significant improvement from the last survey. 93% of staff and 81% of students reported that they would know where to go for help if they were the victim of discrimination, bullying and harassment. A policy is in place for staff/students who have any concerns re bullying and harassment. Student intervention procedures also in place. Staff Handbook/Code of Conduct and SES clearly state that discrimination will not be tolerated. Complaints relating to staff are handled and reported centrally as are student issues. An overview is reported to the E&D Group. Issues are dealt with promptly and effectively using the college policy in order to eradicate any escalation. Anti-bullying events take place as part of the E&D Events Calendar.		
STRAND 4 - ADVANCING			
12. Using Data: Your organisation is effectively monitoring EDI data, and is striving to appropriately increase the diversity of its staff and stakeholders.	The College is making good use of the data from the Leaders in Diversity diagnostics. Student achievement data is analysed by the E&D Committee and our action plan and equality objectives are informed by issues raised.	1. Review the calendar of equality events and refresh if appropriate and also review the outcomes from the events. 2. Consider how equality might be managed in three colleges going forward.	1. Completed. Reviewing the events is an annual process at the E&D Committee. 2. Completed. Each college has its own E&D Committee which feeds up to the Trust Executive Team or relevant SLT for any points requiring approval,

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	The college's ethnicity data shows that staff and student numbers are reflective of the local community (and are published on the website in accordance with Equality Act requirements).

Recruitment literature and social media coverage strives to demonstrate role models within the College for minority groups.

Data from the staff survey is analysed, an action plan created and shared with staff – this includes elements of EDI.

All the above feed in to the Equality Objectives which are regularly reviewed and updated.

The trust monitors EDI data for staff recruitment campaigns.

93% of staff said the college was very good or good at asking them what they thought about their EDI practices. This was significant improvement on the previous survey (53%).

94% of staff said the college was very good or good at telling them what they had found out about themselves and what they were doing as a result. This was a significant improvement on the previous survey (62%). | 3. Mental health awareness training identified as being useful by staff.

4. 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.

5. Consider applying for the Disability Confident Kite Mark. | as appropriate. Each college has their own equality objectives specific to their needs.

3. Completed. Online mental health awareness training undertaken – March 2018.

4. Completed. Voluntary peer observation programme in place. Regularly learning walks and feedback. E&D audit undertaken regarding opportunities to embed EDI issues in to the curriculum.

5. The trust is Disability Confident Committed and working on its 12 month action plan. |
| **13. Continuous Improvement:**

There are perceptible signs of continuous improvement in attitudes, habits, behaviours and conduct in relation to EDI. | Equality objectives reviewed in light of data and amended/added to at least annually.

Further information provided to stakeholders on the website. | 1. Further develop the Moodle section on EDI.

2. Consider a social media campaign focus for students as the impact of social media is recognised for our age | 1. Completed.

2. Still to complete.

3. All vacancies are advertised internally within the trust to give individuals at |

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
	The trust is calculating its gender pay gap voluntarily in advance of meeting the requirements of the legislation on the snap shot date, as it deems this to be good practice. Request for information/training on certain topics proactively requested from staff, eg, LGBT and mental health. Annual staff survey results continue to improve, which includes some EDI issues. Results of LiD survey improved, resulting in regular entry in Top 100 Index. Social Media Policy in place and training provided to staff and included in new staff induction. Information also shared with students.	group of students particularly. 3. Review how job opportunities will be made available to staff across the trust.	either college equal opportunity (whether advertised externally or not).
14. Strategic Planning: Your organisation is committed to continuous improvement and has built EDI into both long term strategic plans and shorter term goals and projects.	EDI objectives have been re-written and feed in to the college's strategic planning process. Equality objectives are reviewed at each E&D meeting and progress logged. Within the Trust 3 year Strategic Plan there is a Culture Plan for both staff and students which incorporates EDI.	1. Review Strategic Plan as part of ongoing process, extended by 1 year.	1. Ongoing in line with usual strategic plan timescales.
15. Communicating Outcomes: You have effectively communicated the outcomes of your Investors in Diversity journey so far across the	Leaders in Diversity outcomes communicated to staff/students internally and external stakeholders via our website and press release. Further details shared with the E&D		This action is an ongoing requirement.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
organisation, with staff at all levels demonstrating an improved understanding of the importance and impact of EDI activities.	Committee. Further press releases in relation to Top 100 Index.		

LEADERS IN DIVERSITY

Purple – NCLT   Green – NCD specific   Blue – NCP Specific

Destination	Current Position	Action Points	Update
1. Senior Leadership: Senior leaders, including board members, where appropriate, take a lead role in equality, diversity and inclusion.	Training has been provided to the Board of Directors so they understand our and their obligations and regular HR Reports are submitted to the Board, which include EDI issues. 50% of SLT said they didn't know what the 3 aims or arms of the General Equality Duty are. HR link on the Board of Directors to ensure HR issues (including E&D are represented at Board level). Senior leaders act as role models for EDI – leading on events, supporting and delivering training, modelling appropriate behaviour etc.	1. Regular E&D updates provided to the Board of Directors and Trust Executive Team. 2. Further training to be provided to the Trust Executive Team on the PSED (General Duty) as identified in the last survey to strengthen the current situation.	1. Completed – a feature of the HR Report for the Board of Director's Meetings and Trust Executive Team Meetings, where relevant. 2. Training planned for the next TET meeting on the PSED and our duties.
2. Succession Planning: Your organisation has plans in place to ensure equality, diversity and inclusion.	All SLT thought the organisation was developing a pool of talented people to lead on EDI and all agreed they had been involved in establishing the college's equality objectives.	1. Ensure the current situation is replicated at NCD.	1. Completed – Principal and Vice Principal appointed from NCP to ensure continuity of values, including EDI. Same training, processes and culture across the trust, regardless of location.

Destination (what you need to do)	Current Position	Action Points (from last assessment)	Update
3. Distributed Leadership: People at all levels of the organisation show leadership in equality, diversity and inclusion.	All SMT thought that the organisation was developing a pool of talented people to lead on EDI. 75% of SLT said they had been involved in EDI training in the last 12 months. 75% of the SMT thought that those involved in recruitment had been to recruitment training. 100% of SLT felt that EDI are embedded in the recruitment process. 100% of SLT thought EDI was everyone's responsibility. Members of each E&D Committee lead on specific EDI events throughout the year.	1. Expand recruitment and selection training to support staff managers to further strengthen the process and develop them as managers (though they would interview with a trained senior manager). 2. Schedule recruitment and selection training for newly appointed middle managers at both colleges.	1. Still to complete. 2. To be completed – planned for the Autumn Term 2018.
4. External Leadership: Your organisation shares best practice externally, is a leader in its field, and is an ambassador for positive change.	None of the SLT said that the College monitors the performance of suppliers. 75% of suppliers said that the college hadn't communicated with them regarding EDI prior to the LiD survey. The college shares best EDI practices at regional NorVIc meetings of HR Managers and others.	A letter out to all suppliers informing of the Colleges setting out the Colleges expectations of them. Increase links and information with suppliers in regards to EDI activities.	Completed - Improved section on website. Information on reverse of new supplier form. Supplier E&D newsletter sent.