



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Willow Dene School

Overarching trust aim:

To develop an inclusive trust culture, where our values; ambition, optimism and resilience underpin the organisation.

The Compass Partnership of Schools is committed to ensuring everyone within our organisation feels included and thrives. We uphold and seek to promote the equalities act 2010, ensuring no-one is disadvantaged because of age, disability, gender reassignment, pregnancy/maternity , race, religion, sex or sexual orientation.

The 3 year equalities framework aims to consider how we break down the steps needed to meet our overarching aim. To achieve deep lasting change we take the approach of planning a process of engagement, exploration and finally embedding the actions being undertaken. In order to be responsive to the needs of the organisation we detail the smaller actions required to break down the overarching aim making adaptations and additions annually or more frequently if required.

Year 1 – Engage Trust Level Plan

Aim	Why	Trust level Focus	Lead individual/Time scales	Questions that indicate success
To develop a shared understanding of our trust values: ambition, optimism, and resilience	What we value influences how we conduct ourselves in every interaction we have. Our	Initial work with Talent architects and strategic leaders to develop a shared understanding of what inclusion is	MB Summer 2022	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

Understanding what they are, what they look like and their importance

values dictate our behaviours as we work towards realising our trust vision. A shared understanding of the values that underpin an organisation is critical to developing culture.

Work with headteachers and the business team deeply exploring what trust values look and feel like

- *Do we have a shared understanding and agreement?*
- *How are these underpinned in development planning?*
- *How do we make them more explicit to all?*
- *How do we work to embody that?*

How do we work with all stakeholders to ensure they are the DNA of the organisation?

..Training for 4 key strategic team members who will drive work

Work with Members, Trustees and LSC Chairs to deeply explore what trust values look and feel like

Review of committees and agendas to ensure

MB/ JC Autumn 2022

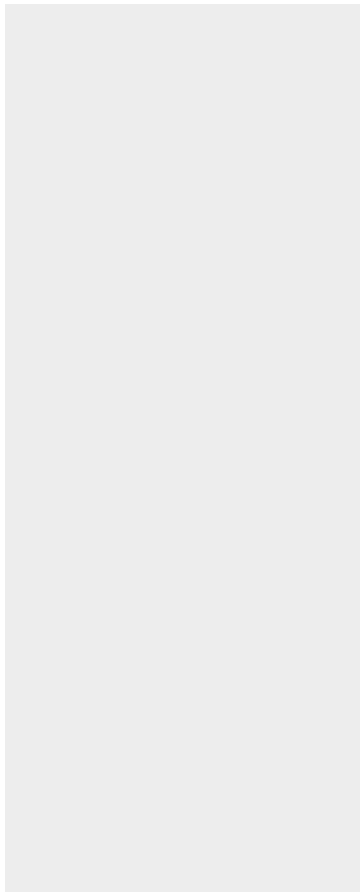
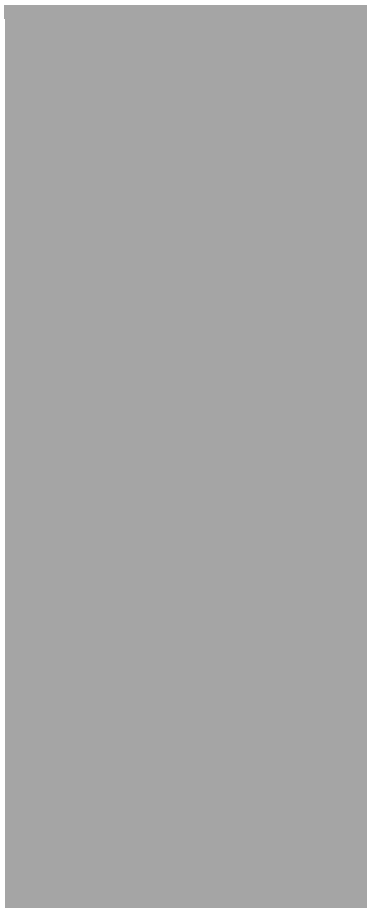
Do our shared values underpin our decision making?

Are there times that we use our values to challenge our decision making?

What do our wider stakeholders understand of our values and how is this seen in committees and groups` /use our values?

MB Spring 2023

JC/ KJS A
Autumn 2022



the values are the basis for all decision making

Work with parents forum to deeply exploring what trust values look and feel like

Gather insight on how these look to parents

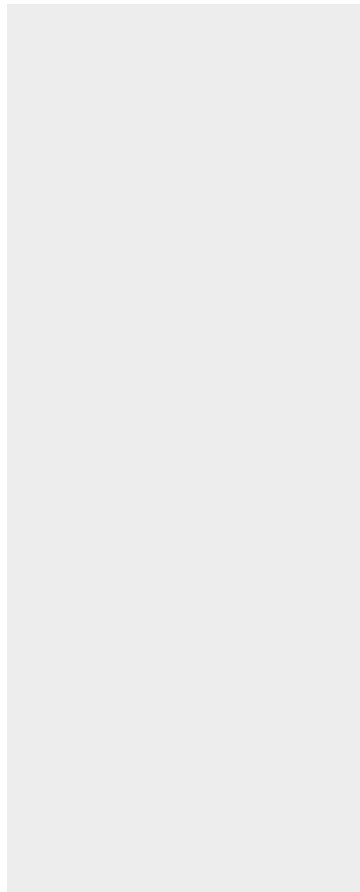
How we consult with parents to gather further insight?

Do our values define our schools?

Work with Compass council to develop an understanding of our trust values and their understanding from the children's perspective

How do we consult and work together?

JC/MB
Autumn 2022



To develop sophisticated evaluation of the data we hold to develop a strategy for the development of a more diverse work force

Using the data we hold more effectively will aid the identification of key areas where further exploration is needed

An evaluation of the use of Staff data

- What data do we currently hold?
- How do we use it most effectively to gain an improved workforce picture?

HC Autumn 2022

Are we able to empirically identify the areas where we need to focus on work force development?

Do we have an awareness of how we compare to other trusts schools?

		<ul style="list-style-type: none"> • How is data shared with schools to support work force planning <p>Explore ways of gaining a true picture of the thoughts and opinions of a diverse group of the workforce</p> <p>Ensure workforce data is shared with headteachers to enable an improved understanding when developing priorities</p>	<p>HC/MB Spring 2023</p> <p>HC Spring 2023</p>	<p>Do we really know what it is like to be an minority group employee in our trust?</p>
<p>To ensure all groups of children make good or better progress and achieve inline with all children nationally</p>	<p>In order to offer the best life chances for all our children, we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment</p>	<p>Develop trust systems to track and evaluate key information related to equity of opportunity Effective systems of trust data analysis</p> <p>Use examples that buck the trend and share examples of good practice</p> <p>Develop opportunities for leaders to problem solve approaches to explore areas that continue to raise concerns</p>	<p>JG/MB Autumn 2022</p> <p>JG/MB Autumn 2022</p> <p>Exec team ongoing</p> <p>MB/RH Autumn 2022</p>	<p>Is the data sophisticated enough to identify marginalised groups who are underachieving?</p> <p>Do we know examples that buck the trend both within and beyond our trust? How are we using these?</p> <p>Do we devote time to consider research and innovate?</p> <p>Are resources spent effectively to target the underachievement of minority groups?</p>

		<p>To embed assessment systems for children with complex needs across all mainstream schools offering:</p> <ul style="list-style-type: none"> • A clear measure of progress and achievement • Moderation opportunities • Support for teaching to target specific areas of need <p>Ensure a continual review externally of examples of good practice and research to support development</p>	<p>Exec and Strategic team ongoing</p>	<p>What does the progress and attainment of our complex children look like? Are we confident that targeted provision for these children is effective and resources are targeted?</p>
<p>To ensure all children have equal access to the Compass Curriculum and wider school opportunities</p>	<p>Research demonstrates that when students have opportunities for wider social enrichment opportunities beyond the school day, they have greater academic success, fewer behaviour problems, and higher levels of positive social behaviours (Durlak, et al., 2011)</p> <p>Ensuring equity of opportunity provides experiences that support the softer skills needed to</p>	<p>Develop systems to ensure data is collected and analysed</p> <p>Use data as a basis to gather further information</p> <p>Plan to target areas of inequality</p> <p>Share innovative examples across schools to support with breaking down barriers such as budget constraints</p>	<p>MB Autumn 2022</p> <p>MB Spring 2022</p> <p>Strategic leaders Summer 2022</p> <p>Strategic leaders Spring 2022</p>	<p>Do we know how accessible wider aspects of school life are to all groups?</p> <p>How are you actively using the data you have to reduce inequity?</p>

support greater success in life beyond school

Year 1- Engage
School Level plan
 Willow Dene School

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</p>	<p>Children have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum Children see differences in representation and see themselves as a part of that and are proud of their heritage, culture and or beliefs.</p>	<p>Subject leads to reflect and revise current curriculum documents (units) Incorporate and diversity box on each unit map Ensure that curriculum material can be adapted to suit the needs of all learners</p>	<p>Subject leads 2023 Autumn- spring</p>	<p>Can children see themselves in their curriculum? Do children have recognisable role models in their curriculum? Does our curriculum represent the wider community? Do children feel valued and respected?</p>
<p>Ensure our stance on EDI is highlighted, shared, and embedded through the ethos and culture of the school community</p>	<p>All children, families and staff need to be able to recognise that they are valued and they have a place in our school community. This is</p>	<p>Share stance on issues around EDI through whole school and parent briefings, documentation and displays.</p>	<p>WD Leaders Ongoing throughout the year.</p>	<p>Do all members of the school community see themselves reflected within all aspects of school life? Does policy and documentation reflect our</p>

	<p>reflected in all aspects of school life, including ethos, policy, documentation, and practice.</p>	<p>Research and sign up to initiatives that match our ethos such as 'The Halo Code', ensuring these are included in policy and documentation such as 'dress code'. Use opportunities such as BHM to highlight our position as a school.</p>	<p>JG-S Autumn 22 WD Leaders Ongoing throughout the year</p>	<p>stance on issues relating to EDI? Is our stance and ethos reflected within the school environment? Are staff aware of the collective stance we have as a school community on issues relating to EDI?</p>
<p>Improve recruitment processes to ensure that we attract and appoint the highest quality people to Willow Dene that represent the community that we serve</p>	<p>Willow Dene can continue to provide the best possible education to children because it is fully staffed by a committed, diverse and dynamic team who have the right skills and attributes for their roles.</p>	<p>Review the current wording and format of Teacher and TA Job Advertisements including: Bringing diversity to messaging Ensuring language is inclusive Ensuring what Willow Dene has to offer is attractive Review school tours in the light of candidate feedback to: Ensure candidates can talk to people from different teams or functions Understand the ethos of the school Can see how careers can grow and develop Review the use of the school website and social media for advertising job vacancies to ensure this is as effective as possible</p>	<p>RH/BB- Autumn-Spring RH/BB- Autumn-Spring RH/EU/KW- Autumn 23</p>	<p>Do candidates see themselves reflected in the workforce at Willow Dene? Can candidates see how they could thrive at Willow Dene. Do our recruitment processes reflect the diversity and talent within our workforce? Does the values-driven culture at Willow Dene and key aspects of the ethos of the school impact on candidates positively? By advertising effectively using routes that are current and do not target geographically, are we attracting a larger and more diverse field?</p>

<p>Ensure all children and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts children's opportunities.</p>	<p>Willow Dene will recognise families who may require additional support to access all opportunities within school. Including but not limited to, healthy snacks, school journeys and PE Kits/School Uniform.</p>	<p>Research barriers to the school day for our families, such as purchasing school uniforms, PE kits, period/self-care products. Offer a range of school journey opportunities to ensure children are offered affordable and appropriate opportunities to access social enrichment opportunities.</p>	<p>MC/CD-D Autumn – Spring</p>	<p>Are children able to access all aspects of the school day?</p> <p>Are financial costs for parents considered at a strategic level when activities/trips are planned?</p> <p>Do families feel confident in seeking support from school?</p>
<p>To develop links with siblings of our families by providing support, giving more opportunities to be involved with the school, celebrating their brother/sister with SEND and having a better understanding of their needs.</p>	<p>Siblings of our children may be overlooked in the family setting or see their brother/sister with SEND as an embarrassment. We want to develop siblings' sense of belonging within the Willow Dene community and pride in their brother/sister with SEND. We want to support siblings to gain a better understanding of their brother/sister's needs.</p>	<p>Gather data on the demographic of siblings at Willow Dene to inform planning. Use findings to plan for and implement events, activities, projects and ways to engage different groups of siblings, teenage sibling hangouts, siblings using school specialist areas, etc. Research and link with young carers charities e.g. Sibs Explore communication methods with siblings. For example, sibling section of the website, sibling newsletter etc.</p>	<p>EB, JG-S Autumn 22.</p> <p>EB, JG-S Autumn 22</p> <p>EB, JG-S Ongoing throughout the year</p> <p>EB, JG-S Ongoing throughout the year</p>	<p>Do siblings see themselves as belonging and a part of Willow Dene school life?</p> <p>Do siblings have an understanding of their brother/sister's needs?</p> <p>Are siblings proud of their brother/sister with SEND?</p> <p>Are siblings feeling celebrated and supported by Willow Dene?</p>

**Year 2- Explore
Trust Level Plan**
To be populated upon evaluation of year 1

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
To review policy and practices to ensure it is underpinned by and drives our trust values		Policy evaluation Consistency of values thread throughout		
Developing a more inclusive workforce		Positive action What do our recruitment processes say		
Leadership development		Diverse leadership development Shadowing Mentoring Coaching		
		Career representation		

**Year 2- Explore
School Level Plan**
To be populated by individual school

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
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**Year 3- Embed
Trust Level Plan**
To be populated upon evaluation of year 2

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
Shared value permeates trust Deep exploration and work were there needs to be areas of focus				

Year 3- Embed
School Level Plan
To be populated by individual school at the end of year 2

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success