THE COMPASS
PARTNERSHIP OF SCHOOLS

3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Willow Dene

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. 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 2022-23 Trust Level Plan				
Aim	**Why**	**Trust level Focus**	**Lead individual/Time scales**	**Questions that indicate success**
To develop a shared understanding of our trust	What we value influences how we conduct ourselves in every	Initial work with Talent architects and strategic leaders to develop a	MB Summer 2022	Do we all have an overarching agreement on how our shared values

| values: ambition, optimism, and resilience Understanding what they are, what they look like and their importance | interaction we have. Our 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. | shared understanding of what inclusion is

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 exploring what trust values look and feel like

Review of committees and agendas to ensure | MB/ JC Autumn 2022

MB Spring 2023

JC/ KJS A Autumn 2022 | are conveyed in behaviour

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? |

		the values are the basis for all decision making

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

Gather insight on how these look to parents and 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? |

		• How is data shared with schools to support work force planning Explore ways of gaining a true picture of the thoughts and opinions of a diverse group of the workforce Ensure workforce data is shared with headteachers to enable an improved understanding when developing priorities Embed system for blind short listing	HC/MB Spring 2023 HC Spring 2023 HC Autumn 2023	Do we really know what it is like to be a minority group employee in our trust?
To ensure all groups of children make good or better progress and achieve in line with all children nationally	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	Develop trust systems to track and evaluate key information related to equity of opportunity Effective systems of trust data analysis Use examples that buck the trend and share examples of good practice Develop opportunities for leaders to problem solve approaches to explore areas that continue to raise concerns	JG/MB Autumn 2022 JG/MB Autumn 2022 Exec team ongoing	Is the data sophisticated enough to identify marginalised groups who are underachieving? Do we know examples that buck the trend both within and beyond our trust? How are we using these? Do we devote time to consider research and innovate? Are resources spent effectively to target the underachievement of minority groups?

		To embed assessment systems for children with complex needs across all mainstream schools offering: A clear measure of progress and achievement Moderation opportunities Support for teaching to target specific areas of need Ensure a continual review externally of examples of good practice and research to support development	MB/RH Autumn 2022 Exec and Strategic team ongoing	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?
To ensure all children have equal access to the Compass Curriculum and wider school opportunities	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) Ensuring equity of opportunity provides experiences that support the softer skills needed to support greater success in life beyond school	Develop systems to ensure data is collected and analysed Use data as a basis to gather further information Plan to target areas of inequality Share innovative examples across schools to support with breaking down barriers such as budget constraints	MB Autumn 2022 MB Spring 2022 Strategic leaders Summer 2022 Strategic leaders Spring 2022	Do we know how accessible wider aspects of school life are to all groups? How are you actively using the data you have to reduce inequity?

	Year 1- Engage School Level plan			
Aim	**Why**	**Actions**	**Equalities strand Lead individual Time scales**	**Questions that indicate success**
Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community	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.	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	Subject leads 2023 Autumn- spring	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?
Ensure our stance on EDI is highlighted, shared, and embedded through the ethos and culture of the school community	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 reflected in all aspects of school life, including ethos, policy, documentation, and practice.	Shared stance on issues around EDI through whole school and parent briefings, documentation and displays. 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'.	WD Leaders Ongoing throughout the year. JG-S Autumn 22 WD Leaders Ongoing throughout the year	Do all members of the school community see themselves reflected within all aspects of school life? Does policy and documentation reflect our 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

		Use opportunities such as BHM to highlight our position as a school.		as a school community on issues relating to EDI?
Improve recruitment processes to ensure that we attract and appoint the highest quality people to Willow Dene that represent the community that we serve	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.	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	RH/BB- Autumn-Spring RH/BB- Autumn-Spring	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?
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.	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.	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	MC/CD-D Autumn – Spring	Are children able to access all aspects of the school day? Are financial costs for parents considered at a strategic level when activities/trips are planned?

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
		appropriate opportunities to access social enrichment opportunities.		Do families feel confident in seeking support from school?
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.	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.	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.	EB, JG-S Autumn 22. EB, JG-S Autumn 22 EB, JG-S Ongoing throughout the year EB, JG-S Ongoing throughout the year	Do siblings see themselves as belonging and a part of Willow Dene school life? Do siblings have an understanding of their brother/sister's needs? Are siblings proud of their brother/sister with SEND? Are siblings feeling celebrated and supported by Willow Dene?

Year 2- Explore
2023-24
Trust Level Plan

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success

Policy development **To review policy and practices to our commitment to EDIB underpins all policies**	For Compass to deepen and embed our commitment to equality, diversity, inclusion and belonging there needs to be a shared understanding and commitment that is at the heart of all policy development	Policy evaluation Development of a prompt of key considerations to evaluate policy development against our EDIB commitment Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course	MB and HC- Autumn 2023 Exec team - ongoing MB/BT Autumn 2023	Do all policies have the same commitment EDIB? Is the commitment understood and shared?
Staffing and representation To work towards developing a more diverse and representative staff team, including increasing numbers of BAME staff in leadership positions	A diverse work force is morally and socially right, and research indicates it improves the output of the organisation	To develop systems that enable equalities data to be easily collated and analysed to support effective action planning. Use data collated to review our recruitment processes. Consideration of the need for positive action Use PDC as an opportunity to encourage ethnically diverse staff to attend specific Greenwich sessions focusing on ethnically diverse representation in leadership and leadership shadowing	HC – Spring 2024 HC – Spring 2024 Exec and strategic team – Autumn 2024	What does the data tell us about our staff demographics? Who are applying for posts? How does our staff demographics compare with other trusts/schools in similar contexts? How does it feel to be a BAME member of staff within our trust? How are we using PDC's to promote career development for BAME staff?

Curriculum **To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum**	The PHSE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain. Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school	Develop a shared presentation for parents focusing on the PHSE curriculum, including the 'No Outsiders' programme. Schools to offer parental workshops PHSE curriculum evaluation in line with adaption to government guidance Develop summary policy and curriculum guidance readily available to parents Explore and share ways in which schools recognise and celebrate events that support the curriculum offer	MB Autumn 2023 Headteachers- Autumn term PHSE Leads MB – Spring 2023 MB – Autumn 2023	Is the PHSE curriculum a high profile across all schools? Do our parental communities know the content of the curriculum? Are parents confident in schools to deliver the content in an age-appropriate way? Is the PHSE curriculum regularly reviewed and adapted to meet national policy and support the understanding of key issues that our children encounter? Does our wider curriculum offer promote and celebrate equalities?
Achievement **To ensure all children who are disadvantaged by society make good**	To offer the best life chances for all our children, we must recognise those groups at a disadvantage and use	The success for all document is embedded across all schools	Headteachers/Exec headteachers – Autumn 2024	Are attainment gaps closing for key groups of children?

progress and any identified gaps are quickly closed	data effectively to target support to close gaps in attainment	Pedagogy outlined in the Compass teaching and learning framework embedded

The BEST framework is embedded as a focus of school improvement

Data used effectively to identify trends and share good practice | Headteachers/Exec headteachers – Autumn 2024

Exec headteachers – Autumn 2024

MB – Autumn 2024 | Are appropriate systems in place to measure the progress and attainment of our most complex children? |
| **Attendance**

To ensure all groups of children have equal access to a high-quality education, | Good attendance is a prerequisite of good attainment and can determine future life chances | Trust attendance data is analysed, published half termly

Sharing of school's successes and challenges, highlighting good practice and problem solving

Develop a directory of services available to support parents
CPD for governors to better understand their accountability

Develop a trust pastoral group to ensure ongoing CPD and sharing of good practice | MB – Autumn 2023

MB – Spring 2024

MB – Spring 2024

MB -Spring 2024

BT – Autumn 2023 | Is attendance at or above national expectations?

Is attendance of all significant groups in line with their peers

Is appropriate sign posting available to ensure timely support for children and families?

Are systems in place to ensure impact of long-term medical absence is where possible minimised? |

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
Policy development **To review policy and practices to our commitment to EDIB underpins all policies**	A robust and inclusive induction process is the first step in demonstrating our commitment to stakeholders. Ensuring our policies reflect Equality, Diversity, and Inclusion from the outset sets a clear precedent for expected behaviours, values, and practices throughout the school community.	Policies will be reviewed to ensure EDI continues to be reflected throughout New members of staff will have a comprehensive induction offer which supports them to be successful in their role New members of staff will be supported by class teams and leaders who are knowledgeable on the induction process and areas of learning	KW, Cbd, BB – Autumn onwards KW, CBd, RB – Autumn onwards KW, CBd, RB – Autumn onwards	Is this policy inclusive and reflective of the needs of our school community? Can all staff see themselves within our policies? Are new members of staff aware of expectations of the induction process? Do new members of staff feel well supported? Are new members of staff equipped with the essential learning and training required for their role? Are class teams and leaders confident in the induction process? Do new members of staff know who to speak to for support? Are new members of staff aware of the network of support available to them?
Staffing and representation	A diverse and inclusive induction process signals our commitment to valuing diversity from the moment a staff member joins our	Ensure the diversity of our school is reflected throughout the recruitment and induction process	KW, CBd, BB – Autumn onwards	Can members of staff/potential members of staff see themselves within our recruitment and induction package?

To work towards developing a more diverse and representative staff team, including increasing numbers of BAME staff in leadership positions	team. By emphasising diversity and representation in the induction process, we not only foster a culture of acceptance, but also pave the way for aspiring ethnically diverse leaders to visualise and pursue leadership roles with confidence	Feedback mechanisms in place to enable all staff members to provide feedback on their experiences, challenges and any barriers they face	KW, CBd, RB – Autumn onwards	Does the induction programme meet the needs of all new staff? Have barriers been identified and addressed?
		Review induction offer to ensure accessible to all new members of staff	KW, CBd, RB – Autumn onwards	Do barriers exist which make accessing the induction offer difficult? How are these overcome? How have they been removed?
Curriculum **To ensure all stakeholders have a clear understanding of content and purpose of the PHSE curriculum**	The PHSE curriculum (made up of the essential skills strand and RH(S)E) supports children and young people to develop independence and an understanding of relationships, giving them the best opportunities in later life.	The curriculum will be reviewed considering current thinking for equality and diversity.	MR KF, CDD Autumn 1	Does Is the current curriculum offer opportunities for all children and young people to access learning?
		Curriculum is disseminated to all stakeholders and sharing core themes within the curriculum	KF, CDD Autumn 2	Do all stakeholders understand the core themes that run through our curriculum and how they are achieved?
		Ensure themes of diversity are incorporated in the essential skills strand of the curriculum and the RH(S)E strand.	KF, CDD Spring 24	Does the essentials strand meet the needs of all children and young people?
		The KS5 curriculum embeds the ethos of equality and diversity by ensuring each young person have access to learning that is appropriate and relevant for their individual circumstances.	KN, MR Summer 24	Does the KS5 curriculum guarantee all young people opportunities to experience a relevant curriculum that offers enriching experiences for all.

Achievement **To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed**	To offer the best life chances for all our children class teams must work closely with families and other professionals to identify and address barriers to learning so children make good progress	Share progress and achievements between school and home through EfL to support families to develop understanding of ways to support children and children to generalise skills	CBs - Autumn 23 onwards	Are families accessing information about children's learning and progress through EfL and is there evidence of positive impact of this?
		Ensure Progress Meetings are effective at identifying and addressing barriers for all children	Senior Leaders – Autumn 23	Are Progress Meetings effective mechanisms for addressing barriers for all children?
		Ensure Early Reading and Phonics practice across the school supports all children to make good progress from their starting point, with a particular focus on children working on Foundations for Phonics	CBs and KW – Autumn 23 onwards	Is high quality teaching of Early Reading and Foundations for Phonics leading to identifiable positive outcomes?
Attendance **To ensure all groups of children have equal access to a high-quality education**	Good attendance is a prerequisite of good attainment. Children with SEND face specific challenges in relation to attendance, which we want to mitigate as far as possible	Revise admin systems so that absences can be followed up quickly and robustly	SC/RH, BB, SH – Autumn 23 onwards	Is coding complete in good time? Is there feedback between stakeholders? Are parents included in conversations?
		Systematically produce, collate and interrogate attendance data to ensure that teachers and leaders are engaged with dialogue about where this can be improved	CB, SH-, BB- Autmn 23 onwards	Are data sets available in good time? Is the data produced fit for purpose? Are there data-based conversations taking place which result in quantifiable actions and improvements
		Ensure that year on year data comparisons are used at annual reviews to review	NW, BB, Senior Leaders- Autumn 23 onwards	Is the data available at annual reviews? Do leaders know how to frame

| | | data with families in a dialogic way | | conversations? Are parents receptive to discussions? |
| | | Use attendance advisory service as a responsive way of anticipating where attendance patterns could cause future concerns and attendance can be improved for children where this is realistic | EB, RH, SH, BB- Autumn 23 onwards | Is the data set available? Are we asking the right questions about the data? Are meetings prepared for with shared a shared understanding of outcomes? |

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