THE COMPASS PARTNERSHIP OF SCHOOLS

3 Year strategic Equalities, Diversity and Inclusion plan

Autumn 2025 – Summer 2028

Trust Level Plan

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.

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic Year 25-26
Economic Disadvantage	To ensure pupils who are under resourced achieve in line or above their peers	Review and Review Launch 'Success for all'	JG Autumn 2025	The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group
		Launch trust wide focus of adaptive teaching, ensuring this remains a focus for all CPD and Learning groups	JG/BT Autumn 2025	Teaching is precise and targeted. Attainment in all year groups raises by 5%
		Ensure effective data systems for tracking group	SP/MB – Summer 2026	Data system enables trust level data to track

	The attendance of under resourced pupils is at or above national levels, persistent absence is lower than national	data gaps as cohorts move through school Targeted work with schools where data causes concern Robust attendance tracking Attendance action plans in place where gap is wide Continued work on emotional school based non attendance	Exec heads - Ongoing HG – Ongoing HG – Autumn 2025 MB/BT Ongoing	attainment gaps across year groups, leading to precise analysis of data
Race	Staff have understand the impact of bias Staff have an improved understanding of predominate racial groups who are marginalised within society	3-year CPD programme through Hemisphere Focusing on Psychology of bias Experience of Afro/Caribbean Pupils Experiences of South East Asian Pupils Year 3 to be confirmed	MB - Ongoing	Data indicates pupils have a greater sense of belonging Staff feel more confident and show a greater awareness of race and culture No gaps between data -attainment

	All pupils feel a sense of belonging and achieve well All parents feel respected and a sense of belonging within the school community	Data from staff and pupils to support action planning and impact in schools		Suspension -Behaviour
Disability	To ensure pupils with additional needs thrive and make good progress	Development of curriculum support documents to support planning for pupils with complex needs Continued enhancement of Willow Dene early help and provision reviews to ensure access to expert advice and support Develop KPLC outreach to ensure improved support for pupils with SEMH needs Develop a clear framework that highlights support expectations and pathways for pupils with SEMH	BT - Ongoing BT/RH - Ongoing BT/HG – Autumn 2025 HG/MB/BT Autumn 2022	Science document are developed and rolled out Feedback indicates pupils with additional needs are engaged purposefully in lessons Provision for pupils is more personalised, meeting need leading to improved progress. Improved support leads to fewer suspensions and reduced timetables Staff feel more confident to work with pupils whose behaviour may challenge

	Ensure attendance of pupils with SEND is inline with their peers (within our mainstream schools)	Relaunch the inclusion continuum, providing support for implementation as required Interrogate data to gain improved understanding of the issues Work with identified schools to develop an action plan Develop clear protocols for authorising attendance to ensure improved consistency across the trust	MB/BT – Autumn 2025 HG/BT Autumn 2025 HG/BT – Autumn 2025 HG/JR Autum 2025	Fewer children with SEMH move on to alternative provisions Attendance of pupils with SEND raises by 5%
All Staffing and representation	To work towards developing a more diverse and representative staff team, including increasing numbers of women and ethnic minority staff in leadership positions	To develop systems that enable equalities data to be easily collated and analysed to support effective action planning Including data related to promotion and retention of staff from ethnic minority groups	HC – Spring 2026 HC – Spring 2026	Purposeful data is available to analyse patterns More staff of ethnic minority origin apply for posts A plan is developed to encourage leadership development

		Use data collated to review our recruitment processes. Consideration of the need for positive action Use PDC as an opportunity to encourage ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority and female representation in leadership and leadership shadowing Adapt the wording of our equalities statement on advert. Consider where we advertise for roles Ensure flexible working policy and procedures both meet requirements, but also support recruitment and retention of key staff	HC – Spring 2026 MB – Autumn 2025 HC/MB – Autumn 2025 HC – Autumn 2025	
All Belonging	To build coherence, consistency, and connectedness into the systems surrounding our pupils and their families	Identify 3 schools to work closely on REACH – Cradle to Career programme (3 years)	MB – Autumn 2025	Audits of existing relationships have taken place and identified actions to develop improved connectedness between home and school

	Develop a cradle-to-career mindset, audit existing relationships, and identify opportunities to co-create a coherent educational offer for children and families. Build organisational capacity to design, develop, and deliver integrated pipelines of cradle-to-career support, grounded in great schools			Parental survey response improve by 5% at schools engaged with programme

School Level Plan					
Strand	**School Aim**	**Why**	**Action**	**Lead**	**Questions that indicate success**
All Belonging	To apply Funds of Knowledge theory, recognising, valuing, and celebrating the diverse cultural and social backgrounds of CYP, using their lived experiences to enhance teaching and learning	Recognise and harness the power of funds of knowledge theory, developing a greater understanding of the knowledge that CYP bring with them from their families, home life, and cultural heritage. Ensure CYP and their families are reflected in their learning, curriculum, and resources, in	CPD for staff on Funds of Knowledge Theory and application to practice School Development Projects on Funds of Knowledge Subject Leaders to review subject documentation and unit maps	JG-S/EB	Does the curriculum, resources and supporting documentation reflect our school demographic? Do staff teams know what children bring to school with them and is this being used to enhance teaching and learning?

		order to enhance engagement			Has there been an increase in engagement and outcomes for children when funds of knowledge theory has been applied?
Belonging	To secure a future for our year 14 leavers as lifelong learners and valued and valuable citizens	This is our first cohort of Year 14 leavers and securing the right future destinations for them so that they can live a fulfilled adult life is a priority	Amend annual review documentation. Make connections with Local Authority colleagues, work with the University of Oxford to develop character strengths as a progress measure. Liaise with Compass HR and legal team about becoming an employer. Liaise with supported internship team and ensure that every Year14 has an external work experience placement	RH / KN	Do Year 14s have a smooth transition to the right placement for their individual needs? Have we achieved 0% NEET and if not, what were the barriers? Do post school destinations have the right information to ensure a successful future?
Race	To develop staff knowledge and understanding of racial unconscious bias, with a specific focus on South Asian Heritage	Support all staff to understand unconscious bias and how this might impact on our perceptions, relationships, and practice so that this can be minimised, resulting in great	Implement Hemisphere Racial Literacy training programme, including a pre-briefing, training and opportunities for reflection and embedding the programme	JG-S/EB	Has staff understanding of unconscious bias increased? Are staff aware of their own bias'?

		cohesion and understanding			Is there greater understanding amongst staff of those within our community from a South Asian heritage?
Disability	To lead on the adaptive teaching focus across the Trust for the most complex learners, with a focus on curriculum design, CPD for leaders at all levels and successful implementation	All children with SEND across the Trust should have access to high quality teaching and learning through broad curriculum experiences and carefully designed learning outcomes. As an outward facing school, it is our duty to support the most complex learner within our trust	Continued curriculum design work, bridging Compass Special Schools Curriculum with Compass Mainstream Curriculum Continued CPD for SENCOs, Subject Leads and Assessment Leads Development and design of supporting documentation, webinars, and Inclusion SharePoint site	JG-S/BT/CB/Subject Leads	Are children with SEND across the Trust accessing a meaningful and broad curriculum? Are leaders at all levels confident in planning for and recognising learning for our most complex learners? Are our most complex learners across the trust achieving the very best outcomes for them?