



Compass Eko Equalities Action Plan 2026 - 2029

Compass Eko Trust is committed to ensuring everyone within our organisation feels valued, 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. Our Equalities policy outlines our approach to equalities. The implementation of our four equalities aims is set out in our trust implementation plan and individual schools equalities action plans.

Aim	Expected Impact
Pupils	
To ensure all pupils and young people have a sense of belonging in our schools and have access to the entirety of the school offer.	Pupils see themselves within the curriculum which is adapted accordingly to ensure all pupils thrive. Access to wider opportunities beyond the taught curriculum is accessible to all. Pupils who are eligible for pupil premium funding leave our schools attaining in line with their peers.
Parents	
To ensure that all families feel welcome, included and belong in their school community	Relational practice is embedded across our schools. Parents are partners in their child's education, interactions are relational rather than transactional. They feel heard and express high rates of satisfaction with their child's school. There is a thriving SEND parents forum who impact on trust policy and practice. Opportunities to provide experiences to support and enrich across the trust are utilised.
Staff, Trustees and Governors	
To ensure that there is diversity at all levels of the organisation so all the team have a continually developing sense of belonging, ownership, agency, empowerment and efficiency.	All staff have an understanding of equality, diversity, inclusion and belonging, recognising the barriers that some groups may face. Staffing and governors reflect the community the school resides in. There is increased diversity within the wider trust leadership team.
Estates	
School buildings are appropriately accessible to the parents, pupils and staff in which they serve.	All schools have audits that support developing inclusive education estates. There are clear time limited plans to prioritise and undertake work as required

School Level Plan

Strand	School Aim	Why	Action	Lead	Questions that indicate success
Pupils	For CYP to experience an inclusive love of reading curriculum in which they can see themselves, their identities, families, cultures and lived experiences authentically represented through literature, whilst developing an understanding of the diverse world around them.	So CYP are exposed to high-quality literature which reflects their realities and broadens their experience to include the lived experience of others. We recognise that some staff feel more comfortable with familiar texts and want to encourage them to ensure they include books which reflect the realities of their class.	To audit existing book stock and identify areas of diversity which are underrepresented. To research and purchase high-quality texts which are representative of the lived experiences of our school community. To develop teaching resources and prompts to support teachers and teams to feel more confident in using	Claire Barnes and Charlie Walsh	Are teachers more confident to select and use quality texts which represent realities other than their own lived experience? Do teams consider the diversity of their class when selecting books to read aloud, offer as choices, or use as teaching resources?
Parents	To develop mechanisms to further increase parental engagement, with a focus on new families.	We recognise that some of our harder to reach families and new families would benefit from the community and network we have at Willow Dene.	To develop and implement a parent peer-to-peer support and advocacy system. Family support representation at new starter events.	Joshua Garrett-Smith, Emma Bennett and family support team	Has there been an increased engagement from families? Are new families aware of services and support from FST?

			Get to know new families through Funds of Knowledge core priority and community events.		Do families feel well supported by the school and peers?
Staff, Trust and Governors	To use data to inform strategy in continuing to actively promote the diversity of our workforce by proactively encouraging equality of opportunities and development for all sectors of the workforce	We recognise the value of our workforce reflecting the communities we serve and want to showcase this within the trust and more widely. There is an acknowledgement that some sectors of the workforce have greater diversity than others and want to ensure that all people can see pathways for their development and that there is true equality of opportunity for all by removing perceived, real, or artificial barriers.	To audit staff demographic data to identify diversity and inclusion. To identify sectors of the workforce that have less representative diversity. To understand what gives people the confidence to progress, focusing on teaching assistant to STA progression, STA to teacher progression, and teacher to leader progression. To share insights on workforce diversity and the value of inclusion within the trust and more widely. To plan a strategy to remove perceived, real, or artificial barriers to	Claire Barnes and Joshua Garrett-Smith	Do staff know about and recognise opportunities for progression? What are push factors that encourage people to progress in their roles. Can we use these to ensure people do not experience perceived or real barriers to progression? How can we promote these so they are felt by all? What barriers do staff feel to progressing in their careers? Have we addressed these? Have we identified untapped avenues for attracting greater diversity and talent within all sectors of the workforce?

			progression where these are identified. To consider additional ways of proactively encouraging greater diversity when recruiting staff to all sectors of the workforce.		
Estates	Outdoor learning environment / weather / shade / temperatures	Increasing temperatures with inclement weather conditions has led to our outdoor areas being impacted and CYP having reduced access to outdoor areas.	Swingate: MUGA area – Investigate increasing shade sustainable options. Pheasant & Partridge – Investigate permanent shade sail required due to location of classes. Oakmere: Top floor – Investigate aircon installation for classroom areas. Whole school – consistent and CYP led approach to classroom and environment management.	Kate Northwood, Sophia Pemberton and Claire Celisse	Have we identified viable, cost effective and sustainable options for shade and air con? Has a whole school approach to managing our environment and temperatures had an impact?