



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Deansfield

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 Understanding what they are, what they look like and their importance	What we value influences how we conduct ourselves in every interaction we have. Our values dictate our behaviours as we work	Initial work with Talent architects and strategic leaders to develop a shared understanding of what inclusion is	MB Summer 2022 MB/ JC Autumn 2022	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

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 exploring what trust values look and feel like

Review of committees and agendas to ensure the values are the basis for all decision making

MB Spring 2023

JC/ KJS A
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?

		<p>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?</p> <p>Do our values define our schools?</p> <p>Work with Compass council to develop an understanding of our trust values and their understanding from the children's perspective</p> <p>How do we consult and work together?</p>	<p>JC/MB Autumn 2022</p>	
<p>To develop sophisticated evaluation of the data we hold to develop a strategy for the development of a more diverse work force</p>	<p>Using the data we hold more effectively will aid the identification of key areas where further exploration is needed</p>	<p>An evaluation of the use of Staff data</p> <ul style="list-style-type: none"> • What data do we currently hold? • How do we use it most effectively to gain an improved workforce picture? • How is data shared with schools to support work force planning <p>Explore ways of gaining a true picture of the</p>	<p>HC Autumn 2022</p>	<p>Are we able to empirically identify the areas where we need to focus on work force development?</p> <p>Do we have an awareness of how we compare to other trusts schools?</p> <p>Do we really know what it is like to be a minority group employee in our trust?</p>

		<p>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>To ensure all groups of children make good or better progress and achieve in line 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>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 	<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? What does the progress and attainment of our complex children look like?</p> <p>Are we confident that targeted provision for these children is effective and resources are targeted?</p>

		<ul style="list-style-type: none"> 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>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 support greater success in life beyond school</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>

Year 1- Engage
School Level plan
Deansfield

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 To ensure that learning gaps are closed</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) Whole School project on belonging in the Autumn term Raise profile of the 'No Outsiders Project' through assemblies and make connections on the newsletter</p>	<p>Subject leads 2023 Autumn Autumn – Summer</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? Are the parent community aware of our approach to teaching the Equalities Act</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>Adapt our approach to the use of catch-up funding Half termly progress check ins for key children with SLT Combine Progress meetings with handover in the summer term</p>	<p>SLT Ongoing throughout the year. AHTs/DHT SENCo</p>	<p>Are we using our data accurately enough to make informed decisions? Are we using known systems that ensure success in every year group? Have the gaps closed for key children? How do children feel about themselves as learners?</p>

Improve recruitment

Deansfield 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

Review the current wording and format of Teacher and TA Job Advertisements including: Bringing diversity to messaging
Ensuring language is inclusive

CD/LM Autumn-Spring

Do candidates see themselves reflected in the workforce at Deansfield? Can candidates see how they could thrive at Deansfield?
Do our recruitment processes reflect the

processes to ensure that

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

Adapt our approach to the use of catch-up funding
Half termly progress check ins for key children with SLT
Combine Progress meetings with handover in the summer term

Are we using our data accurately enough to make informed decisions? Are we using known systems that ensure success in every year group?
Have the gaps closed for key children?
How do children feel about themselves as learners?

we attract and appoint the highest quality people to Deansfield that represent the

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Review the current wording and format of Teacher and TA Job Advertisements including: Bringing diversity to messaging
Ensuring language is inclusive

Do candidates see themselves reflected in the workforce at Deansfield? Can candidates see how they could thrive at Deansfield?
Do our recruitment processes reflect the

<p>community that we serve</p>	<p>skills and attributes for their roles. Ensuring what Deansfield has to offer is attractive Review the use of the school website and social media for advertising job vacancies to ensure this is as effective as possible Ensure jobs are advertised to the widest possible audience</p>	<p>SLT Autumn to Summer</p> <p>CD/LM</p>	<p>diversity and talent within our workforce? Does the values-driven culture at Deansfield 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>Siblings of our children may 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? 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?</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
<p>Policy development</p> <p>To review policy and practices to our commitment to EDIB underpins all policies</p>	<p>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</p> <p>A diverse work force is morally and socially right, and research indicates it improves the output of the organisation</p>	<p>Policy evaluation</p> <p>Development of a prompt of key considerations to evaluate policy development against our EDIB commitment</p> <p>Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course</p>	<p>MB and HC- Autumn 2023</p> <p>Exec team - ongoing</p> <p>MB/BT Autumn 2023</p> <p>HC – Spring 2024</p>	<p>Do all policies have the same commitment EDIB?</p> <p>Is the commitment understood and shared?</p> <p>What does the data tell us about our staff demographics?</p> <p>Who are applying for posts?</p> <p>How does our staff demographics compare with other trusts/schools in similar contexts?</p>
<p>Staffing and representation</p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions</p>	<p>(This cell is shared with the row above)</p>	<p>To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.</p> <p>Use data collated to review our recruitment processes. Consideration of the need for positive action</p> <p>Use PDC as an opportunity to encourage ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority</p>	<p>HC – Spring 2024</p> <p>HC – Spring 2024</p> <p>Exec and strategic team – Autumn 2024</p>	<p>How does it feel to be an ethnic minority member of staff within our trust?</p> <p>How are we using PDC's to promote career development for BAME staff?</p>

		representation in leadership and leadership shadowing		
<p>Curriculum</p> <p>To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum</p>	<p>The PHSE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain.</p> <p>Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school 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 Good attendance is a prerequisite of good attainment and can determine future life chances</p>	<p>Develop a shared presentation for parents focusing on the PHSE curriculum, including the 'No Outsiders' programme.</p> <p>Schools to offer parental workshops</p> <p>PHSE curriculum evaluation in line with adaption to government guidance</p> <p>Develop summary policy and curriculum guidance readily available to parents</p> <p>Explore and share ways in which schools recognise and celebrate events that support the curriculum offer</p>	<p>MB Autumn 2023</p> <p>Headteachers- Autumn term</p> <p>PHSE Leads</p> <p>MB – Spring 2023</p> <p>MB – Autumn 2023 Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p>	<p>Is the PHSE curriculum a high profile across all schools?</p> <p>Do our parental communities know the content of the curriculum?</p> <p>Are parents confident in schools to deliver the content in an age-appropriate way?</p> <p>Is the PHSE curriculum regularly reviewed and adapted to meet national policy and support the understanding of key issues that our children encounter?</p> <p>Does our wider curriculum offer promote and celebrate equalities? Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</p> <p>Is attendance at or above national expectations?</p> <p>Is attendance of all significant groups in line with their peers</p> <p>Is appropriate sign posting available to ensure timely support for children and families?</p>
<p>Achievement</p> <p>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</p>		<p>The success for all document is embedded across all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework</p>		

		<p>embedded</p> <p>The BEST framework is embedded as a focus of school improvement</p> <p>Data used effectively to identify trends and share good practice</p>	<p>MB – Autumn 2024</p> <p>MB – Autumn 2023</p>	<p>Are systems in place to ensure impact of long-term medical absence is where possible minimised?</p>
<p>Attendance</p> <p>To ensure all groups of children have equal access to a high-quality education,</p>		<p>Trust attendance data is analysed, published half termly</p> <p>Sharing of school's successes and challenges, highlighting good practice and problem solving</p> <p>Develop a directory of services available to support parents CPD for governors to better understand their accountability</p> <p>Develop a trust pastoral group to ensure ongoing CPD and sharing of good practice</p>	<p>MB – Spring 2024</p> <p>MB -Spring 2024</p> <p>BT – Autumn 2023</p>	

Year 2- Explore School Level
Plan
Deansfield

Aim

Why

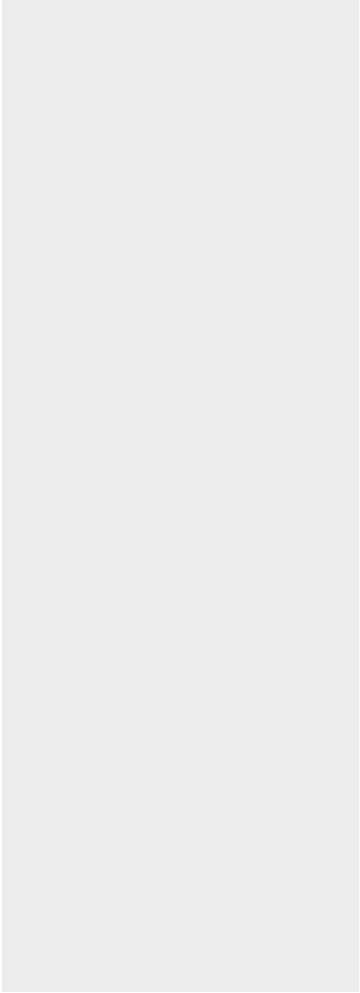
Actions

Equalities strand
Lead individual
Time scales

Questions that indicate success

<p>To continue to work to sustain the pre Covid level attendance figures that we had achieved in the summer term</p>	<p>Last year we worked hard through the year to bring attendance back up to pre Covid level and by the end of the year we had achieved success with this that we want to keep</p>	<p>Adapt and send out at the start of term explanatory letter and the policy to all parents</p> <p>Begin monitoring and review process in week 2 and meet to discuss all absences</p> <p>Focus on key PA families from start of term and ensure new teacher relationships strong</p> <p>Rigorous monitoring completed weekly</p> <p>Phone calls made weekly</p> <p>Meeting arranged at trends that emerge</p> <p>Support put in place where need</p>	<p>TS/KB/CD Autum 2023</p> <p>TS/KB/CD Autum 2023</p> <p>TS/KB/CD Autum 2023</p> <p>TS/KB/CD through the year</p> <p>TS through the year</p> <p>TS and CD or KB through the year</p>	<p>Is whole school attendance above 96%?</p> <p>Is PA below 8%?</p> <p>Are there gaps between groups of children who are disadvantaged and non-disadvantaged in PA%?</p> <p>Are there any key groups that we need to focus on?</p> <p>Are our key families improving their attendance?</p>
<p>To train key staff on EBSA and complete research project as part of our work with 'The Difference' Project in order to identify key children early and put support in place</p>	<p>We are seeing and increasing number of children who are struggling to attend school and this rises when they transition to secondary school.</p>	<p>JH/CD/TS to attend EP EBSA training</p> <p>CD to attend 'The Difference' training</p> <p>Meet with EP to formulate research question, complete action plan, review resources we want to use, create a timeline and impact decide measures for research</p>	<p>CD/JH Autumn 2023</p> <p>CD all year</p> <p>CD/JH Autumn 2023</p>	<p>Has a pattern of triggers been identified?</p> <p>Are focus group children spending less time out of class?</p> <p>Are focus groups children able to identify and articulate their feelings and offer ideas to overcome anxieties?</p> <p>Are parents reporting and improvement in EBSA at home?</p>

		<p>Meet with parents to gain consent</p> <p>Start the above programme of research and measure impact</p> <p>Adapt whole school policy and training according to results</p>	<p>CD/JH Autumn 2023</p> <p>CD/JH Nov 2023</p> <p>CD/JH through the year</p>	<p>Are parents finding that the bank of resources are useful?</p>
<p>To develop the precise teaching of Oracy across the school in order to ensure that all groups of children develop their oracy skills and confidence</p>	<p>Having completed previous work on vocabulary we recognize that all children need to</p>	<p>Let's Think training Autumn term</p> <p>All teachers to establish clear expectations for discussion</p> <p>To ensure all teachers are teaching a Let's Think lesson 2 x per half term</p> <p>Assembly once a week debate – focused on language</p> <p>To implement NELI EYFS (Reception)</p>	<p>CP – Autumn 2023</p> <p>All staff Autumn 2023</p> <p>All teacher 2023-2024</p> <p>All teacher 2023-2024</p> <p>AJ/LW/CP/LB all year</p>	<p>Are children using ABC and able to debate healthily in class?</p> <p>Are children developing their ability to make eye contact, formulate spoken sentences, ask questions and articulate opinions confidently?</p> <p>Are expectations for speaking and listening displayed across the school?</p> <p>Are Let's Think lessons identified and used regularly throughout the school year?</p>
<p>To further enhance the use targeted interventions such as curriculum clubs and tutoring to narrow the attainment gap for our most vulnerable children</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>To ensure specific curriculum clubs and tutoring takes place</p> <p>Staff are matched to children/groups</p> <p>Class teachers identify clear and measurable targets for children to be working on</p>	<p>JH/KB/CD all year</p> <p>CD Autumn 2023</p> <p>All staff termly</p> <p>All staff termly</p>	<p>Are we using our data accurately enough to make informed decisions?</p> <p>Are we precise enough in our target setting?</p> <p>Are we using known systems that ensure success in every year group?</p> <p>Have the gaps closed for key</p>



To use the provision map to evaluate the success of interventions

To ensure end of block and term assessments take place in reading and maths and the information gained is used to address gaps through focussed teaching

Daily phonics catch up for Y2 and Y3 children who have not passed the phonics assessment.

Assessment grids and Little Wandle assessments are used effectively to identify precise targets that are achievable and measurable

Specific training for adults delivering targeted interventions

Teachers termly

AJ daily

EYFS and KS1 teachers termly

JH termly

children?

How do children feel about themselves as learners?

**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