



3 Year strategic Equalities, Diversity and Inclusion plan

Autumn 2025 – Summer 2028

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.

Year 1 – Engage 2025-2028 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 towards realising our trust vision. A shared	Initial work with Talent architects and strategic leaders to develop a shared understanding of what inclusion is Work with headteachers and the business team	MB Summer 2022 MB/ JC Autumn 2022	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

understanding of the values that underpin an organisation is critical to developing culture.

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 the values are the basis for all decision making

Work with parents forum to deeply explore what

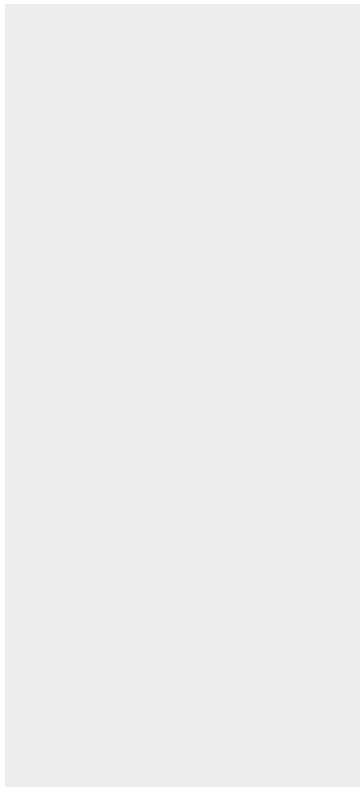
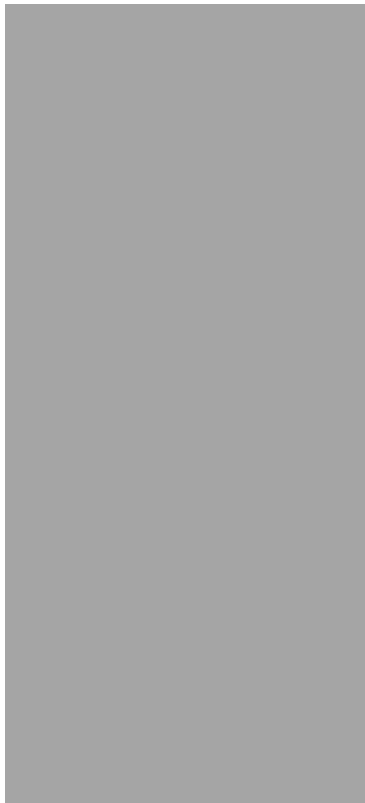
Do our shared values underpin our decision making?

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



trust values look and feel like

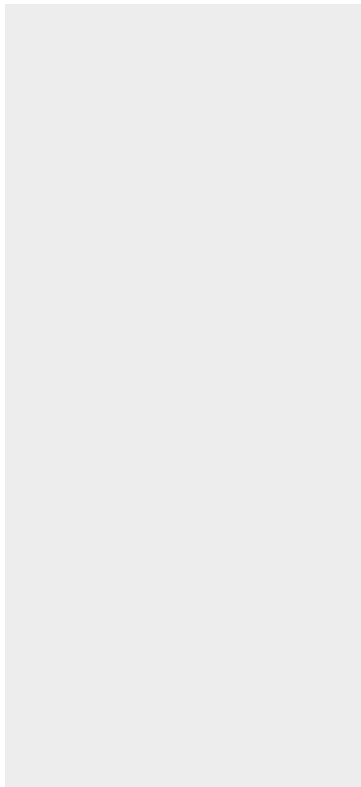
Gather insight on how these look to parents
How we consult with parents to gather further insight?

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?
- How is data shared with schools to support work force planning

Explore ways of gaining a true picture of the

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?

Do we really know what it is like to be a minority group employee in our trust?

		<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>Embed system for blind short listing</p>	<p>HC/MB Spring 2023</p> <p>HC Spring 2023</p> <p>HC Autumn 2023</p>	
<p>To ensure all groups of children make good or better progress and achieve in line with all children nationally</p>	<p>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>	<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? Are we confident that targeted provision for</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>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 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

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>Ensure our curriculum reflects diversity through content, delivery, reflective and accessible to our community.</p>	<p>Children have access to rich and broad learning experiences which reflects diversity of communities and help to feel represented within their curriculum.</p>	<p>Subject leaders to reflect and revise the current curriculum documents. Subject leaders to meet termly and evaluate and adapt where necessary the current sequences of learning to ensure it reflects the diversity of the community.</p>	<p>All curriculum leaders 2025-2026</p>	<p>Can children see themselves in the curriculum? Do the children have recognisable role models in the curriculum? Does the curriculum represent the wider community?</p>
<p>Ensure data is used to identify any groups of children not making good or expected progress.</p>	<p>So that any gaps that are identified can be explored and closed. All children make good or expected progress.</p>	<p>During termly data analysis look carefully at groups to identify any specific group gaps</p>	<p>Assessment leader Ongoing</p>	<p>Are all children on track? Have children not on track made accelerated progress?</p>
<p>Ensure that pupils with additional needs make good progress</p>	<p>Children with different needs need different adaptations to ensure they make good progress</p>	<p>Use of the curriculum support documents to support planning for pupils with complex needs</p> <p>Ensure accessing Willowdene early help service to access expert advice and support</p> <p>Utilise the KPLC outreach service to provide advice and support for SEMH pupils</p>	<p>SENCo</p>	<p>Is the curriculum appropriately adapted for children with complex needs?</p> <p>Are staff utilising the support packages available to ensure pupils with additional needs make the best possible progress?</p>

		CPD for staff on pathways at INSET		
To continue to close gaps between disadvantaged and none disadvantaged	Attainment gap between disadvantaged and none disadvantaged children needs to be reduced	Identify children with lower attainment or progress and target them through our pupil premium funding In year assessment and tracking SLT focus Progress meeting focus QFT - focus	All staff	How quickly is the attainment gap closing? Where is closing quickly what can we learn?
To ensure that children have equal access to the school day through a rigorous push on closing the gap between disadvantaged and none disadvantaged persistent absence	Currently the PA of disadvantaged children is significantly higher than none disadvantaged.	Weekly analysis of persistent absence Target children from 93% Utilise the attendance policy to fine PA children for term time holidays Continue to use the support of GAA Phone calls home Information sheet to parents about the social detriment to children when they miss lots of school EBSA project work continued	Headteacher KB TS JH	Has PA for our disadvantaged children gone down?

Year 2- Explore
2023-24
Trust Level Plan

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>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>Do all policies have the same commitment EDIB?</p> <p>Is the commitment understood and shared?</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>A diverse work force is morally and socially right, and research indicates it improves the output of the organisation</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</p>	<p>HC – Spring 2024</p> <p>HC – Spring 2024</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>How does it feel to be a ethnic minority member of staff within our trust?</p>

		<p>ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing</p>	<p>Exec and strategic team – Autumn 2024</p>	<p>How are we using PDC's to promote career development for BAME staff?</p>
<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</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</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?</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>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>The success for all document is embedded across all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework 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>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB – Autumn 2024</p>	<p>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>Attendance</p> <p>To ensure all groups of children have equal access to a high-quality education,</p>	<p>Good attendance is a prerequisite of good attainment and can determine future life chances</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</p> <p>CPD for governors to better understand their accountability</p> <p>Develop a trust pastoral group to ensure ongoing</p>	<p>MB – Autumn 2023</p> <p>MB – Spring 2024</p> <p>MB – Spring 2024</p> <p>MB -Spring 2024</p> <p>BT – Autumn 2023</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>Are systems in place to ensure impact of long-term medical absence is where possible minimised?</p>

CPD and sharing of good practice

**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
<p>Ensure our curriculum reflects diversity through content, delivery and is reflective of our community</p>	<p>Children have access to rich and broad learning which reflects diversity of communities to help to feel represented within their community.</p>	<p>Ensure all teachers attend Compass planning and moderation groups</p> <p>Teachers to review planning termly to ensure it responds to current climate</p>	<p>CD/KB termly</p> <p>CD/KB termly</p>	<p>Can children see themselves in their curriculum?</p> <p>Are reviews robust to ensure it represents the community and current climate?</p> <p>Do children feel valued and respected?</p>
<p>Improve recruitment processes to ensure that we attract and appoint the highest quality staff to represent Deansfield's community</p>	<p>It's important that our community feel that Deansfield reflects them and this in turn will support better working relationships and outcomes for children</p>	<p>Continue to review the wording of all adverts that emphasize our EDI commitment. Continue to trial adapted recruitment format launched by Trust.</p>	<p>CD/KB</p>	<p>Do candidates see themselves reflected in Deansfield's workforce?</p> <p>Do we know what attracts and discourages candidates and why?</p>
<p>To develop the understanding of biases and how these impacts on interactions</p>	<p>By acknowledging and addressing our biases, we can create more equitable and harmonious interactions at all levels.</p>	<p>All staff to complete bias questionnaire. Results shared and an action plan created.</p> <p>Commitment for two years to support staff's understanding of biases and interactions</p>	<p>CD/KB</p>	<p>Are staff aware of their unconscious bias? Are staff confident in discussing race and bias?</p>

Year 3- Embed
Trust Level Plan
2024-25

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
<p>To develop an overarching inclusion continuum that underpins all policy and processes, codifying inclusive practice across schools.</p>	<p>Embedding all aspects of inclusion frameworks into policy and processes ensures a the framework is a starting point for all consideration and changes A clear framework that codifies inclusion, linking policy and practice together ensures clarity off message</p>	<p>The difference leadership working group to expand and finalise the Compass Inclusion continuum</p>	<p>Autumn 2024</p>	<p>Is a clear understanding of the continuum of inclusion and the role of staff within this?</p>
		<p>Pull together policy and strategy to ensure all information is consistent and accessible to all</p>	<p>Autumn 2024</p>	<p>Do all staff understand the many ways in which children and families feel excluded?</p>
		<p>Map out what may be needed to ensure shared understanding</p>	<p>Spring 2025</p>	<p>Wider staff understand the concepts of relational practices and the impact of this?</p>
		<p>Consider induction of new staff. Develop training materials which ensure the shared understanding and ethos is understood</p>	<p>Summer 2025</p>	<p>Does attendance improve? Do suspensions decrease</p>
		<p>Publish strategy and launch</p>	<p>Autumn 2024</p>	

		Relational practices set out in document are embedded across schools	Autumn 2025	
To develop the understanding of bias and how this impacts on interactions	A diverse work force is morally and socially right, and research indicates it improves the output of the organisation	<p>To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.</p> <p>Including data related to promotion and retention of staff from ethnic minority groups</p> <p>Use data collated to review our recruitment processes. Consideration</p>	<p>HC – Spring 2025</p> <p>HC – Spring 2025</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>
	Understanding the psychology of bias in a safe and scientific way will lead to improved reflection and consideration of self and own	<p>All staff Hemisphere training Year 1 related to understanding of the experience of Black afro Caribbean pupils.</p> <p>Individual Schools and central team to receive anonymous feedback and plan for supporting common commitments to change across all aspects of school</p> <p>Review and share learning</p>	<p>Autumn 1 MB to organise</p> <p>Autumn 2 HT</p> <p>Summer 2 MB to facilitate</p>	<p>Is there improved understanding of bias?</p> <p>Are staff more confident to discuss race?</p> <p>Do staff understand experience of staff and pupils from ethnic minority backgrounds</p> <p>Does data reflect outcomes for ethnic minority pupils is inline or better than white British peers?</p>

		<p>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 representation in leadership and leadership shadowing</p> <p>Adapt the wording of our equalities statement on advert. Consider where we advertise for roles</p>	<p>Exec and strategic team – Autumn 2024</p>	<p>How does it feel to be a ethnic minority member of staff within our trust?</p> <p>How are we using PDC's to promote career development for BAME staff?</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 is the morally right approach but a sense of belonging also increases staff engagement which in turn ensures that we are providing excellent education for our pupils</p>	<p>Put in place actions to enact the new duty on sexual harassment</p>	<p>HC - By 26/10/24</p>	<p>Do all staff understand what our standards of behaviour are?</p> <p>Are staff clear about our anti-harassment and bullying stance?</p> <p>Do staff know what to do if they experience or witness sexual harassment?</p> <p>Do we deal with such matters swiftly and clearly?</p>
<p>Staff feel that the workplace is one in which they belong,</p>	<p>To offer the best life chances for all our children, we must</p>	<p>The success for all is firmly established and evaluated in all schools</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p>	<p>Are attainment gaps closing for key groups of children?</p>

<p>whatever their protected characteristics</p>	<p>recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment</p>	<p>Pedagogy outlined in the Compass teaching and learning framework embedded in schools with a particular focus on embedding responsive teaching</p> <p>The BEST framework sits at the heart of school improvement</p> <p>Data used effectively to identify trends and share good practice</p> <p>Implement additional CPD via Ambition Institute at identified schools</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB and SP – Autumn 2024</p> <p>Headteachers and Exec team</p>	<p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</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>Good attendance is a prerequisite of good attainment and can determine future life chances</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</p> <p>CPD for governors to better understand their accountability</p>	<p>HG – Autumn 2024</p> <p>HG – Autumn 2024</p> <p>HG/MB/BT/RH– Spring 2025</p> <p>HG -Autumn 2024</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>Are systems in place to ensure impact of long-term medical absence is where possible minimised?</p>

		Embed EBSA training approaches	– Autumn 2024	Is PA reduced?
Attendance To ensure all groups of children have equal access to a high-quality education,				

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