THE COMPASS
PARTNERSHIP OF SCHOOLS

3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Notley Green Primary School

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	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	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

Understanding what they are, what they look like and their importance	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/ JC Autumn 2022 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?

		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? 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	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 an minority group employee in our trust?

		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	HC/MB Spring 2023 HC Spring 2023	
To ensure all groups of children make good or better progress and achieve inline with all children nationally	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	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 To embed assessment systems for children with complex needs across all mainstream schools offering:	JG/MB Autumn 2022 JG/MB Autumn 2022 Exec team ongoing MB/RH Autumn 2022	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? What does the progress and attainment of our complex children look like? Are we confident that targeted provision for these children is effective

		• 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	Exec and Strategic team ongoing	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 2022-23
School Level plan

Notley Green Primary School				
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 through the resources we use 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) Audit resources and texts used around the school to ensure they reflect diversity Ensure that curriculum material can be adapted to suit the needs of all learners	Subject leads 2023 Classroom teachers 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.	Share stance on issues around EDI through whole school and parent briefings, documentation and displays. Ensure that dress code and hairstyle codes do not restrict children's cultural identity. Use opportunities such as BHM to highlight our position as a school.	Autumn – Summer SLT	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 as a school community on issues relating to EDI?

Improve recruitment processes to ensure that we attract and appoint the highest quality people to Notley Green that represent the community that we serve	Notley Green 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 LSA Job Advertisements including: Bringing diversity to messaging Ensuring language is inclusive Ensuring what Notley Green 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	ES/JC- Autumn-Summer	Do candidates see themselves reflected in the workforce at Notley Green? Can candidates see how they could thrive at Notley Green? Do our recruitment processes reflect the diversity and talent within our workforce? Does the values-driven culture at Notley Green 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?
Widen enrichment and cultural opportunities so that they are diverse, inline with our broad curriculum.	Children have access to a wider variety of enrichment activities that promote global culture and diversity. Staff model respect and tolerance that is reflected in children's attitudes, beliefs and opinions.	Review current opportunities within and beyond the curriculum Make links with local businesses or collective groups that can be used to celebrate culture Subject leaders research possible opportunities which link with their area	Subject leaders SLT Teachers	Are there a range of cultural opportunities ? Are children exposed to local cultural experiences such as festivals or black history celebrations? Are parents and carers aware of local cultural events?

	Local diverse and cultural experiences are exploited in the community so that minority groups are celebrated	and to the intent of their subject SLT to monitor Teaching staff		Does the school inform parents of significant exhibitions to celebrate culture at local places of interest?

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	A diverse work force is morally and socially right, and research indicates it	To develop systems that enable equalities data to be easily collated and	HC – Spring 2024	What does the data tell us about our staff demographics?

To work towards developing a more diverse and representative staff team, including increasing numbers of BAME staff in leadership positions	improves the output of the organisation	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 BAME staff to attend specific Greenwich sessions focusing on BAME representation in leadership and leadership shadowing	HC – Spring 2024 Exec and strategic team – Autumn 2024	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	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?

		Explore and share ways in which schools recognise and celebrate events that support the curriculum offer		Does our wider curriculum offer promote and celebrate equalities?
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, we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment	The success for all document is embedded across all schools 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 Headteachers/Exec headteachers – Autumn 2024 Exec headteachers – Autumn 2024 MB – Autumn 2024	Are attainment gaps closing for key groups of children? 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	MB – Autumn 2023 MB – Spring 2024 MB – Spring 2024	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?

| | | 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 -Spring 2024

BT – Autumn 2023 | Are systems in place to ensure impact of long-term medical absence is where possible minimised? |

Year 2- Explore 2023-24
School Level Plan

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
To review the impact of the curriculum and resources changes from last year to ensure appropriateness to our community and that their use is embedded.	To reflect the changing diversity within Braintree.	Add a section to the subject leader policy which highlights the responsibilities of the subject leader to ensure their subject promotes EDI Survey our children and parents to understand their experience of the curriculum.	ES and subject leaders Policy reviewed in Autumn and use embedded across the year	Does each subject leader understand how their subject drives equality, diversity and inclusion? Do all children understand and feel part of our curriculum?
Ensure our stance on equality, diversity and inclusion is highlighted,	Children will embody the British values of Democracy, Tolerance,	Follow an assembly plan that celebrates EDI and utilises members of	EH and all staff End of Spring term	Do all children know what the British values are?

shared, and embedded through the ethos and culture of the whole school community	Mutual respect, Rule of Law and Individual liberty so they can be valuable members of a community.	the local community. Share this with parents. Review and re-write our cultural entitlement document as a whole staff group. As the year group progresses, monitor the impact of this.		Are interactions within the school respectful of difference? Are children are of the protected characteristics and how to play their part in enabling all people to be happy and successful?
Prepare our children for life in Modern Britain.	Children are growing up in an ever-changing society where individuality liberty is a core value. Children require understanding, tolerance and acceptance of this to be positive, kind citizens.	Launch the No Outsiders programme. Review its progress on all year groups through pupil voice and staff reviews throughout the academic year.	PSHE Lead- AG SLT- JC Summer 24	Are the staff confident to deliver the lessons that are described in the programme? Are the staff finding the resources appropriate? What do the children feel about the lessons? Can the children articulate (where appropriate) the protected characteristics and exemplify them in the learning they have completed?

To have an equitable approach that ensures children understand the breadth of opportunities available to them.	So that children have high aspirations that transcend cultural and local expectations.	Expose children to successful careers and the variety of routes available through the curriculum.	Subject leaders SLT	Do children have high aspirations?
		Purchase books such as the 'Little People, Big Dreams' texts for book corners in classrooms and the library.	Class teachers	Are children aware of the different routes to success in areas that they are interested in?

Are children inspired by visitors and stories of success in different fields? |
| | | To ensure open conversations happen in classrooms, particularly during PSHE. | Subject leaders | |
| | | Subject leaders to arrange for visitors to come to school from a range of professions e.g. utilising DT/Art and discuss the route to their profession. | | Do children feel confident to challenge social norms with their aspirations and are they supported to do so? |