



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: SHALFORD 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. 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 2022-23 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	Initial work with Talent architects and strategic leaders to develop a	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

values dictate our behaviours as we work towards realising our trust vision. A shared understanding of the values that underpin an organisation is critical to developing culture.

shared understanding of what inclusion is

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

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?

		<p>the values are the basis for all decision making</p> <p>Work with parents forum to deeply exploring what trust values look and feel like</p> <p>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>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>Explore ways of gaining a true picture of the 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</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 these children is effective and resources are targeted?</p>

		<p>mainstream schools offering:</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>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 2022-23
School Level plan
Shalford Primary School

Aim	Why	Actions	Lead individual/ Time scales	Questions that indicate success
<p>To ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</p>	<p>Children must have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum</p> <p>Children need to see differences in representation and see themselves as a part of that and so that they can be proud of their heritage, culture and/or beliefs.</p>	<p>Subject leads to reflect and revise current curriculum documents</p> <p>Ensure that curriculum material can be adapted to suit the needs of all learners</p>	<p>Subject leads 2023</p> <p>Autumn- Spring</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?</p>
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils</p>	<p>To ensure that children who are considered disadvantaged in any way, feel valued in society and that they have the same opportunities to succeed in life as their peers and that are not in any way limited in their education, wellbeing or enjoyment/participation in all school activities.</p>	<p>Leaders to work on planning in all subjects to ensure all are included and that every topic taught, and resource used, promotes learning, progress and personal growth for all pupils.</p> <p>Careful and regular monitoring, pupil progress meetings and quality assurance procedures from leaders alongside teachers and all school staff - a particular focus around the pupil premium group (challenge and adapt plans for how money is spent – is it</p>	<p>Teachers, Subject Leaders and HoS 2023</p>	<p>Do staff have the same high expectations for all pupils, regardless of external factors that have affected their lives?</p> <p>Do children have high enough aspirations for themselves?</p> <p>What do children see themselves doing in the future when they leave Shalford Primary school?</p> <p>Can children name a role model or person that has inspired them to aim high?</p>

		<p>making a difference to this group of pupils?)</p> <p>Reflect on accidental or unintentional bias that may affect certain groups, to challenge and eradicate this if it exists.</p>		Are any disadvantaged children making accelerated progress to close gaps?
To prepare children for life in Modern Britain	<p>Modern Britain (as well as the wider world) is evolving and developing all the time. Children need to learn to accept difference and have a welcoming and inclusive outlook as they grow into young adults.</p>	<p>Implement the 'No Outsiders' Project (Andrew Moffat) including the recommended texts for each year group.</p> <p>HoS to purchase all books and resources to support the programme, then:</p> <p>Train staff so that they fully understand and can deliver the programme including lessons and assemblies</p>	<p>Head of School Spring and Summer 2023</p>	<p>Do children have safe and acceptable strategies to challenge stereotyping, bullying or prejudice?</p> <p>Are children supportive of one another?</p> <p>Do children confidently discuss differences (between individual people and families) as a positive aspect of life?</p> <p>Do staff, parents and children understand the benefits of living in a society where all are respected, represented and included?</p>
To ensure all people and groups feel valued and represented in displays, books and resources	<p>Historically, many different groups have been underrepresented in literature, art and many other areas that are included in the school curriculum. We want our school to feel progressive and inclusive in every possible way.</p>	<p>Develop a 'Book Canon' of texts for every year group that includes high quality texts written by authors (and including characters) from a range of minority and historically under-represented groups.</p>	<p>HoS ongoing</p> <p>Review Summer 2023 by HoS</p> <p>Teachers and HoS keep library and book corners updated</p>	<p>Are ALL children happy to choose books from the library?</p> <p>Do they identify with any of the characters or authors from books available in our school?</p> <p>Are children interested in and respectful of groups different from their own background?</p>

	<p>We are getting better at learning about 'significant women in history' but now need to extend this to all other misrepresented, underrepresented groups or those that in the past have been stereotyped or judged unfairly. Now we must educate children about achievements, great works of art and advances in society that are not always accredited to 'white British/European men'.</p>	<p>Ensure that the main library and class book corners are stocked with books that represent all groups and that this is reviewed and updated every year.</p> <p>Ensure all displays, leaflets, posters and our website/social media represents all groups.</p> <p>Ensure staff and children use correct terminology when referring to different groups and challenge any remarks that are not deemed to be appropriate. This is supported through high quality PSHE lessons and assemblies.</p>		<p>Do all families feel welcomed and supported, regardless of background or cultural differences?</p>
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**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 ensure 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>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>

		Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course		
Staffing and representation To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions	<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 ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing</p>	<p>HC – Spring 2024</p> <p>HC – Spring 2024</p> <p>Exec and strategic team – Autumn 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>How are we using PDWCs to promote career development for Ethnic Minority staff?</p>
Curriculum To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum	<p>The PSHE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain.</p>	<p>Develop a shared presentation for parents focusing on the PSHE curriculum, including the 'No Outsiders' programme.</p>	<p>MB Autumn 2023</p>	<p>Is the PSHE curriculum a high profile across all schools?</p> <p>Do our parental communities know the content of the curriculum?</p>

	<p>Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school</p>	<p>Schools to offer parental workshops</p> <p>PSHE 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>Headteachers- Autumn term</p> <p>PSHE Leads</p> <p>MB – Spring 2023</p> <p>MB – Autumn 2023</p>	<p>Are parents confident in schools to deliver the content in an age-appropriate way?</p> <p>Is the PSHE 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 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 – 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>
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**Year 2- Explore
School Level Plan 2023-24
Shalford Primary School**

Aim	Why	Actions	Lead individual/ Time scales	Questions that indicate success
<p>To Prepare children for life in Modern Britain (Continued from Year 1)</p>	<p>Modern Britain (as well as the wider world) is evolving and developing all the time. Children need to learn to accept difference and have a welcoming and inclusive</p>	<p>Fully implement the 'No Outsiders' Project (Andrew Moffat) including the recommended texts for each year group.</p>	<p>Head of School</p> <p>Autumn and Spring 2023-24</p> <p>Updates for parents at the beginning of each academic year - ongoing</p>	<p>Do children have safe and acceptable strategies to challenge stereotyping, bullying or prejudice?</p> <p>Are children supportive of one another?</p> <p>Do children confidently discuss differences (between individual people</p>

	<p>outlook as they grow into young adults.</p> <p>We began to implement this in KS2 in 2022-23 and now, as staff are feeling more confident and have familiarised themselves with the materials and the rationale, we will implement the whole programme, including weekly assemblies.</p>	<p>Ensure parents are kept up to date and understand the rationale behind this project.</p>		<p>and families) as a positive aspect of life?</p> <p>Do staff, parents and children understand the benefits of living in a society where all are respected, represented and included?</p> <p>Can children discuss incidents of prejudice in the media, with compassion and understanding?</p> <p>Do older children know that they do not necessarily have to agree with the views of all adults? This includes their own parents, especially where human rights, prejudice or the law are concerned. Children should learn to make up their own mind based on what they know is right.</p>
<p>To ensure all people and groups feel valued and represented in our cohorts, staff team, displays, books and resources</p>	<p>Having implemented phase one of this last year, we now need to deeply look at ways to increase and embrace diversity in all areas of school life.</p>	<p>Regular stock check in library and class book corners to ensure fair representation of protected groups.</p> <p>Any topic books and resources used to deliver the curriculum will be regularly checked and replaced if outdated or if they include stereotypes</p> <p>Embed the use of 'blind shortlisting' – see Trust Wide Plan - so that it becomes the norm.</p>	<p>Subject Leaders</p> <p>Head</p> <p>Admin team (for unbiased recruitment processes)</p>	<p>Do new families of all backgrounds/ethnic minorities feel welcome here?</p> <p>Are we gradually growing more diverse cohorts and a more diverse workforce?</p> <p>Do those children from minority groups feel welcomed and represented?</p>

<p>To ensure we remove any barriers affecting attendance, with a particular focus on families who may be disadvantaged</p>	<p>We have high persistent absence at Shalford (17.5% in Summer term 2023) and persistent lateness. If it is the same families, struggling to attend and be punctual, we must look for reasons and ways to help.</p>	<p>Using Bromcom filters, analyse the data (for different groups) thoroughly to look for trends and patterns.</p> <p>Build relationships with those families to find out exactly what the barriers are and what we can do to help children access all parts of their education including homework, wraparound care and fitness clubs.</p> <p>Signpost parents to any mental health or financial support they may be able to access for free</p> <p>Discuss individual circumstances with the attendance officer to ensure we offer everything we can to help these families improve attendance.</p> <p>Amend the Pupil Premium statement and divert funding if necessary to support families entitled, so that we can best support them to improve attendance and punctuality.</p>	<p>Head</p> <p>Attendance Officer</p>	<p>Do parents say that they feel supported with attendance/punctuality issues?</p> <p>Has there been an improvement (by Summer term 2024)?</p> <p>Do pupils and parents have a realistic awareness of the impact of missing lessons or whole days of education?</p>
<p>To ensure we continue to close the gap between</p>	<p>Achievement for all is key to ensuring we have a fair</p>	<p>Using Bromcom filters, analyse the data (for</p>	<p>Head</p>	<p>Is the gap between the two groups closing (by Summer 2024)?</p>

<p>disadvantaged and non-disadvantaged groups of pupils</p>	<p>and inclusive education system. It is not acceptable that someone's outcomes might be limited depending on their background, ethnicity or other factor.</p>	<p>different groups, such as those eligible for Pupil Premium) thoroughly to look for trends and patterns.</p> <p>Build relationships with those families to find out exactly what the barriers are and what we can do to help children access all parts of their education including homework.</p> <p>Make sure staff understand that we must operate interventions in a 'keep up' style rather than a 'catch up' style so that we do not end up with so many children who have fallen far behind their peers.</p> <p>Be specific about gaps in learning and address them quickly and efficiently.</p> <p>Teach children and staff to be resilient so that they can overcome difficulties or 'reset' after a tricky day.</p>	<p>Class Teachers</p>	<p>Do <i>all</i> children feel supported in their learning?</p> <p>Do pupils and parents feel equipped and resilient enough to overcome barriers and get the best possible outcomes at Primary School?</p> <p>Do staff and parents have high expectations for pupils, regardless of external factors?</p>
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Year 3 of this plan will be developed after evaluation of what has been implemented in year one and two.