



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Alderwood 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	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

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

MB/ JC Autumn 2022

MB Spring 2023

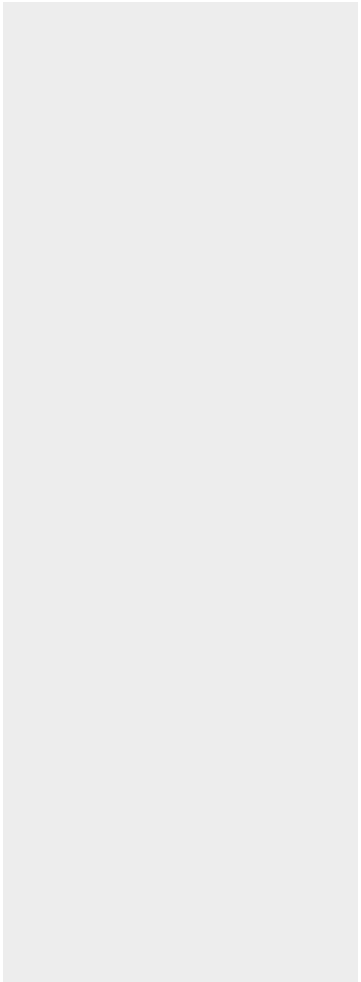
JC/ KJS A
Autumn 2022

are conveyed in behaviour

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?



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

Work with parents forum to deeply exploring what trust values look and feel like

Gather insight on how these look to parents

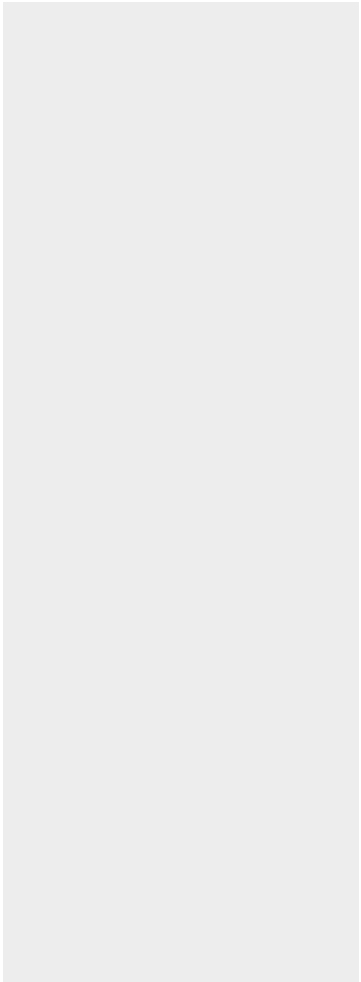
How we consult with parents to gather further insight?

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?

HC Autumn 2022

Are we able to empirically identify the areas where we need to focus on work force development?

		<ul style="list-style-type: none"> • 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 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>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 an minority group employee in our trust?</p>
<p>To ensure all groups of children make good or better progress and achieve inline 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</p>	<p>JG/MB Autumn 2022</p> <p>JG/MB Autumn 2022</p> <p>Exec team ongoing</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>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 • 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>MB/RH Autumn 2022</p> <p>Exec and Strategic team ongoing</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>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>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</p>	<p>MB Autumn 2022</p> <p>MB Spring 2022</p> <p>Strategic leaders Summer 2022</p> <p>Strategic leaders</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>

	Ensuring equity of opportunity provides experiences that support the softer skills needed to support greater success in life beyond school	down barriers such as budget constraints	Spring 2022	
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**Year 1- Engage
School Level plan**
Alderwood Primary School

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
To ensure our Compass curriculum reflects diversity through content and delivery	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.	Subject leads to reflect and revise current curriculum documents within subject expert groups across Compass. Ensure that curriculum material can be adapted to suit the needs of all learners.	Compass Subject Groups 2023	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?
To ensure our wider community understands	All children, families and staff need to be able to recognise that they are	Ensure all stakeholder understand the difference between equality and	Assemblies, newsletter, conversations with parents	Do all members of the school community see themselves reflected

<p>our language around equality, diversity and inclusion</p>	<p>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.</p>	<p>equity and understand our ethos behind it. Use opportunities such as BHM to highlight our position as a school.</p>	<p>& special events – ongoing.</p>	<p>within all aspects of school life? Are staff comfortable with our shared language and understand how we implement our EDI strategy?</p>
<p>To improve recruitment processes to ensure that we attract and appoint the highest quality people that represent the community that we serve</p>	<p>It is important that our community feel that Alderwood reflects them and this supports better working relationships, which in turn, improves outcomes for children.</p>	<p>Review the current wording of our adverts to ensure our EDI ethos is clear. Speak to current employees to discover what made them apply. Did anything discourage them? What changed their mind?</p>	<p>As vacancies appear.</p>	<p>Do candidates see themselves reflected in the workforce at Alderwood? Do our recruitment processes reflect the diversity and talent within our workforce? Do we know what attracts and discourages candidates and why?</p>
<p>To use our knowledge gathered from our involvement of the Cost of the School Day project to ensure that the school day is accessible to all</p>	<p>Through the extraordinary work done with the charity, we remain committed to identifying and reducing hidden costs for families.</p>	<p>Continue to be in tune with our community and acting on all feedback we receive about the financial accessibility of our school day. To communicate fully with all stakeholders to ensure that all costs are clear and we have strategies to overcome them with families who need support.</p>	<p>Ongoing</p>	<p>Do families know the costs of the day? Are we communicating fully? Are key families being supported enough? Are all children involved and included in all aspects of the school day.</p>

Year 2- Explore
Trust Level Plan
To be populated upon evaluation of year 1

Aims	Why	Actions	Lead individual/Time scales/ P	Questions that indicate success
To review policy and practices to ensure it is underpinned by and drives our trust values		Policy evaluation Consistency of values thread throughout		
Developing a more inclusive workforce		Positive action What do our recruitment processes say		
Leadership development		Diverse leadership development Shadowing Mentoring Coaching		
		Career representation		

Year 2- Explore
School Level Plan
To be populated by individual school

Aim	Why	Actions	Equalities strand Lead individual	Questions that indicate success
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			Time scales	

**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