



3 Year strategic Equalities, Diversity and Inclusion plan

Autumn 2025 – Summer 2028

Trust and School Level Plan

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.

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
Economic Disadvantage	To ensure pupils who are under resourced achieve in line or above their peers	Review and Review Launch 'Success for all'	JG Autumn 2025	The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group
		Launch trust wide focus of adaptive teaching, ensuring this remains a focus for all CPD and Learning groups	JG/BT Autumn 2025	Teaching is precise and targeted. Attainment in all year groups raises by 5%
		Ensure effective data systems for tracking group	SP/MB – Summer 2026	Data system enables trust level data to track

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	<p>The attendance of under resourced pupils is at or above national levels, persistent absence is lower than national</p>	<p>data gaps as cohorts move through school</p> <p>Targeted work with schools where data causes concern</p> <p>Robust attendance tracking</p> <p>Attendance action plans in place where gap is wide</p> <p>Continued work on emotional school based non attendance</p>	<p>Exec heads - Ongoing</p> <p>HG – Ongoing</p> <p>HG – Autumn 2025</p> <p>MB/BT Ongoing</p>	<p>attainment gaps across year groups, leading to precise analysis of data</p>
Race	<p>Staff understand the impact of bias</p> <p>Staff have an improved understanding of predominate racial groups who are marginalised within society</p>	<p>3 year CPD programme through Hemisphere Focusing on</p> <p>Psychology of bias</p> <p>Experience of Afro/Caribbean Pupils</p> <p>Experiences of South East Asian Pupils</p> <p>Year 3 – British Chinese</p>	<p>MB - Ongoing</p>	<p>Data indicates pupils have a greater sense of belonging</p> <p>Staff feel more confident and show a greater awareness of race and culture</p> <p>No gaps between data -Attainment</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	<p>All pupils feel a sense of belonging and achieve well</p> <p>All parents feel respected and a sense of belonging within the school community</p>	<p>Data from staff and pupils to support action planning and impact in schools</p>		<p>-Suspension -Behaviour</p>
Disability	<p>To ensure pupils with additional needs thrive and make good progress</p>	<p>Development of curriculum support documents to support planning for pupils with complex needs</p> <p>Continued enhancement of Willow Dene early help and provision reviews to ensure access to expert advice and support</p> <p>Develop KPLC outreach to ensure improved support for pupils with SEMH needs</p> <p>Develop a clear framework that highlights</p>	<p>BT - Ongoing</p> <p>BT/RH - Ongoing</p> <p>BT/HG – Autumn 2025</p> <p>HG/MB/BT Autumn 2022</p>	<p>Science document are developed and rolled out Feedback indicates pupils with additional needs are engaged purposefully in lessons</p> <p>Provision for pupils is more personalised, meeting need leading to improved progress.</p> <p>Improved support leads to fewer suspensions and reduced timetables</p> <p>Staff feel more confident to work with pupils whose behaviour may challenge</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	Ensure attendance of pupils with SEND is in line with their peers (within our mainstream schools)	<p>support expectations and pathways for pupils with SEMH</p> <p>Relaunch the inclusion continuum, providing support for implementation as required</p> <p>Interrogate data to gain improved understanding of the issues</p> <p>Work with identified schools to develop an action plan</p> <p>Develop clear protocols for authorising attendance to ensure improved consistency across the trust</p>	<p>MB/BT – Autumn 2025</p> <p>HG/BT Autumn 2025</p> <p>HG/BT – Autumn 2025</p> <p>HG/JR Autum 2025</p>	<p>Fewer children with SEMH move on to alternative provisions</p> <p>Attendance of pupils with SEND raises by 5%</p>
All Staffing and representation	To work towards developing a more diverse and representative staff team, including increasing numbers of women and ethnic minority staff in leadership positions	<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>HC – Spring 2026</p> <p>HC – Spring 2026</p>	<p>Purposeful data is available to analyse patterns</p> <p>More staff of ethnic minority origin apply for posts</p> <p>A plan is developed to encourage leadership development</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
		<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 and female 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>Ensure flexible working policy and procedures both meet requirements, but also support recruitment and retention of key staff</p>	<p>HC – Spring 2026</p> <p>MB – Autumn 2025</p> <p>HC/MB – Autumn 2025</p> <p>HC – Autumn 2025</p>	
All Belonging	To build coherence, consistency, and connectedness into the	Identify 3 schools to work closely on REACH – Cradle to Career programme (3 years)	MB – Autumn 2025	Audits of existing relationships have taken place and identified actions to develop

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	<p>systems surrounding our pupils and their families</p> <p>Develop a cradle-to-career mindset, audit existing relationships, and identify opportunities to co-create a coherent educational offer for children and families.</p> <p>Build organisational capacity to design, develop, and deliver integrated pipelines of cradle-to-career support, grounded in great schools</p>			<p>improved connectedness between home and school</p> <p>Parental survey response improve by 5% at schools engaged with programme</p>

School Level Plan (KPPS)

Economic Disadvantage	<p>Ensure children from low-income backgrounds are supported academically, socially, and emotionally.</p>	<p>Subsidise school trips, uniform and enrichment activities</p> <p>Continue to engage with the most current research and practice to best inform CPD for all staff.</p> <p>Track assessment data from pupil progress meetings and target to ensure progress &</p>	<p>HT/DHT</p> <p>All teachers /Subject Leads</p>	<p>Increased trip participation from PPG pupils</p> <p>Pupil Premium action plan reviewed and implemented</p> <p>Parents/carers accessing uniform/meal/clubs support confidentially</p> <p>Data shows reduced gaps in learning over time</p>
------------------------------	---	--	--	--

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	The attendance of under resourced pupils is at or above national levels, persistent absence is lower than national	<p>evaluate interventions termly</p> <p>Use pupil premium strategically</p> <p>Gather input from disadvantaged families – track parental engagement</p> <p>Attendance % vs non-PP statistics Persistent absence rates and compare to national statistics</p>	Attendance Lead	<p>All pupils have accessed enrichment opportunities (music lessons,</p> <p>Attendance gaps narrow as attendance is strongly linked to achievement</p> <p>Staff can articulate how they are adapting support for disadvantaged learners</p>
Race	Promote racial equality through curriculum, language and representation	<p>Audit curriculum for racial diversity</p> <p>Hemisphere Year 2 training for staff and governors</p> <p>Recognise and celebrate cultural week/events and incorporate into assemblies</p> <p>Monitor and act on racist incidents</p>	<p>Curriculum leaders</p> <p>SLT</p> <p>Training in Autumn and Review in Spring Ongoing</p>	<p>Staff/Governors complete Hemisphere Year 2 training</p> <p>Greater variety of texts and topics in lessons</p> <p>Recorded incidents addressed consistently and transparently</p>
Disability	Ensure all children with disabilities feel included,	Review and publish accessibility plan	SENDco/SLT Autumn term – share plan	Staff confidence with SEND strategies increases

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	supported and empowered	<p>CPD on inclusive pedagogy, SEND, neurodiversity and incorporate this into teaching</p> <p>Include positive disability representation in the curriculum</p> <p>Involve disabled pupils in decision making</p>	<p>Curriculum Leads CPD Spring term</p> <p>Premises Manager Ongoing</p>	Curriculum includes positive disabled role models
All staffing and representation	Build a diverse, inclusive team and promote equitable progression	<p>Review and adapt recruitment process for equity</p> <p>Anonymised tracking of staff diversity</p> <p>Leadership and CPD pathways for all</p> <p>Diversify interview panels</p>	<p>HT/DHT</p> <p>Governors</p> <p>Ongoing</p>	<p>Equitable promotion or CPD uptake</p> <p>Diversity data baseline established</p>
All Belonging	Create a school culture where every child and family feel they belong	<p>Use inclusive displays and language</p> <p>Run belonging survey for pupils and families</p> <p>Start pupil Inclusion Council</p>	<p>PSHE Lead</p> <p>SLT</p> <p>Ongoing</p>	<p>Pupil council includes diverse voices</p> <p>Belonging survey shows improvement across groups</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
		Celebrate all identities and family types		Classroom displays and celebrations reflect the full school community