



3 Year strategic Equalities, Diversity and Inclusion plan

Autumn 2025 – Summer 2028

School Level Plan

Year One

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	Leaders have a deep understanding of 'Success for All' documentation. Continue to embed adaptive teaching strategies, ensuring this remains a focus in CPD planning and monitoring.	WB/LN/SLT Autumn 2025 WB/LN/SLT/Subject Leaders.	The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group Teaching is precise and targeted. Attainment in all year groups raises by 5%

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	<p>The attendance of under resourced pupils is at or above national levels,</p>	<p>Review of PP strategy to ensure consistent inclusive practice and excellent outcomes for all.</p> <p>Revised Pupil Progress Meetings to ensure early identification of gaps in learning and the precise planning of interventions.</p> <p>Ensure effective data systems for tracking group data gaps as cohorts move through school</p> <p>An SDP focusing on the precise and accurate use of assessment to ensure children, including those from a disadvantaged background, are consistently supported through precision of teaching and resources.</p> <p>School continues to work collaboratively with Aquinas and families in line with school attendance procedures.</p>	<p>WB/CSm/SLT Autumn 2025</p> <p>WB/MS/SLT/CT Aut 25 and ongoing.</p> <p>WB Autumn 2025</p> <p>WB/LN/JC/GL – Aut 25 – ongoing.</p>	<p>Data system enables trust level data to track attainment gaps across year groups, leading to precise analysis of data</p> <p>School attendance remains above National levels and persistent absence continues to decrease.</p>

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	<p>persistent absence is lower than national</p>	<p>Ongoing and robust attendance tracking is used to identify families for specific and tailored support.</p> <p>Teachers and support staff continue to embed deliberate practice related to Emotional Based School Avoidance.</p>	<p>LN/GL/JC</p> <p>LN/JC/CT/LSAs</p>	
<p>Race</p>	<p>All school stakeholders continue to understand the impact of bias.</p> <p>Staff have an improved understanding of predominate racial groups who are marginalised within society.</p> <p>All pupils feel a sense of belonging and achieve well.</p> <p>All parents feel respected and have a sense of belonging within the school community.</p>	<p>CPD programme through Hemisphere Focusing on:</p> <ul style="list-style-type: none"> • Psychology of bias • Experience of Afro/Caribbean Pupils • Experiences of South East Asian Pupils <p>Data from staff and pupils to support whole school and individual action planning.</p> <p>Impact analysis carried out.</p>	<p>WB – Ongoing – Annually updated.</p> <p>CSp</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>Data linked to attainment and behaviour indicates a lowering of the gap between key groups.</p>

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Disability	To ensure pupils with additional needs thrive and make good progress	<p>CPD to introduce and implement the curriculum support documents to support planning for pupils with complex needs beginning with Science.</p> <p>Links with Willow Dene/Essex Inclusion Partners/Market Field School ensure access to expert advice and support.</p> <p>Relaunch the Ordinarily Available Framework to ensure class teachers and parents have a better understanding of the support available at a class-based level.</p> <p>Implement a clear set of procedures that supports staff in managing pupils whose behaviour may prove to be a challenge.</p> <p>Supportive Handling CPD for key members of staff ensure a consistent approach to de-escalating heightened/ dysregulated behaviours.</p>	<p>BT – Ongoing AM/AB</p> <p>LN/AM - Ongoing</p> <p>LN/AM – Autumn 2025 and ongoing.</p> <p>WB/LN/AM</p> <p>WB/LN/AM</p>	<p>Science documents 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> <p>Fewer children with SEMH move on to alternative provisions</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
	Ensure attendance gap between pupils with SEND and their peers continues to reduce.	<p>Introduce behaviour support meetings with parents led by the Behaviour Lead to provide early intervention and effective support.</p> <p>Regular analysis of data to gain improved understanding of the issues.</p> <p>Continue to work closely with identified families to provide support through the use of Early Help Meetings/Check ins from familiar staff to reduce absence.</p> <p>Continue to follow clear protocols for authorising attendance.</p>	<p>CSp/CT/Phase Leads</p> <p>LN/GL/JC</p>	Attendance of pupils with SEND raises by 5%
All Staffing and representation	To work towards developing a more diverse and representative staff team.	<p>Implement proactive recruitment strategies and create an inclusive culture where diversity thrives by:</p> <ul style="list-style-type: none"> Developing inclusive job descriptions. 	WB/LN/Office Lead/CSp	More staff of ethnic minority origin apply for posts

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		<ul style="list-style-type: none"> • Widening recruitment channels. • Introducing blind recruitment strategies. • 100% of staff complete Hemisphere training. • Parent and community links and use of positive role models. 		
All Belonging	<p>To continue to develop parental engagement in order to improve coherence, consistency and connectedness into the systems surrounding our pupils and their families.</p>	<p>Analyse parental survey responses and develop an implementation plan to improve connectedness and engagement within the school community.</p>	<p>MS/LB – Autumn 2025 – ongoing.</p>	<p>Audits of existing relationships have taken place and identified actions to develop improved connectedness between home and school.</p> <p>Parental survey response improves by 5% at schools engaged with programme</p>