



## 3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Wingfield 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	What we value influences how we conduct ourselves in every	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

values: ambition, optimism, and resilience  
Understanding what they are, what they look like and their importance

interaction we have. Our 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 explore 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

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?

		<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"> <li>• What data do we currently hold?</li> <li>• How do we use it most effectively to gain an improved workforce picture?</li> </ul>	<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>

		<ul style="list-style-type: none"> <li>How is data shared with schools to support work force planning</li> </ul> <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>Do we really know what it is like to be a minority group employee in our trust?</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</p> <p>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>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>Are resources spent effectively to target the underachievement of minority groups?</p>



Year 1- Engage  
School Level plan  
Wingfield Primary School

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p><b>Ensuring the equalities policy is embedded across the school community.</b></p>	<p>All staff are familiar with the principles of the equality plan and use them to underpin planning and teaching.</p> <p>Children have an increased awareness of equality.</p> <p>Parents are aware of the practice and purpose that underpins the equality policy</p>	<p>Publish and promote the school action plan through web site, newsletter and PDM's. Add questions to annual surveys to establish awareness and understanding; liaise with PHSE leader, School Council Leader, and Inclusions Leader</p>	<p>All Headteacher Ongoing</p>	<p>Do stakeholders know there is an equalities policy? Do stakeholders understand equality and how it is represented at Wingfield?</p>
<p><b>Ensure our curriculum reflects diversity through content, delivery, reflective and accessible to our community.</b></p>	<p>Children have access to rich and broad learning experiences which reflects diversity of communities and help to feel represented within their curriculum.</p>	<p>Subject leads to reflect and revise current curriculum documents. Subject leaders to meet termly and reflect on sequences of learning throughout curriculum and ensure it reflects on the diversity of the community</p>	<p>All Curriculum leaders July 2023</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?</p>

<p>To raise the progress and attainment of boys in writing so that it is in-line with that of girls. This is currently significantly lower than that of girls. (This is also a national picture)</p>	<p>The attainment gap between boys and girls will close by the time children leave Wingfield in Year 6</p>	<p>EYFS Provision designed to engage boys in writing activities.</p> <p>Key children to receive targeted intervention programmes – IXL and Precision Teaching programmes.</p> <p>Raise the profile of male writers and readers in school. Observations In year assessment and tracking Progress meetings with teachers End of year data</p>	<p>Gender Phase Leaders July 2023</p>	<p>Are there specific aspects of writing that boys find less appealing or more challenging? Could integrating technology, sports, or adventure themes make writing more engaging for boys?</p>
<p>To ensure that girls' experiences in academia and sports will make them more aware of a range of opportunities so they may aspire to non-stereotypical professions</p>	<p>Participation in sports and academic activities helps girls develop critical skills such as leadership, teamwork, resilience, and strategic thinking. These skills are valuable in many professions, including those traditionally dominated by men</p>	<p>Continue to develop opportunities and understanding in STEM subjects to inspire all children and specifically girls to consider further education and a future career in science or maths.</p> <p>Organise more after-school and out-of-school sporting opportunities for girls.</p> <p>Organise for female visitors to give presentations at school about their careers and/or role in society.</p>	<p>Gender Science, Maths, PE leaders School Council Leadership Team September 2024</p>	<p>What changes or initiatives could be implemented to ensure girls are gaining these valuable skills? Are there specific challenges related to gender stereotypes or access to resources?</p>

		<p>Monitor the number of girls attending sports clubs from Autumn 2022</p> <p>Monitor the attendance of girls' football team and those attending competitions.</p>		
<p><b>Develop understanding of same sex relationships in families</b></p>	<p>A greater understanding ensures that homosexual labels are not being used in a derogatory way</p>	<p>Update PHSE curriculum to reflect age-appropriate understanding of same sex relationships</p> <p>Continue to deliver relationships statutory curriculum programme in Year 6 and provide an information for parents</p> <p>Continue to use the No-Outsiders' project</p> <p>Pupil voice in Relationship lesson evaluations</p>	<p>Sexual orientation PSHE Leader Headteacher Class teachers September 2024</p>	<p>Do children from same gendered families feel represented? Do children understand there are different types of families?</p>
<p><b>There continues to be gaps of varying degrees in attainment between disadvantaged and non – disadvantaged</b></p>	<p>Attainment gap between disadvantaged and non- disadvantaged will be reduced are in line with Age-related expectations.</p>	<p>Identify disadvantaged children with lower attainment or progress and target them through our Pupil Premium funding Lesson observations</p> <p>In year assessment and tracking</p> <p>Progress meetings with teachers</p> <p>End of year data</p>	<p>Disadvantaged children Leadership team On going</p>	<p>How quickly is the attainment gap closing? How are we using data to inform our strategic decisions?</p>

Year 2- Explore  
2023-24  
Trust Level Plan

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
<p><b>Policy development</b></p> <p>To review policy and practices to 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>Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course</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>
<p><b>Staffing and representation</b></p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of</p>	<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>HC – Spring 2024</p> <p>HC – Spring 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>

ethnic minority staff in leadership positions		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	Exec and strategic team – Autumn 2024	How does it feel to be a ethnic minority member of staff within our trust?  How are we using PDC's to promote career development for BAME staff?
<b>Curriculum</b>  <b>To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum</b>	<p>The PHSE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain.</p> <p>Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school</p>	<p>Develop a shared presentation for parents focusing on the PHSE curriculum, including the 'No Outsiders' programme.</p> <p>Schools to offer parental workshops</p> <p>PHSE 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>MB Autumn 2023</p> <p>Headteachers- Autumn term</p> <p>PHSE Leads</p> <p>MB – Spring 2023</p> <p>MB – Autumn 2023</p>	<p>Is the PHSE curriculum a high profile across all schools?</p> <p>Do our parental communities know the content of the curriculum?</p> <p>Are parents confident in schools to deliver the content in an age-appropriate way?</p> <p>Is the PHSE 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><b>Achievement</b></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><b>Attendance</b></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</p> <p>CPD for governors to better understand their accountability</p>	<p>MB – Autumn 2023</p> <p>MB – Spring 2024</p> <p>MB – Spring 2024</p> <p>MB -Spring 2024</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>

		Develop a trust pastoral group to ensure ongoing CPD and sharing of good practice	BT – Autumn 2023	
<b>Year 2- Explore School Level Plan Wingfield Primary School</b>				
<b>Aim</b>	<b>Why</b>	<b>Actions</b>	<b>Equalities strand Lead individual Time scales</b>	<b>Questions that indicate success</b>
<b>Ensure our curriculum reflects diversity through content, delivery and is reflective of our community</b>	Children have access to rich and broad learning which reflects diversity of communities to help to feel represented within their community.	Ensure all teachers attend Compass planning and moderation groups  Teachers to review planning termly to ensure it responds to current climate	RS/YM termly  RS/TA Termly	Can children see themselves in their curriculum? Are reviews robust to ensure it represents the community and current climate? Do children feel valued and respected?
<b>Improve recruitment processes to ensure that we attract and appoint the highest quality staff to represent Wingfield's community</b>	It's important that our community feel that Wingfield reflects them and this in turn will support better working relationships and outcomes for children.	Continue to review the wording of all adverts that emphasize our EDI commitment.  Continue to trial adapted recruitment format launched by Trust.	RS - ongoing	Do candidates see themselves reflected in Wingfield's workforce? Do we know what attracts and discourages candidates and why?
<b>To ensure that children have equal access to the school day through</b>	Good attendance is a prerequisite of good attainment and	Commitment to improve attendance	SE/DF – ongoing YM	Have our attendance figures increased? Has our PA figure decreased?

<p><b>a commitment to regular attendance</b></p>	<p>predetermine future life opportunities. PA has been at the highest point.</p>	<p>through using RBG's AAO services.</p> <p>A personalised approach has been adopted to support families at risk of PA.</p> <p>Leaders to work with key families and be curious around regular attendance.</p> <p>Engage with "The Difference" project</p>		<p>Are life opportunities for children increasing who find it difficult to attend school?</p>
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**Year 3- Embed Trust Level Plan 2024-25**

<p><b>Aim</b></p>	<p><b>Why</b></p>	<p><b>Actions</b></p>	<p><b>Lead individual Time scales</b></p>	<p><b>Questions that indicate success</b></p>
<p><b>To develop an overarching inclusion continuum that underpins all policy and processes, codifying</b></p>	<p>Embedding all aspects of inclusion frameworks into policy and processes ensures the framework is a starting point for all</p>	<p>The difference leadership working group to expand and finalise the Compass Inclusion continuum</p>	<p>Autumn 2024</p>	<p>Is a clear understanding of the continuum of inclusion and the role of staff within this?</p>

<p><b>inclusive practice across schools.</b></p>	<p>consideration and changes A clear framework that codifies inclusion, linking policy and practice together ensures clarity of message</p>	<p>Pull together policy and strategy to ensure all information is consistent and accessible to all</p> <p>Map out what may be needed to ensure shared understanding</p> <p>Consider induction of new staff. Develop training materials which ensure the shared understanding and ethos is understood</p> <p>Publish strategy and launch</p> <p>Relational practices set out in document are embedded across schools</p>	<p>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> <p>Autumn 2024</p> <p>Autumn 2025</p>	<p>Do all staff understand the many ways in which children and families feel excluded?</p> <p>Wider staff understand the concepts of relational practices and the impact of this?</p> <p>Does attendance improve?</p> <p>Do suspensions decrease</p>
<p><b>To develop the understanding of bias and how this impacts on interactions</b></p>	<p>Understanding the psychology of bias in a safe and scientific way will lead to improved reflection and consideration of self and own</p>	<p>All staff Hemisphere training Year 1 related to understanding of the experience of Black afro Caribbean pupils.</p> <p>Individual Schools and central team to receive anonymous feedback and plan for supporting</p>	<p>Autumn 1 MB to organise</p> <p>Autumn 2 HT</p>	<p>Is there improved understanding of bias?</p> <p>Are staff more confident to discuss race?</p> <p>Do staff understand experience of staff and</p>

		<p>common commitments to change across all aspects of school</p> <p>Review and share learning</p>	<p>Summer 2 MB to facilitate</p>	<p>pupils from ethnic minority backgrounds</p> <p>Does data reflect outcomes for ethnic minority pupils is inline or better than white British peers?</p>
<p><b>Staffing and representation</b></p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions</p>	<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>Including data related to promotion and retention of staff from ethnic minority groups</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 2025</p> <p>HC – Spring 2025</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 PDC's to promote career development for BAME staff?</p>

		Adapt the wording of our equalities statement on advert. Consider where we advertise for roles		
Staff feel that the workplace is one in which they belong, whatever their protected characteristics	This is the morally right approach but a sense of belonging also increases staff engagement which in turn ensures that we are providing excellent education for our pupils	Put in place actions to enact the new duty on sexual harassment	HC - By 26/10/24	Do all staff understand what our standards of behaviour are?  Are staff clear about our anti-harassment and bullying stance?  Do staff know what to do if they experience or witness sexual harassment?  Do we deal with such matters swiftly and clearly?
<b>Achievement</b>  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 is firmly established and evaluated in all schools  Pedagogy outlined in the Compass teaching and learning framework embedded in schools with a particular focus on embedding responsive teaching	Headteachers/Exec headteachers – Autumn 2024  Headteachers/Exec headteachers – 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?

		<p>The BEST framework sits at the heart of school improvement</p> <p>Data used effectively to identify trends and share good practice</p> <p>Implement additional CPD via Ambition Institute at identified schools</p>	<p>Exec headteachers – Autumn 2024</p> <p>MB and SP – Autumn 2024</p> <p>Headteachers and Exec team</p>	
<p><b>Attendance</b></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>Embed EBSA training approaches</p>	<p>HG – Autumn 2024</p> <p>HG – Autumn 2024</p> <p>HG/MB/BT/RH– Spring 2025</p> <p>HG -Autumn 2024</p> <p>– Autumn 2024</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> <p>Is PA reduced?</p>

Year 3- Embed  
School Level Plan  
Wingfield Primary School

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>To develop the understanding of biases and how these impacts on interactions</p>	<p>By acknowledging and addressing our biases, we can create more equitable and harmonious interactions at all levels.</p>	<p>All staff to complete bias questionnaire. Results shared and an action plan created.</p> <p>Commitment for two years to support staff's understanding of biases and interactions</p>	<p>YM</p>	<p>Are staff aware of their unconscious bias? Are staff confident is discussing race and bias?</p>
<p>To ensure all children have equal access to high quality education</p>	<p>Good attendance is a prerequisite of good attainment and predetermine future life opportunities. z</p>	<p>Continued commitment to improve attendance through using RBG's AAO services.</p> <p>Leaders to work with key families and be curious around regular attendance.</p> <p>EBSA project</p>	<p>SE/DF – ongoing</p>	<p>Has PA children's attendance increased? Do staff understand the implications of EBSA and alerting leaders?</p>