



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: John Ray Junior 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"> • What data do we currently hold? • How do we use it most effectively to gain an improved workforce picture? 	<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"> 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>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>

		<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>What does the progress and attainment of our complex children look like?</p> <p>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>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 (2022-23)- Engage
School Level plan for Joh Ray Junior School

Aim	Why	Actions	Equalities strand 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>We have an increased number of children joining our school from ethnic minorities. Children need to 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 through the resources we use and see themselves as a part of that and are proud of their heritage, culture and or beliefs.</p>	<p>Subject leads to reflect and revise current curriculum documents (units) Audit resources and texts used around the school to ensure they reflect diversity Ensure that curriculum material can be adapted to suit the needs of all learners</p>	<p>Spring 2022- subject leads</p>	<p>Do 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 ensure our stance on EDI is highlighted, shared, and embedded</p>	<p>All children, families and staff need to be able to recognise that</p>	<p>Share stance on issues around EDI through whole school and parent</p>	<p>Summer 2023- SLT</p>	<p>Do all members of the school community see themselves reflected within</p>

<p>through the ethos and culture of the school community</p>	<p>they are 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>briefings, documentation and displays. Ensure that dress code and hairstyle codes do not restrict children's cultural identity. Use opportunities such as BHM to highlight our position as a school.</p>		<p>all aspects of school life? Does policy and documentation reflect our stance on issues relating to EDI? Is our stance and ethos reflected within the school environment? Are staff aware of the collective stance we have as a school community on issues relating to EDI?</p>
<p>Widen enrichment and cultural opportunities so that they are diverse, inline with our broad curriculum.</p>	<p>Children have access to a wider variety of enrichment activities that promote global culture and diversity. Staff model respect and tolerance that is reflected in children's attitudes, beliefs and opinions. Local diverse and cultural experiences are exploited in the community so that minority groups are celebrated</p>	<p>Review current opportunities within and beyond the curriculum Make links with local businesses or collective groups that can be used to celebrate culture Subject leaders research possible opportunities which link with their area and to the intent of their subject SLT to monitor Teaching staff</p>	<p>Subject leaders Summer 2023</p>	<p>Are there a range of cultural opportunities ? Are children exposed to local cultural experiences such as festivals or black history celebrations? Are parents and carers aware of local cultural events?</p>

**Year 2- Explore
2023-24
Trust Level Plan**

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
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<p>Policy development</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>Staffing and representation</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>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 PDC's to promote career development for BAME staff?</p>

<p>Curriculum</p> <p>To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum</p>	<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>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>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – 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</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>Exec headteachers – Autumn 2024</p> <p>MB – Autumn 2024</p>	<p>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</p> <p>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>
<p>Year 2 (2023-24)- Explore School Level Plan: John Ray Junior School</p>				
Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success

To review the impact of the curriculum and resources changes from last year to ensure appropriateness to our community and that their use is embedded.	To reflect the changing diversity within Braintree.	Review content in light of changes made in previous year. Subject leaders to carry out termly pupil voice to gather views of children.	Autumn 2023	Does each subject leader understand how their subject drives equality, diversity and inclusion?
To ensure our stance on equality, diversity and inclusion is highlighted, shared and celebrated across the work of the school and is evident in the environment	Children need to embrace the British value of tolerance and mutual respect to support all groups to feel welcomed and valued.	Assemblies to focus on British values and link this to celebrating difference and ethnicity as a protected characteristic.	Autumn 2023 SLT	Are children able to articulate the importance of protected characteristics / British values and what that looks like in our school.
Prepare our children for life in Modern Britain.	we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment	Review the No outsiders work	Autumn 2023 PSHE lead	Has the message – ‘all different, all welcome’ been understood and lived by the children?

Year 3- Embed
Trust Level Plan
2024-25

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
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<p>To develop an overarching inclusion continuum that underpins all policy and processes, codifying inclusive practice across schools.</p>	<p>Embedding all aspects of inclusion frameworks into policy and processes ensures a the framework is a starting point for all consideration and changes A clear framework that codifies inclusion, linking policy and practice together ensures clarity off message</p>	<p>The difference leadership working group to expand and finalise the Compass Inclusion continuum</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>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> <p>Autumn 2024</p> <p>Autumn 2025</p>	<p>Is a clear understanding of the continuum of inclusion and the role of staff within this?</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>Understanding the psychology of bias in a safe and scientific way</p>	<p>All staff Hemisphere training</p>	<p>Autumn 1 MB to organise</p>	<p>Is there improved understanding of bias?</p>

<p>how this impacts on interactions</p>	<p>will lead to improved reflection and consideration of self and own</p>	<p>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 common commitments to change across all aspects of school</p> <p>Review and share learning</p>	<p>Autumn 2 HT</p> <p>Summer 2 MB to facilitate</p>	<p>Are staff more confident to discuss race?</p> <p>Do staff understand experience of staff and 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>Staffing and representation</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</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</p>

		<p>attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing</p> <p>Adapt the wording of our equalities statement on advert. Consider where we advertise for roles</p>		development for BAME staff?
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	<p>Do all staff understand what our standards of behaviour are?</p> <p>Are staff clear about our anti-harassment and bullying stance?</p> <p>Do staff know what to do if they experience or witness sexual harassment?</p> <p>Do we deal with such matters swiftly and clearly?</p>
<p>Achievement</p> <p>To ensure all children who are disadvantaged by society make good progress and any</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	<p>The success for all is firmly established and evaluated in all schools</p> <p>Pedagogy outlined in the Compass teaching and</p>	Headteachers/Exec headteachers – Autumn 2024	<p>Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the</p>

<p>identified gaps are quickly closed</p>	<p>support to close gaps in attainment</p>	<p>learning framework embedded in schools with a particular focus on embedding responsive teaching</p> <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>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB and SP – Autumn 2024</p> <p>Headteachers and Exec team</p>	<p>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</p> <p>CPD for governors to better understand their accountability</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>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>

		Embed EBSA training approaches	- Autumn 2024	Is PA reduced?
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**Year 3 (2024-5)- Embed
School Level Plan: John Ray Junior School**

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
To develop the understanding of bias and how this impacts on interactions	Understanding the psychology of bias in a safe and scientific way will lead to improved reflection and consideration of self and own	Ensure all staff complete hemisphere training	Autumn 2024, KH	Do staff indicate that they have greater understanding of bias and how their actions and words may be interpreted.
To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed	We know that 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	Review progress data termly to ensure that actions are put in place to close gaps swiftly. Ensure all teaches have time to discuss and plan for accelerated progress of pupils	Autumn, KH	Is attainment for all groups improving and are gaps closing?

