

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)	Uptake (Achievement for All)
Why we have chosen the objectives	To ensure that students recognise and learn about the diversity of their local community and wider world through the taught curriculum. Provide opportunities for students to learn about and experience different cultures.	Ensure that Staff Welfare is considered and planned for by following the Trust Calendar for Welfare & Support (NHS 5 Ways for Wellbeing). In addition establish a Staff Forum to ensure a Voice is heard that can help inform the development of an inclusive School Ethos	Proactively engage members of the local community to support the wider curriculum, to include guest speakers, activities and other opportunities. Promote Student Voice and Leadership to ensure there is a clear understanding of Tolerance and Respect for other. Build these expectations into character education and reward students who promote in a positive way. Ensure that pledges, character education and reward systems provide consistent opportunity for students to demonstrate key values and characters.	Seek out broader learning opportunities to ensure delivery of PLEDGES, particularly Diversity. Prepare a 5 year Journey Plan to demonstrate that learning is on going and reflective of the needs of the students as they grow to young adulthood. Achieve a Gold award for delivering Learning outside of the classroom, demonstrating the diverse offer.	Encourage, through the use of resources, funds and Pupil Premium, that all students attend and engage fully with the taught and broader curriculum offer. Deliver the requirements of the PP Charter and ensure that CEIAG provision helps reduce barriers for engagement and longer term ambition. Ensure that disadvantaged groups of students achieve in line with their peers.
How we will achieve the DEEI objectives	<i>Ensure that schemes of learning for Core Studies / PHSE programmes reflect a World View dimension and a consideration of British values and what these mean in today's society.</i> <i>Ensure that the Pastoral Plan, delivered via the vertical system, and House Assemblies are reflective of the local community and wider world current issues to promote understanding and a growth of knowledge.</i> <i>Deliver a curriculum that adapts to what is happening, here and now.</i> <i>Ensure the delivery of PLEDGES capitalises on opportunities that exist within the taught curriculum. Offer opportunities within school for students to develop their understanding of other cultures.</i>	<i>Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.</i> <i>Take actions from Staff Voice and HR surveys to monitor impact of activities.</i> <i>Open door policy and regular link meetings from SLT to ensure that staff are supported.</i>	<i>Develop cultural humility in all teams to maximise cross cultural understanding and engagement. Taking steps to meet the particular needs of people who have a particular characteristic. Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities). Adopt a kind and supportive whole school culture which embraces each others differences. Engage in consistent communication about the expectations of staff and students in supporting all members of the SWA community.</i>	<i>Encourage people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies). Offer a range of clubs and activities to appeal to all students. Reward students who consistently attend extra curricular opportunities. Offer learning outside the classroom in a range of subjects and activities.</i>	<i>Destination data tracked for protected characteristics. Publish attainment data each academic year showing how pupils with different characteristics are performing. Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.</i>
Who is Leading each objective	SLT/ Pastoral Team / Humanities, Languages and Learning for Life Staff	Principal and HR	SLT/ Pastoral Team and Curriculum Leads	PLEDGE Lead, teachers leading extra curricular opportunities	SLT