

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)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	To ensure that students recognise and learn about the diversity of their local community and wider world through the taught curriculum.	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 taught curriculum, to include guest speakers, activities and other opportunities as part of lessons. Promote Student Voice and Leadership to ensure there is a clear understanding of Tolerance and Respect for others and that Students understand the need for an Anti-Bullying stance; which they support and engage with.	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	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.
Outline how you will achieve your DEEI objectives; the populated box are examples you may wish to use, but do not have to.	<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 todays society. Ensure that the Pastoral Plan, delivered via the vertical system, and House Assemblies are reflective of the local community and wider world issues to promote understanding and a growth of knowledge. Ensure the delivery of PLEDGES capitalises on opportunities that exist within the taught curriculum</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. Take actions from Staff Voice and HR surveys to monitor impact of activities</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 (e.g. enabling Muslim pupils to pray at prescribed times) Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)Make evidence available identifying improvements for specific groups e.g. declines in incidents of homophobic or transphobic bullying.</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).</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>
Identify each term over a 2 year timeframe and who is Leading each objective	Pastoral Team / Humanities and Core Studies Staff	Principal and HR	Pastoral Team, Curriculum Leads & Safeguarding Team	PLEDGE Lead	Leadership, PP Lead, CEIAG Lead. Assistant Principal for Attainment and Progress (Outcomes & Destinations)