

Diversity, Equity & Inclusion Strategic Objectives

Our strategic objectives for Diversity, Equity, and Inclusion this year are based on the principles of **consciousness, competence, and confidence**. These objectives aim to make Streethay Primary School a more diverse, equitable, and inclusive space for all relevant parties including pupils, staff, and the wider school community.

To develop staff **consciousness** around diversity, equity, and inclusion – building empathy and understanding around DEI at Streethay.

To develop staff **competence** in making Streethay Primary School a more diverse, equitable, and inclusive educational spaces.

To develop staff **confidence** around diversity, equity, and inclusion - to act to ensure Streethay is a more diverse, equitable and inclusive educational spaces.

To use developing **consciousness, competence, and confidence** around DEI to plan meaningful changes for next academic year, focusing on **curriculum**.

Objective 1	Objective 2	Objective 3
<p>To develop staff consciousness around diversity, equity, and inclusion – building empathy and understanding around DEI at Streethay.</p> <p>To do this, we will focus on training, inclusion goals, and language.</p>	<p>To develop staff competence in making Streethay Primary School a more diverse, equitable, and inclusive educational spaces.</p> <p>To do this, we will focus on policies, procedure and representation.</p>	<p>To develop staff confidence around diversity, equity, and inclusion - to act to ensure Streethay is a more diverse, equitable and inclusive educational spaces.</p> <p>To do this, we will focus auditing process made this year and planning for next academic year – with a focus on curriculum.</p>

Objective 1		Objective 2		Objective 3	
Sprint 1: Objective	Sprint 2: Objective	Sprint 3: Objective	Sprint 4: Objective	Sprint 5: Objective	Sprint 6: Objective
Focus: Consciousness . Develop consciousness through training and co-creating a common inclusion goal.	Focus: Consciousness Develop consciousness through exploration of language, including school audit.	Focus: Competence Develop competence by establishing clear policies and procedures.	Focus: Representation Develop diverse visibility and representation in school spaces.	Focus: Curriculum Develop diversity, equity, and inclusion in the Streethay Curriculum.	Focus: Confidence Review DEI progress, staff confidence, and action plan for the next academic year.
Sprint 1: Actions	Sprint 2: Actions	Sprint 3: Actions	Sprint 4: Actions	Sprint 5: Actions	Sprint 6: Actions
1 – Full staff INSET focusing on DEI, why it is important, and co-creating a school common inclusion goal.	1 – Staff voice exploring DEI language at Streethay.	1 – Leadership to review current policies relevant to DEI at a MAT and school level.	1 – Full staff INSET reflecting on DEI work done so far this year, reiterating policy changes, and explaining the importance of visibility and representation.	1 – Subject leaders to audit the diversity represented in their curriculum area using the protected characteristics as a framework.	1 – Diversity leader to RAG review this plan highlighting what has been completed, what is still developing, and anything unachieved.
2 - Agree a common inclusion goal for DEI work at Streethay Primary School.	2- Pupil voice or wider school community voice exploring DEI language (may not be appropriate?)	2 – Leadership to develop current policies. This should include clear policies for discriminatory language or actions and may include staff scripted interventions.	2 – Key staff to be given responsibilities to audit visibility and representation of protected characteristics in: - Book choices - Displays - School website	2 – Subject leaders to make changes to curriculum area for next academic year to improve diversity represented.	2 – Diversity leader to undergo a pupil voice, staff voice, and wider community voice in relation to DEI.
3 - Amplify our DEI common inclusion goal: - Add to the website with mission statement. - Include in new staff induction procedure. - Include in in new family induction procedure. - Displayed in school. - Share with students.	3 – Clear communication with staff about inclusive language, encouraging a culture of challenging any language with empathetic, educational conversations. This may be best achieved through INSET or staff meeting training.	3 – Share policy and procedure changes with all staff, and ensure key changes are included in new staff induction procedures.	3 – Based on training and audit, work to improve the diversity represented visibly in the school. This may include: - New books - Changing displays - Photographer coming to photograph students for school website and display in the school.	3 – All curriculum changes to be finalised and shared with relevant staff. The school may also consider at this point how they will mark key calendar events next academic year such as: - BHM - LGBT HM - Pride - Schools Diversity Week - Etc.	3 – Diversity leader to work together to use points 1 & 2 to inform action planning for the following academic year.



Diversity, Equity & Inclusion Action Plan
2023-2025

