

DIVERSITY ACTION PLAN OBJECTIVES 2024 – 2027

Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)	Uptake (Achievement for All)
<p>1. To ensure students recognise and learn about the diversity of their local community and the wider world through the academic and pastoral curriculum.</p> <p>2. To establish a diversity student leadership group</p>	<p>1. Ensure that staff welfare is planned for and prioritised by using the Meridian Wellbeing Calendar for welfare and support</p> <p>2. Use of NHS 5 ways to wellbeing</p> <p>3. Use feedback from Trust Wellbeing survey to improve staff welfare</p> <p>4. Hold staff forum to obtain staff feedback on wellbeing</p>	<p>1. Actively engage members of the local community to support the taught curriculum.</p> <p>2. Invite relevant and engaging guest speakers.</p> <p>3. Promote student voice and leadership to ensure a clear understanding of tolerance and respect for others.</p> <p>4. Ensure students support and engage with the anti-bullying stance in the school.</p>	<p>1. Seek out broader learning opportunities for delivery of student PLEDGES with a focus on the DIVERSITY strand.</p> <p>2. Prepare a 5 year journey plan to demonstrate the learning in place and ensure reflective of student needs.</p>	<p>1. Encourage, through resources, including dedicated funds such a pupil premium that students attend and engage fully with the taught curriculum.</p> <p>2. Deliver the requirements of the Meridian Pupil Premium Charter.</p> <p>3. Ensure CEIAG provision helps reduce barriers for engagement and long term ambition.</p>
<p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	<p>Destination data tracked for protected characteristics. Publish attainment data each academic year showing how pupils with different characteristics are performing</p> <p>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.</p>
<p>How to Thrive Team (SRU), Ethics Lead (TW), Pastoral leads (HNO, AWI, HMA, CJO)</p>	<p>Principal (CMI) and HR (SWA/SWI)</p>	<p>Pastoral Lead (SRU) and Curriculum Leaders (led by SMO)</p>	<p>Pledges lead (HMA), DoE lead (FTO)</p>	<p>Leadership team, PP, attainment and progress lead (CDE)</p>