Protected Characteristic		The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.
 Race	In relation to race, the evidence we hold tells us:	65% of our children come from White British backgrounds. 35% come from a variety of other ethnic backgrounds. Racist incident forms and procedures are in place; last academic year we had 8 recorded incidents logged. Observed behaviour in the school shows respect and tolerance for people of all races amongst children, this is modelled by all adults. All children regardless of race are offered and involved in after school activities. PLEDGE opportunities, our PSHE curriculum, assemblies and relevant curriculum lessons (for example in History). These involve discussions around difference, diversity and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures; due respect and interest is given to the cultures within the school.
 Disability	In relation to disability, the evidence we hold tells us:	Less than 1% of our children have physical disabilities and 0% have multi-sensory disabilities (this also includes those with a physical disability). Children with physical disabilities take part in class activities and effectively adapted learning opportunities to allow them to succeed and progress in line with expectations from their starting points. The school has an effective Inclusion/SEND Policy. The school has an Accessibility Plan.
 Sex	In relation to sex, the evidence we have tells us:	48% of our children identify as male; 52% as female. Where a gender difference is identified in assessment outcomes, this is addressed as needed as part of school development plans. Children work in mixed sex groupings. All genders are employed at the school and we welcome applications from all genders.
 Gender Reassignment	In relation to gender reassignment, the evidence we hold tells us:	The Recruitment Policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follows. The school treats all members of the community with dignity and respect. Any concerns relating to discrimination, harassment or victimisation would be addressed through the school's behaviour, safeguarding and equality procedures.
 Pregnancy and Maternity	In relation to pregnancy and maternity, the evidence we hold tells us:	We give staff on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave. The school policies include flexibility in staff's absence in view of childcare and parenting emergencies. We support staff wishing to take paternity or adoption leave.
 Age	In relation to age, the evidence we hold tells us:	Staff range in age from 16 to 65. We follow the Trust Recruitment Policy and Diversity, Equality, Equity and Inclusion Policy. We use the Trust assured national suppliers and local sources of advertising for posts.
 Religion or belief	In relation to religion and belief, the evidence we hold tells us:	The school welcomes children and families of all religions equally. The school does not hold performance data on groups of religious nature. Through taught lessons, wider internal and external opportunities, children discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions. All children and staff are given equal value independent of their personal belief or religion. Due regard and mention is given to different religions' celebration days and events. Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies. Where religious beliefs can be supported in the school they are.
 Sexual Orientation	In relation to sexual orientation, the evidence we hold tells us:	No data about the sexual orientation of parents/carers is collected in the school therefore there is no potential for victimisation. Correspondence is addressed as requested to support equality of all family situations. Children are taught the differences between the sexes as defined in our PSHE Programme.
 Marriage and Civil Partnership	In relation to marriage and civil partnership, the evidence we hold tells us:	We have a range of different partnerships within the staff and all are respected for their own arrangements. These topics are also covered through PSHE, our curriculum and wider curriculum opportunities.

Progress we are making towards the objectives		Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Overview to how your school delivers the protected characrterisitcs within the five trust values, leading to your evaluation.		**Alignment with Meridian Trust curriculum aims, content and high delivery.**	**Capacity of leadership to develop, support and contribute across Meridian Trust.**	**Impact of delivery on outcome, with progress appropriate in all key phases.**	**Students experience of the whole school curriculum, behaviour, attitudes, personal development and extending the boundaries of learning.**
4	Replication	Fully Aligned and contributing significantly to Meridian Trust resources.	Capacity to support other schools.	Progress well above national with no variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all Replication or Refinement.
3	Refinement	Successful delivery, some elements not yet aligned or aligned but delivery quality being developed.	Developed leadership in school setting.	Progress above national with some variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all refinement or reinforcement.
2	Reinforcement	Working towards alignment in a clear timeframe and delivery needs improvement.	New leadership or lighter touch leadership support needed.	Progress in line with national and some variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all reinforcement with one area of recovery.
1	Recovery	Not yet aligned and delivery a concern.	Leadership support needed.	Progress below national or significant variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries have more than one area of recovery.

Diversity, Equality, Equity, Inclusion Action Plan 2024 - 27 for Lantern Community Primary School

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	To esnsure that children 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 and support, including the NHS 5 ways to wellbeing.	Proactively engage members of the local community to support the taught curriculum, including guest speakers, and internal and external visits as part of learning. Promote children's voice and leadership to ensure there is a clear understanding of tolerance and respect for others.	Every individual is known, and their unique self celebrated.
Outline how you will achieve your DEEI objectives.	*Ensure that schemes of learning, in particular PSHE and Worldviews, reflect our community and beyond, and a consolidation of British values and what they mean in today's society.*	*Take actions from ongoing staff voice and from annual HR surveys.*	*Take required steps to meet the particular needs of people who have a particular characteristic.* *Remove or minimise disadvantages experienced by people that are connected to a particular characteristic they have.*	*Encourage those who have a particular characteristic to participate fully in any opportunities as appropriate.*
Who is Leading each objective?	Senior Leadership Team and Subject Leaders	Senior Leadership Team and HR staff	All staff	All staff