

Equality and Diversity Plan

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Governor signature	
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Introduction:

This Equality and Diversity Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Lightyear Federation is accountable for ensuring the implementation, review and reporting of progress of the Equality and Diversity Plan over a prescribed period.

Equality Duty Statement

Under specific duties (Equality Act 2010), governing bodies and local authorities are required to draw up equality, diversity and accessibility objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

The Equality Act 2010 replaced all existing equality legislation, including the disability discrimination act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

This Public Sector Equality Duty (PSED) requires public bodies to have due regard for the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities.

The Equality Duty supports good decision making. It encourages public bodies to understand how different people will be affected by their activities, so policies and services are appropriate and accessible to all and meet different people’s needs. By understanding the effect of our activities on different groups of people, and how inclusive services can open up people’s opportunities, we can be more efficient and effective.

This plan will help us to deliver our overall strategic objectives and be integrated into our whole school plan.

Equality Duty:

What is Equality?

Public bodies are bound by a single public sector equality duty (known as the PSED or the equality duty). This duty extends to all the aspects of a person’s identity – known as ‘protected characteristics’ – that are protected under the Equality Act 2010. These are:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Equality Duty has two parts – the general duty of care and the specific duty of care.

General:

The general duty requires us to consider how our policies, practices and day-to-day activities impact and/or affect our students and staff. Therefore, we must have due regard to:

- Eliminating unlawful discrimination, harassment and victimisation and/or any other prohibited conduct set down by the Equality Act.
- To advance equality of opportunity between people who share a protected characteristic, and for those people who do not share it.
- To foster good productive relations between people who share a protected characteristic, and for those people who do not share it.

Having 'due regard' to the need to advance equality of opportunity is defined further in the Equality Act 2010 as the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- A. To publish information to demonstrate how they are complying with the equality duty.
- B. Publish one or more specific and measurable equality objectives. (Equality and Accessibility Plan)

The Act defines four kinds of unlawful behaviour:

- 1) Direct discrimination; occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- 2) Indirect discrimination; occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- 3) Harassment; is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour.
- 4) Victimisation; when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act"). As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act.

Specific:

The specific duties require public bodies to be transparent about how they are responding to the Equality Duty. This requires that The Lightyear Federation publishes relevant and proportionate information showing compliance with the Equality Duty, and to set equality, diversity and accessibility objectives.

The Lightyear Federation, recognises the importance of monitoring and challenging both school's performance and culture in this area. For this reason, we have named Inclusion Governors (Sue Butterworth and Glynn Hukins) who leads in the oversight of Equality, Diversity and Special Educational Needs and/or Disability (SEND).

Equality, Diversity and Accessibility Aims

In the Lightyear Federation's General Equality, Diversity and Accessibility obligations, we have set out four key aims, and state what we will do over the next 3 years to help us achieve them.

These General aims are:

- To ensure that best practice in equality, diversity and accessibility is rooted in all aspects of Greatstone Primary School and Repton Manor Primary School's functions and is based on and supported by a strong evidence base.
- To ensure that Greatstone Primary School and Repton Manor Primary School's work is informed by effective and inclusive consultation, engagement, challenge and communication with users.
- To ensure that the promotion of equality, diversity and accessibility (including the proactive elimination of discrimination and harassment) is embedded in all of Greatstone Primary School and Repton Manor Primary School's practices through education, leadership and constructive challenge.
- To ensure the development of Greatstone Primary School and Repton Manor Primary School's beliefs, successes and priorities are communicated and supported by our community.

In particular, to address our general aims, we will:

- Regularly review data trends and the impact of Greatstone Primary School and Repton Manor Primary School's approach to equality, diversity and accessibility.
- Identify and disseminate good practice in promoting equality, diversity and accessibility across all our work.
- Consult and involve diverse networks of users to help inform our future work and activities.

- Commit to meaningfully embed equality, diversity and accessibility in the delivery of our curriculum.
- Provide the Lightyear Federation staff with support and training to enable them to lead the promotion of equality, diversity and accessibility.

A reflection of our diverse population is attached (see below) and will be considered and shared with our school families. The data below exemplifies our need and duty to ensure our diverse school family are engaged and championed equally and we seek out an inclusive approach to all areas of school life.

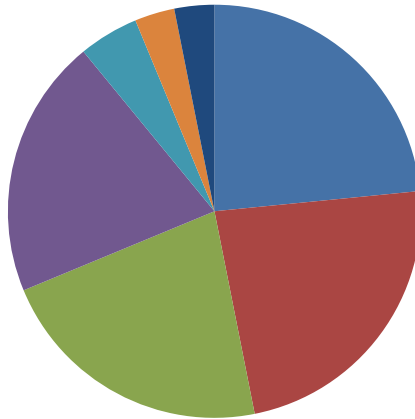
Specific, Equality, Diversity and Accessibility Objectives

The specific objectives are embedded into our Lightyear Federation Plan and can be identified by the font in ***bold italics***.

Our Federation plan is reviewed termly by school leaders (including the school governors) and in consultation with children, parents and staff.

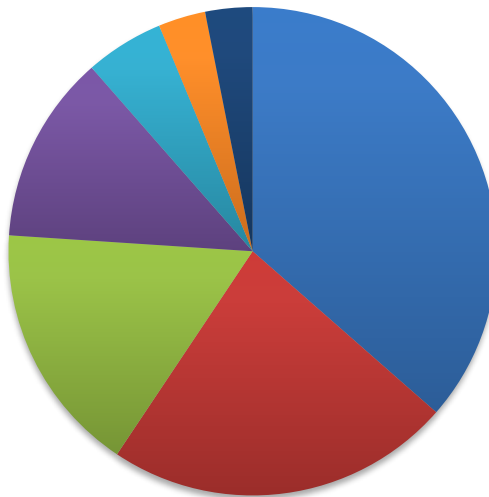
Overview of Special Educational Needs and/ or Disability across the Lightyear Federation – February 2024

Special Educational Needs and/ or Disability at Greatstone Primary School



- Speech, Language and Communication Needs
- Autistic Spectrum Disorder
- Moderate Learning Difficulty
- Social, Emotional & Mental Health
- Other Difficulty/Disability
- Physical Disability
- Vision Impairment

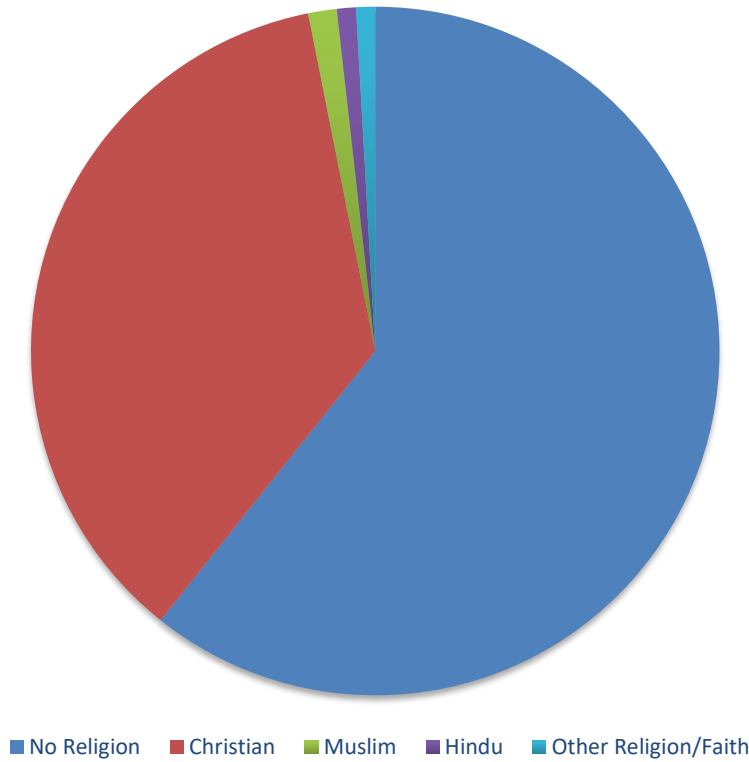
Special Educational Needs and/ or Disability at Repton Manor Primary School



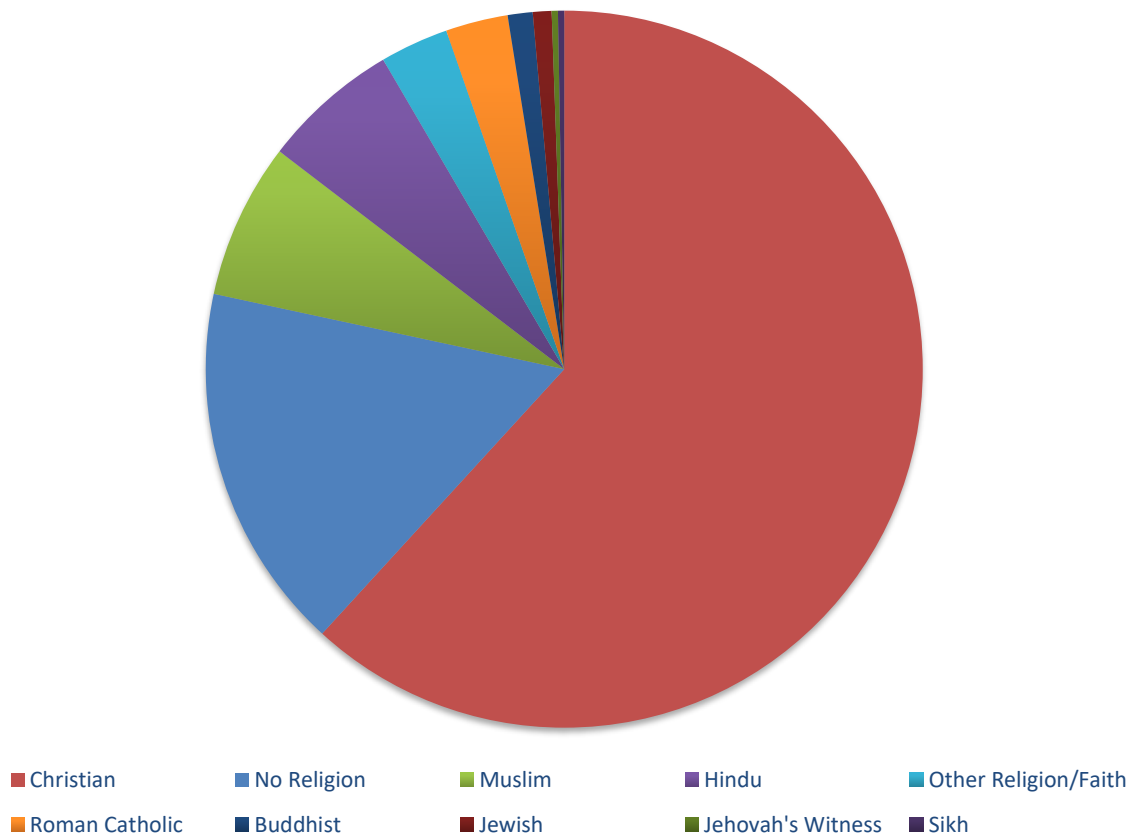
- Speech, Language and Communication Needs
- Autistic Spectrum Disorder
- Moderate Learning Difficulty
- Social, Emotional & Mental Health
- Other Difficulty/Disability
- Physical Disability
- Vision Impairment

Our Diverse Lightyear Federation Family – February 2024

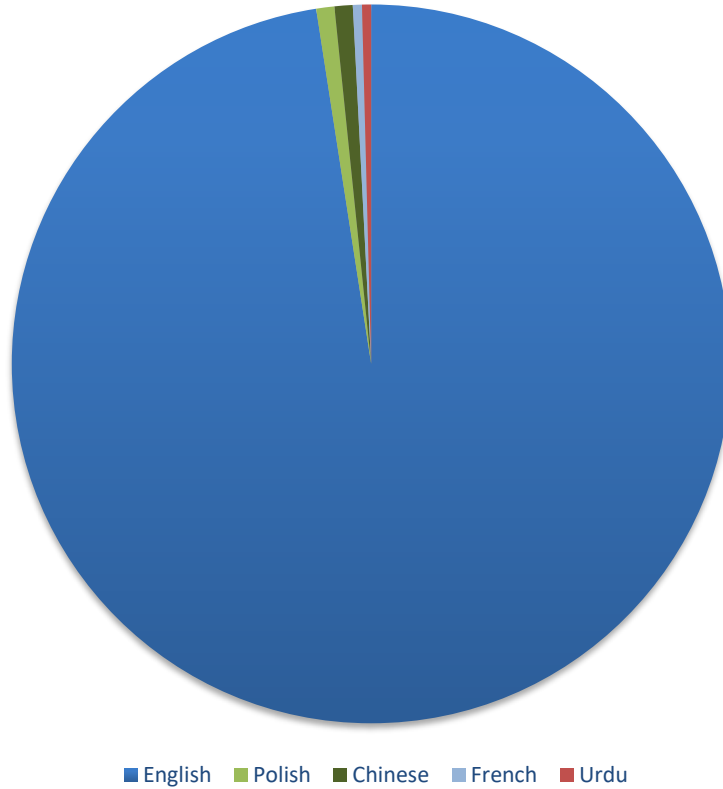
Overview of Religions at Greatstone Primary School



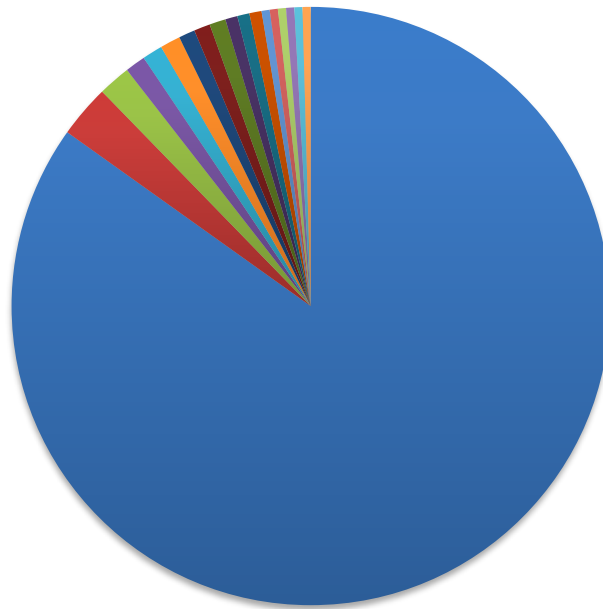
Overview of Religions at Repton Manor Primary School



Native Language at Greatstone Primary School

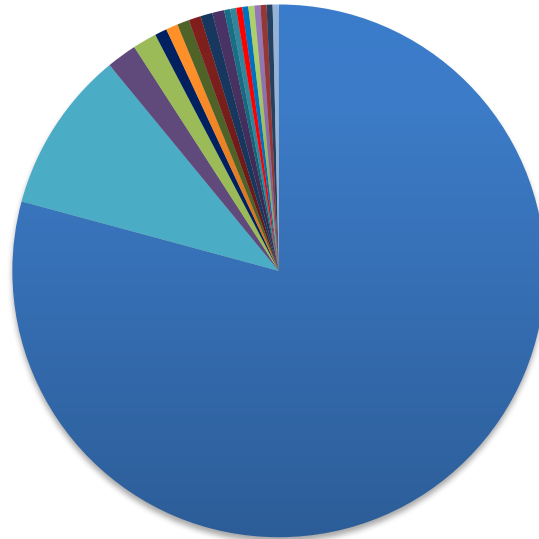


Native Language at Repton Manor Primary School



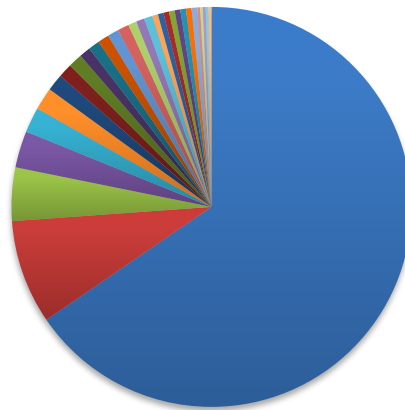
- | | | | |
|--------------------------------|----------------------|--------------------|--------------|
| ■ English | ■ Nepali | ■ Polish | ■ Bulgarian |
| ■ Tamil | ■ Yoruba | ■ Panjabi; Punjabi | ■ Urdu |
| ■ Chinese (Mandarin/Putonghua) | ■ Spanish; Castilian | ■ Albanian/Shqip | ■ Kurdish |
| ■ French | ■ Bengali | ■ Chinese | ■ Vietnamese |
| ■ Hungarian | ■ Igbo | | |

Overview of Ethnicity at Greatstone Primary School



- | | | |
|--|------------------------------------|-------------------------------|
| ■ White - English | ■ White - British | ■ White Eastern European |
| ■ Indian | ■ Chinese | ■ Gypsy / Roma |
| ■ White and Any Other Asian Background | ■ White and Asian | ■ White and Black Caribbean |
| ■ White Other | ■ Other Gypsy/Roma | ■ Other Mixed Background |
| ■ Other White British | ■ Pakistani | ■ Traveller of Irish Heritage |
| ■ White - Scottish | ■ White and Any Other Ethnic Group | ■ White and Black African |
| ■ White and Indian | | |

Overview of Ethnicity at Repton Manor Primary School



- | | | |
|-----------------------------|------------------------------------|--|
| ■ White - English | ■ Black - African | ■ Nepali |
| ■ White Eastern European | ■ White - British | ■ White Other |
| ■ White and Black Caribbean | ■ Sri Lankan Tamil | ■ White and Any Other Asian Background |
| ■ Chinese | ■ Kurdish | ■ Other White British |
| ■ Pakistani | ■ White and Any Other Ethnic Group | ■ Indian |
| ■ Vietnamese | ■ White and Black African | ■ Bangladeshi |
| ■ Black - Ghanaian | ■ Black Caribbean | ■ Chinese and Any Other Ethnic Group |
| ■ Kosovan | ■ Other Mixed Background | ■ Turkish |
| ■ White and Indian | ■ Black - Nigerian | ■ Black and Any Other Ethnic Group |
| ■ Croatian | ■ Portuguese | ■ White Western European |