



Our Lady of Lourdes Catholic Primary School

Equalities Information and Objectives

March 2020

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Revision History Page

Date	Description of changes	Approval level	Approval details
Spring 2017		Q&S	Annual review of information Spring 2021 review of objectives
Spring 2018		Q&S	
Spring 2019	Contextual Information and information on progress against Equalities Statement Plan updated	Q&S	
Spring 2020	Contextual Information and information on progress against Equalities Statement Plan updated		

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Our Lady of Lourdes Equalities Statement

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics.

The following nine categories make up what are known as protected characteristics —

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

This duty has three fundamental elements, which this policy statement aims to outline in greater detail. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

- 1. Eliminate discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010.**
- 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.**
- 3. Foster good relations between people who share a protected characteristic and people who do not share it.**

CORE DUTIES AND CONTEXT

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

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.'

In order to achieve this Core Duty the school must perform two specific duties:

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1. publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
2. publish at least one, although not usually more than seven, specific and measurable equality objectives, at least every four years.

What are Equality Duties?

The duty to have 'due regard to equality' consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school makes explicit its compliance and remains focused on improving outcomes an Action Plan has been drawn up which will be addressed through the mechanism of the School Development Plan(Strategic Plan). This will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement. We recognise that there are significant overlaps between fulfilling the Equality Duty and meeting the requirements of the school inspection framework.

In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded appropriately.

We believe that promoting equality is the responsibility of everyone in the school community.

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SUMMARY EQUALITY OBJECTIVES

Contextual Information 2019 - 2020 (as of 5th march 2020)

Pupils on roll	Total: 195	Girls: 85	Boys: 110	
Ethnicity	Asian or British Asian	6%	Black or Black British	0.5%
	Chinese	0.5%	Dual Heritage	3.5%
	White British	75%	White – any other white background	4%
	Other ethnic background	0.5%	Information not provided	1%
Languages other than English spoken mainly in pupils' homes (number)	Arabic	1	Bengali	1
	Finnish	1	Hungarian	1
	Spanish	3	Polish	4
	Tagalog/Filipino	1	Portuguese	3
	Italian	3	Russian	3
	Information not provided		French	1
% EAL	10%			
Free School Meals	17 (9%)			
Pupil Premium	24 (12% - includes FSM)			
Special Educational Needs	SEND Cog & Learning, Communication and Interaction & Sensory and Physical Needs 24 (12%) SEMH only 13 (6.5%) EHCP 5 (2.5%)			
Sexual Orientation	We are aware that children in our school may grow up to be lesbian, gay or bisexual. We also know that our parents and carers will be represented across all the protected groups.			
Religion (numbers)	Buddhist	1	Catholic	116
	Other Christian	49	Jewish	0
	Hindu	1	No Religion	20
	Muslim	1	Refused	3
	Other Religion	4		
Sikh	0			
Gender Identity	We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. We also know that our parents and carers will be represented across all the protected groups.			

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ELEMENT 1 – ELIMINATING DISCRIMINATION

A. Information

We work in partnership with parents and carers, children and the whole school community to prevent all forms of bullying and prejudice-based behaviour. Please refer to our Anti-Bullying Policy for details.

All bullying and prejudice-based incidents are recorded. These records, using CPOMS (Child Protection Online Management System) are used to inform the assembly programme and EPR education curriculum and to support and track individual children. Incidents are discussed during meetings and reported to governors. The school also participates in the Brighton and Hove Safe and Well at School Survey annually and this data is also analysed and used to measure impact and inform next steps. This data is reported back to children, staff and governors on an annual basis.

The results of the Safe and Well at School Survey 2018 show that the reported rate of bullying is 6%, 11% lower than the city average.

Numbers of bullying and prejudice-based incidents recorded initially increased as a result of staff training and of work with pupils to encourage them to report incidents. We also actively encourage parents and carers to report bullying and prejudice-based incidents to us. Our effective recording has shown there are incidents in the community (like many other schools) of gender and disability discrimination, homophobia and racism.

B. Objectives

- To continue to monitor bullying type incidents especially around ethnicity, gender / gender identification, sexuality and social standing / status.
- To continue to review the anti-bullying policy in consultation with the whole school community and in particular protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying.
- To ensure planned school events and celebrations include representation of diverse groups.

ELEMENT 2 – ADVANCE EQUALITY OF OPPORTUNITY

A. Information

Advancing equality of opportunity is important at our school. All groups of children in the school are regularly and rigorously analysed in terms of their attainment and progress. The performance of boys and girls is carefully monitored to identify areas for development. Children from different ethnic groups are also tracked to ensure that any under-performing groups are identified and

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supported. The same applies to other groups of children, for example children with Special Educational Needs.

B. Objectives

Analysis of our school data has identified that the school will be focussing on supporting the following groups of children with their academic progress:

- Writing across all groups of children across the school, with a particular focus on boys, the lower achieving and those with Special Educational Needs.
- To raise the attainment and progress of those children in receipt of the pupil premium.
- To consider ways of closing the gap in attainment between those children with special educational needs and/or disabilities and those without.
- High attaining pupils in all core subjects.

ELEMENT 3 - FOSTERING GOOD RELATIONS

A. Information

In our school we take pride in the range of work we do to foster good relations and 98.7% of pupils agree that the school helps them to get on with others (Safe and Well School Survey 2018).

We aim to foster good relations by:

- Providing annual staff training on at least one aspect of equality and diversity. Last year we had staff training on race equality when delivering our annual Black History Month.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all children in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum.
- Giving clear messages about expectations as part of school values and this includes regular assemblies in which we mark, for example Anti-Bullying Week and Black History Month.
- Constantly reviewing and developing the PSHE Education and through Education for Personal Relationships (EPR) and Relationships and Sex Education (RSE) so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and children's own identities.
- The charity work led by the school and children helps to foster good relations.
- For children who struggle to understand the importance of respect for others we have a range of interventions including small group work, discussions with specialist outside agencies including e.g. Safety Net, DABCEC and the Police.

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B. Objectives

- To continue to monitor the PSHE and wider curriculum to ensure gender and other stereotypes are being challenged and the school is a safe space for pupils / students to express their gender identity how they wish to.
- To provide staff training updates on equality and diversity issues.
- To continue the commitment to Restorative Justice pervading all aspects of school life.
- To utilise British / Gospel Values as a means of demonstrating how to live and be inclusive of others.

EQUALITIES STATEMENT PLAN 2017-2021

This plan has been written in conjunction with the school's Single Equality Policy. This is to be reviewed annually.

Target	Action	How the impact of the action will be monitored	Responsible person(s)
1. Establish effective systems to communicate the school's equality duties.	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	Through questions relating to the School Equality Plan in the annual survey of parents. Discussion with pupils during School Council and Pupil Voice conferencing.	Headteacher Senior Leadership Team Governing Body
<i>Review June 2018 – these continue to be addressed through the above, and the school's British Values regular assemblies, PHSE, EPR, Protective Behaviours Scheme of Work, the school's responses to discrete situations and issues in collaboration with the LA and our external agency partners.</i>			
2. To ensure that all pupils make progress including vulnerable groups and individuals.	Monitor and analyse pupils' achievement by ethnicity, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	School Assessment Leader Inclusion Coordinator Senior Leadership Team Governor Data Group
<i>Review June 2018 – Pupils' progress and attainment is updated and monitored every term by the SLT and INCO. This is reviewed strategically, and fed by to Governors in termly reports. Every pupil's progress is monitored by SLT at every termly Pupil Progress Meetings and next steps identified.</i>			

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3. That there are sufficient opportunities with the school's curriculum to address equality issues.

Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of ethnicity, gender and disability.

Increase in pupils' participation, confidence and achievement. Subject Leaders

Review June 2018 – School actively engages with outside agencies and topical links, e.g. RE, Awareness weeks, e.g. Black History, Diverse World, Albion in the Community etc., and local authority initiatives, alongside the British Values Assemblies to ensure constant exposure and celebration of our diverse community.

4. The school environment promotes diversity.

Ensure that displays in classrooms and corridors promote diversity in terms of gender, ethnicity and disability.

Monitor pupils' responses to the school environment in pupil surveys. Headteacher

Review of June 2018 – The Headteacher leads staff in creating high quality, interactive displays which change fortnightly in line with topical dates and events.

5. All pupils are encouraged to make a positive contribution to the life of the school community.

Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities

Analysis of participation rates. Headteacher

Review of June 2018 –the whole school community fundraises together for local charities, e.g. Albion in the Community, The Connor Saunders Foundation, Voices in Exile and The Brighton Clocktower Sanctuary for the Homeless. All pupils are encouraged to participate in a wide range of councils and Pupil Voice activities.

6. Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment.

Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are

Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are Headteacher
Governing Body

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clear about their responsibilities.

pupils and parents satisfied with the response?

Report incidents to the Governing Body and Local Authority.

Review of June 2018 – When incidents are reported, school follows them up immediately seeking advice and support where necessary and offering strategies to staff.

7. To help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff	Monitor responses to other pupils through pupil discussions	All Staff
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Review of June 2018 – Discussions around diversity are frequent as part of the curriculum, special events, interactive family days, e.g. International Week, and Family Christmas Celebration, as well as assemblies, EPR days, discrete PHSE teaching, outside visitors and enrichment days.

FACILITIES

At the present time, all children with disabilities and special needs join in everyday activities with other pupils as part of our commitment to inclusion. Currently the school has the following facilities:

- Ramps
- Accessible toilet
- Curriculum and equipment resources and aids.

Facilities Overview

	Actions (focussed on outcomes rather than process)
i. Improvements in access to the curriculum	The school has recently purchased a range of resources to support access to the curriculum. These have included Numicon, laptops and Clicker 7 software as well as the training of staff in effectively using and deploying these and other educational resources. The school will plan to provide resources and staff training to continually ensure improvements in access to the curriculum for all children.
ii. Physical improvements to increase access to	The school is fully accessible for the current school community with an accessible toilet and ramp. The school

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education and associated services	provides a further ramp for siblings and any other person with a disability visiting the school at social events to be able to access the lower playground from the hall.
iii. Improvements in the provision of information in a range of formats for disabled pupils	To ensure children with visual impairments get documents in large text where relevant or required