



Our Lady of Lourdes Catholic Primary School

Equalities Policy

January 2022



Our Lady of Lourdes Equalities Policy

Revision History Page

Date	Version	Description of changes	Author	Approval level	Approval details
2013	1.0			FGB	
2019	1.1	Page 5: New mission statement added and info about contextual data added Page 6: Added two statements about LGBT+ and parents	PB	FGB	
2020	1.2	Page 6 Included details about the Vision of our School and how this relates to inclusion.	PBa	FGB	
2022	1.3	Amendments in wording around curriculum and language.	PBa	FGB	

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1 Introduction and context

Our Lady of Lourdes Catholic Primary School serves the parishes of Our Lady of Lourdes Rottingdean, St Patrick's Woodingdean and The Immaculate Conception, Peacehaven. Our catchment area covers all the Deans areas and includes families from Newhaven through to Brighton. We serve a large community, with a range of nationalities and economic and social backgrounds. Our pupils have a range of starting points and abilities.

At Our Lady of Lourdes, all our policies start from our Mission Statement. As a Catholic school we value the individuality of all our children and we are committed to giving them every opportunity to achieve the highest standards. We take account of the varied needs and experiences of our pupils and offer a balanced and broad curriculum. We have high expectations of all our children which is reflected in their achievements, attitudes and wellbeing. This policy is intended to ensure that the school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This Equality policy for Our Lady of Lourdes Catholic Primary School brings together all previous policies, schemes and action plans around equality including those we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational, health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000
- Disability Discrimination (Amendment) Acts 2002 and 2005
- Sex Discrimination Act 1975

The purpose of this Policy is to set out how our practice and policies have due regard for the need to:

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- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimisation;

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

1.1 Our school within the wider context

We are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

Contextual data is recorded in our school Self-Evaluation document (SEF) and in our School Improvement Plan (SIP). Data sources for the school include the school census, attendance, attainment, Analysing School Progress (ASP), audits and records of racist/prejudice based and/or bullying incidents.

1.2 Our Mission Statement



Our school is based on our vision statement which says we wish to be:

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'a dynamic, inclusive school, rooted in its Catholic Values and respect for all people...' and therefore we seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and equalities, resolve conflicts peacefully and work and learn together free from harassment and violence. All members of staff are vital in ensuring this inclusivity is part of every aspect of our daily practice.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning; but that we create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We all have equal rights, but may have different needs.

1.3 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences to promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equalities duties as set out in the Equality Act 2010 and will seek to involve the whole community in order to ensure better outcomes for all.

Aims and Objectives

- We promote the principles of fairness and justice for all through the education we provide in our school. We recognise that doing so may entail treating some pupils differently.
- We promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, disabilities, ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.
- We ensure that all recruitment, employment promotion and training systems are fair to all and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.

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- We value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics;

- Age (staff only)
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation including LGBT+ and have the right to be identified as they wish to be
- Gender reassignment
- Pregnancy or maternity
- Marriage or Civil Partnership

As a primary school we are aware that some of our pupils may have LGBT+ parents or carers and some will grow to be LGBT+. Therefore, want to ensure that homophobic bullying and name calling is challenged, family diversity acknowledged and that children are not picked on if they do not conform to a gender stereotype.

We have produced an access plan which addresses our statutory duties to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our access plan takes into account all members of the school community and is available at the school office and our website.

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2. Our approach

2.1 Introduction

The school takes a whole school approach to equalities and community cohesion. We seek to embed quality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion – within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

2.2 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure our curriculum is truly inclusive through materials, planning and a sustained approach to diversity rather than celebratory months or days.
- We will include children in the planning of areas that relate to equality and diversity to ensure we are sensitive to their attitudes and feelings.
- We will agree terminology across the school for staff and children; including individuals in decisions about what language is used to describe them.

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- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Promoting Equality through the Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);

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- The school provides an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils and curriculum displays should mirror diversity, especially in relation to God and characters from religious belief.

Promoting equality through the Curriculum

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

Promoting equality through Ethos

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- There is an ‘openness’ of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Vehicular access to a school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of the community through planning inclusive Worship which is supportive of those of other faiths or of none, through classroom teaching classroom based and externally based activities in the grounds and across the city.

Promoting equality through resources and Materials

The provision of good quality resources and materials within Our Lady of Lourdes Catholic Primary school is a high priority. These resources should:

- Reflect “the reality of an ethnically, culturally and sexual diverse society;”

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- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Promoting equality through Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit and Native Americans/First Nations, rather than historically derogatory terminology.
- Agreed terminology across the school when referring to skin colour or race.

2.3 Support for pupils

Auxiliary Aids

The school endeavours to make reasonable adjustments to provide auxiliary aids and services to disabled pupils.

Pastoral Support

Our Special Educational Needs Policy, Behaviour Policy and Anti-Bullying Policy outline support that is available in and outside of school for particular groups of pupils. The School also employs the services of Safety Net to provide support and services for children and families as well as Dialogue Counselling for more vulnerable children.

The school has a designated Inclusion Coordinator whose role is to support all pupils, keep abreast of current good recommended practice, runs support groups for vulnerable children and liaises with external agencies.

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Many after-school clubs charge a small fee, subsidies are available to ensure equality of access for all pupils. School outings, residential trips and additional activities are subsidised by the School to ensure no child is unable to participate due to financial barriers.

2.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. The Governing Body is our admission authority and the school follows pre-determined admissions criteria. The criteria for admissions are outlined in the Admissions Policy and is available on the school's website.

2.5 Exclusions

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

We constantly strive to use opportunities to develop the pupils' awareness and understanding of different religious beliefs and practices through our curriculum, assemblies, special events e.g. 'Come and See' RE work and themed assemblies.

2.7 Hiring out our premises

Our lettings policy clearly states that groups contravening the school values and equalities policy would not be eligible to hire rooms or use our grounds.

3 Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make

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such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

The governors of a Catholic school have a duty to uphold the Catholic character of the school. It is fully compatible with the law on equal opportunities and employment that they can make it a condition of employment that employees are conscientious and loyal to the aims and objectives of the school. They can require employees to have regard to the Catholic character of the school and not to do anything detrimental or prejudicial to that interest (Section 60(5) of the School Standards and Framework Act 1998.)

There is backing in law for governors to prefer Catholic applicants in appointments where denominational affiliation is relevant to the job. In particular, the Bishops of England and Wales have the right to reserve for practising Catholics the posts of head, deputy head and heads/coordinators of religious education in Catholic schools.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment e.g. Staff with stress related conditions are sign posted to the B&H Counselling scheme.

Via the Human Resources service purchased from Brighton and Hove LA we have access to advice and guidance on equalities matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

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Safer Recruitment Toolkit (includes equalities in employment issues in schools)

<https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/SaferRecruitmentToolkitISAVBSInformation.aspx>

Schools Absence Management Procedure & Guidance (includes Fact sheets on Absence & Disability and Access to work; Q&As for Managers on Mental Health; Reasonable Adjustment Guidance for Headteachers)

<https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/AbsenceManagementandOccupationalHealth.aspx>

Whistleblowing Policy (and other key employment policies)

<https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/HRSignpostingforHeadteachers.aspx>

Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)

<https://wave4schools.brighton-hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx>

Access to general information on impact on staff of the Equalities Act (including the Guaranteed Interview Scheme for Disabled Applicants)

<https://wave4schools.brighton-hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx>

Access to main council equalities advice through the Wave Intranet –

<https://wave4schools.brighton-hove.gov.uk/supportingyou/Equalities/Pages/default.aspx>

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for

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development. The headteacher reports to Governors on staff training on a termly basis.

4 The roles and responsibilities within our school community

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP).
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate the policy annually and review the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

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- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equalities related bullying and incidents in line with school policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

5 Responding to harassment, victimisation and bullying

5.1 Definitions

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We recognise that hate incidents and prejudice-based bullying behaviour are driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equalities issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Our Anti-Bullying Policy defines bullying in the following way:

the consistent intimidation of one child by another. It may take several forms – name-calling, comments about a child's family, hitting or other types of violence. We believe that bullying takes place when the perpetrator deliberately and maliciously sets out to hurt the other person and does so more than once in such a way as to hurt their feeling or hurt them physically.

Bullying may involve groups or individual as perpetrators and victims

Prejudice Related Incidents

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident.

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We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. In the case of serious incidents we will support the victim and their family to contact the Council's specialist Casework Team by calling 01273 292735, or emailing on communitysafety.casework@brighton-hove.gov.uk

Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;

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- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation.

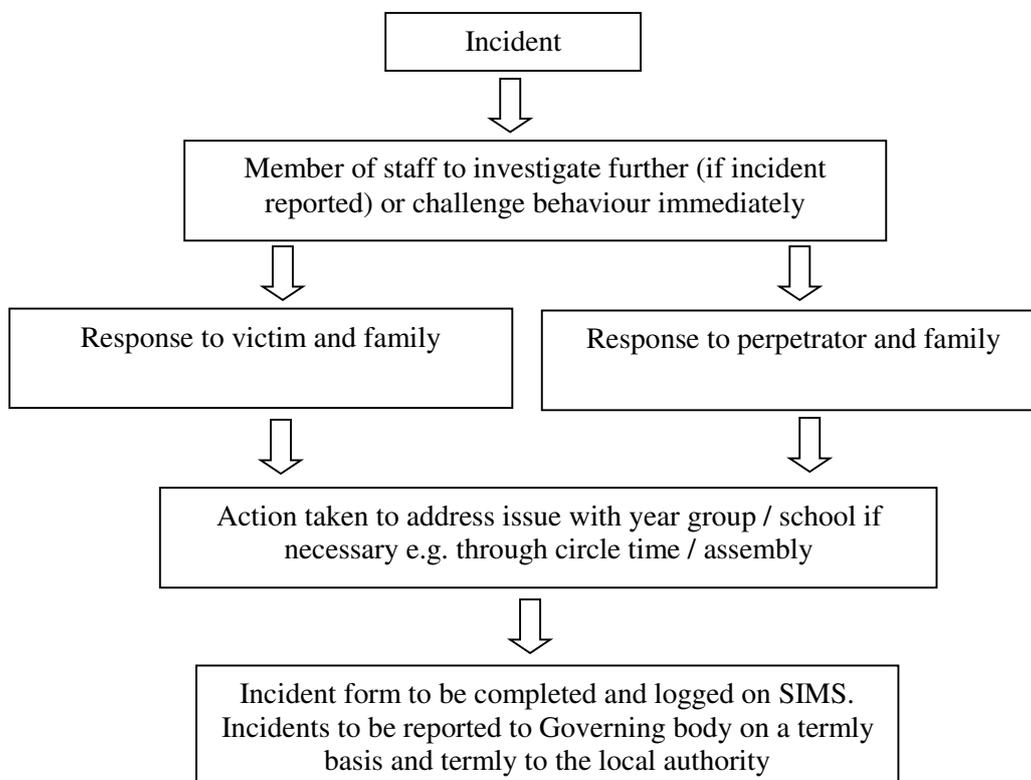
5.2 Reporting, recording and responding to prejudiced based bullying and incidents

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. In the case of serious incidents we will support the victim and their family to complete the Brighton & Hove Hate Incident Form and if a crime has been committed inform and involve the police. The Hate Incident Form can be downloaded from:

<http://www.brighton-hove.gov.uk/index.cfm?request=c1228574>

Incidents are reported, recorded and responded to in line with our Behaviour and Anti-Bullying Policies.

The procedure is summarised by the flow chart below.



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6 Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7 Involving the school community in the development of our Equalities practice

The development of this policy and of our equalities objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

Our pupils

We access our pupils' views through the School Council, pupil questionnaires, the 'Safe and Well at School' survey, our RE/EPR curriculum, our PSHE/Citizenship curriculum and formal / informal pupil interviews (individually and in groups).

Our staff

All staff members have the opportunity to share their views at regular team meetings with their line managers and a confidential annual questionnaire. Staff have the opportunity to complete a staff wellbeing survey annually and the results of these used to support SLT and Governor decisions to ensure a happy and safe work force.

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Our school governors

The school governors routinely scrutinise school policies and practice in regards to equality for all members of the school community. They set up working parties to address issues raised as appropriate.

Parents/carers

Parents and carers are encouraged to contribute their views for the improvement and development of the school through annual parent questionnaires, response forms, open evenings and events, our open-door policy, one-to-one interaction with key workers such as the Inclusion Coordinator. The Headteacher and Inclusion Coordinator are available every morning for informal contact at the school entrance or can leave a memo or email for staff with the school office. Issues of Equality and scrutiny of the policy can be placed on the Parent Council for discussion and input into the policy process.

Minority, marginalised and potentially vulnerable groups

We are constantly aware of minority, marginalised and potentially vulnerable groups, and their participation and contributions are identified at all levels of planning and provision.

Our partners in the community

Every opportunity is taken to engage and work with other partners in our community.

Ongoing:

Ensuring the ongoing dialogue that will engage our whole community in our review and monitoring processes will be included in our School Improvement Plan.

8 How we identify our equalities objectives

In line with our statutory duties we publish annually equalities information and publish and report on equalities objectives on our learning platform. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

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Our equality objective-setting process has involved gathering evidence as follows:

- i. from equality impact assessments (or other process for reviewing the potential impact on decisions made in schools)
- ii. from the following data – Analysing School Performance, Child Protection Online Management System (CPOMS), incident report logs, Safe and Well at School Survey, surveys and questionnaires.
- iii. and from involving relevant people (including disabled people) as described in section 7.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. For example, Traveller Education, Ethnic Minority Achievement Service, Healthy Schools Team, Allsorts, AMAZE, Mosaic, Black and Minority Ethnic Young People's Service, Participation Team etc.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

9 Implementation, monitoring and reviewing

It will be actively promoted and disseminated via the school's website, the school newsletter, Parent Council, the PTA and school council.

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Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to protected groups.