



Our Lady of Lourdes Catholic Primary School

# Equalities Information and Objectives

January 2022



## Our Lady of Lourdes Catholic Primary School Equalities Information and Objectives

### 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		
January 2022	Rewritten Policy in light of working Party findings in November 2021	FGB	November 2021 Review of Objectives and wording of wider policy

# Our Lady of Lourdes Catholic Primary School

## Equalities Information and Objectives

### 1. Our Lady of Lourdes Equalities Statement

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Bola Ayonrinde. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

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➤ Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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.

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.

### **5. Advancing equality of opportunity**

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.

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Children from different ethnic groups are also tracked to ensure that any under-performing groups are identified and supported. The same applies to other groups of children, for example children with Special Educational Needs.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging 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)
- Promoting Equality through the curriculum that we teach. Sensitivity is shown towards children who might be impacted upon by issues or discussions relating to equality and diversity. E.g. In discussing Martin Luther King, we would be mindful of the diversity in our class and children spoken to beforehand to demonstrate our sensitivity.
- Staff training will be undertaken to remain abreast of current issues pertaining to equality and diversity.
- We would look to embed equality and diversity within our curriculum rather than undertake single periods of 'celebration' or reflection for example with Black History month.
- We look to promote equality through our language:
  1. We will have agreed terminology across the school for staff
  2. Where terminology is referring to race or skin colour, sensitive and supportive discussions with individual children are essential to identify their preference, to avoid the use of terminology that might cause offence or upset.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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### **6. Fostering good relations**

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).

The school aims to foster good relations between those who share a protected characteristic and those who do not share it 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 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, or opportunities to celebrate commonality and difference pertaining to diversity, taking into account the demographic of the school.
- 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.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are

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encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### SUMMARY EQUALITY OBJECTIVES

#### Contextual Information January 12<sup>th</sup> 2022

Pupils on roll	Total: 197		Girls: 97		Boys: 100	
<b>Ethnicity</b>	<b>Asian or British Asian</b>	5.5%	<b>Black or Black British</b>	3%		
	<b>Chinese</b>	1%	<b>Dual Heritage</b>	5%		
	<b>White British</b>	71%	<b>White – any other white background</b>	11.6%		
	<b>Other ethnic background</b>	0.5%	<b>Information not provided</b>	0.5%		
<b>Languages other than English spoken mainly in pupils' homes (number)</b>	<b>Arabic</b>	1	<b>English</b>	181		
	<b>French</b>	1	<b>Hindi</b>	1		
	<b>Igbo</b>	2	<b>Italian</b>	2		
	<b>Polish</b>	3	<b>Portuguese</b>	1		
	<b>Russian</b>	3	<b>Spanish</b>	2		
	<b>Information not provided</b>					
	<b>% EAL</b>	10%				

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Free School Meals	28 (14%)			
Pupil Premium	22 (11%)			
Special Educational Needs	SEND Cog & Learning, Communication and Interaction & Sensory and Physical Needs 24 (12%) SEMH only 17 (8.5%) EHCP 4 (2%)			
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)			Catholic	85
	Other Christian	76	Jewish	0
	Hindu	1	No Religion	25
	Muslim	2	Refused	2
	Other Religion	6		
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.			

### ELEMENT 1 – ELIMINATING DISCRIMINATION - OBJECTIVES

- To eradicate incidents around ethnicity, gender / gender identification, sexuality, disability, nationality and social standing / status through strategic monitoring.
- To further embed purposeful school events and celebrations that include representation of diverse groups, supported by the curriculum.

### ELEMENT 2 – ADVANCE EQUALITY OF OPPORTUNITY - 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:

- As part of our day to day scheduled analysis of performance data, we plan to identify disparities between groups and close gaps through suitable and targeted intervention.

### ELEMENT 3 - FOSTERING GOOD RELATIONS - OBJECTIVES

- We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach to a broader and more diverse/dynamic offer



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### 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 January 2022 – 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 January 2022 – 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. We will from now on add data to ensure the progress of other relevant vulnerable and diverse groups.</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 January 2022 – Through our curriculum review and planning; to ensure diverse groups are represented, included and celebrated in the same way as all other groups, not just through undertaking one off events, but by ensuring a diversity of influences on our curriculum, our resources and displays.*

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| 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 January 2022 – As part of termly equality reviews, displays will be assessed to ensure diversity is present in all our displays and we move away from single and simple representations; especially those relating to God and Christ.*

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| 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 January 2022 –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.*

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| 6. Respond promptly and appropriately | Ensure that the procedures for dealing | Use the data to assess the impact of the school's | Headteacher |
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to all incidents of racist behaviour, victimisation and harassment.	with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.  Report incidents to the Governing Body and Local Authority.	response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Governing Body
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*Review of January 2022 – When incidents are reported, school follows them up immediately seeking advice and support where necessary and offering strategies to staff.*

7.	Ensure that opportunity to discuss diversity within the curriculum.		
8.			
9. To help our children to understand others and value diversity.	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

*Review of January 2022– 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, Stair lifts, Accessible toilet, Curriculum and equipment resources and aids.

#### Facilities Overview

	<b>Actions (focussed on outcomes rather than process)</b>
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i. Improvements in access to the curriculum	The school has 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 education and associated services	The school is fully accessible for the current school community with an accessible toilet and ramp. The school 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

### 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

### 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment