



Our Lady of Lourdes Catholic Primary School

## Equality Information and Objectives Statement

Date	Review Date	Coordinator	Nominated Governor
April 2026	April 2028	Sally Nutman	Mathew Stewart

*Loving like Mary*

*Serving like Mary*

*Learning like Mary*

*Believing like Mary*

### Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships between people who share a protected characteristic and those who do not.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### Aims to eradicate discrimination

We believe that everyone is unique and special and it is our role to teach the pupils in our care the importance of ensuring the dignity of every human life. Everyone should feel that they belong at Our Lady of Lourdes School and we strive to create an inclusive environment where individuals feel confident and at ease. To achieve this aim we promote, model and teach our core values explaining how these relate to Catholic Social Teaching and British Values.



Our Lady of Lourdes Catholic Primary School

OLOL Core Values	Catholic Social Teaching	British Values
<b>Be respectful</b>	<p><b>Human Dignity:</b> Everyone is special</p> <p><b>Subsidiarity:</b> Everyone should have a say</p>	<p><b>Mutual Respect:</b> Promotes respect for others, regardless of background, and encourages positive social interactions.</p> <p><b>Democracy:</b> Encourages participation in decision-making, respecting the views of others</p> <p><b>Individual Liberty:</b> Supports the right to express beliefs safely, and the ability to make choices while respecting others.</p>
<b>Be responsible</b>	<p><b>Common Good:</b> Thinking of everyone</p> <p><b>Stewardship:</b> Caring for God's gifts</p>	<p><b>The Rule of Law:</b> Emphasizes that laws exist to protect individuals and society, teaching responsibility for actions and understanding consequences when laws are broken.</p>
<b>Be kind</b>	<p><b>Solidarity:</b> Showing we care</p> <p><b>Promoting Peace:</b> Being Peacemakers</p>	<p><b>Tolerance of Different Faiths and Beliefs:</b> Encourages acceptance of diverse religions and beliefs, fostering inclusivity and preventing discrimination.</p>
<b>Be understanding</b>	<p><b>Preferential Option for the Poor:</b> Putting people in most need first</p> <p><b>Distributive Justice:</b> Sharing fairly</p>	
<b>Be the best you can be (excellence)</b>	<p><b>Participation:</b> Taking part</p>	<p><b>Democracy:</b> Encourages participation in decision-making, respecting the views of others,</p>
<b>Be a believer (faith)</b>	<p>Guided by love</p>	



Our Lady of Lourdes Catholic Primary School

We are committed to developing an understanding of diversity and inclusion and the benefits it can have for our school and the wider community. This is firmly aligned to our school's values, Catholic Social Teaching and British Values.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### Dealing with prejudice and celebrating diversity

At Our Lady of Lourdes, we do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school as an opportunity to teach and explain why prejudice is unacceptable. When an incident is reported, our school is devoted to investigating it carefully, explaining why actions are unacceptable and working towards an understanding and acceptance of difference. The outcome should be both fair and firm taking into account the maturity of the perpetrator.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Ensure everyone feels like they belong
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities to raise awareness of diversity.
- Celebrating the diversity within our school through events and shared experiences



Our Lady of Lourdes Catholic Primary School

- Incorporating lessons about diversity into the curriculum.

## Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures and internal processes are non-prejudicial, whether they result in warnings, dismissal, or any other form of sanction.

## Diversity and representation

As our community becomes more diverse and because of the outside influences of the modern world, we are focusing on teaching the children our core values and how these relate to Catholic Social Teaching and British Values. Our aim is that our children recognise that everyone is special and should be treated with respect and dignity. The diversity of our world is an advantage to us all because we can learn from each other.

Our PSHE lessons also focus on Catholic Social Teaching emphasising that the world is a diverse place and that everyone should be treated fairly. We want our children to learn that everyone has the right to live in peace and free from poverty. The charity work we do in school is to allow the children to learn that we are here to support the community and the wider world.

Within our school we have a growing number of children from different ethnic backgrounds and cultures. We make it clear to all prospective applicants that this is a school where children belong and that we have representatives from a number of different faiths and cultural backgrounds. We support children to follow their faith in school e.g. those who wish to fast at Ramadan. We are working to ensure that children can share their different faith and cultural



## Our Lady of Lourdes Catholic Primary School

experiences in school with their peers. Where we can we support children to share their experiences and teach others e.g. celebrating Holi in an assembly.

We provide support for families where English is not their first language by providing translations or additional time to ensure there is a shared understanding.

We invite parents into school as much as possible so that they can learn together with their child and network with other parents.

### Inclusion

As a community we are clear that everybody should achieve, thrive and belong at our school. As the number of children with social, emotional and mental health concerns has increased, irrespective of whether they have an ASD or ADHD diagnosis, we have worked to make sure our classrooms are inclusive for all children.

Hand in hand with this we take care to consider children who are disadvantaged or have special needs so that teachers know these children well and their next steps in learning.

We know it is important that all children have access to learning outside of the school day and do our best to make sure our clubs are accessible for all. We strive to make sure everybody belongs at Our Lady of Lourdes.

### Closing statement

At Our Lady of Lourdes, we are continuously working towards a more accepting and respectful environment for our school community where everyone is recognised as a unique and special person who deserves dignity in their lifetime.

# Equality objectives statement action plan 2006-7



Dealing with Prejudice					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Some small incidents in school where pupils do not show the right amount of respect for those with a difference.	To promote the school values aligned with Catholic Social Teaching and British Values so that pupils recognise the dignity of every human person.	To adapt the behaviour management plan so that pupils are taught what the values mean and they are rewarded acknowledging each value.	Headteacher Personal Development Behaviour and Welfare Lead PSHE Lead All school staff	Pupils know the core values and why they are important to enable everyone to achieve, belong and thrive.  Pupils have due regard for adults with authority and follow the school rules	Summer 2 Autumn 2026
Celebrating diversity					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Pupils with different faiths may be perceived to be different	To ensure that all pupils belong in our community	Careful consideration of assemblies, religious events and the wider curriculum by teaching staff make sure that all pupils are included and have a sense of belonging.  Opportunities are timetabled to educate pupils about the faiths of	Headteacher RE and PSHE Lead Class Teachers	Clear arrangements that provide a sense of belonging are in place for pupils with different faiths Pupils have the opportunity to talk about their own faith and experiences  The curriculum provides opportunities for the importance of human dignity to be recognised in	Autumn 2

		<p>others using pupils' own experiences where relevant</p> <p>Within RE and PSHE opportunities to explore similarities and differences between faiths are explored whilst recognising the importance of every human being.</p>		the context of people of different faiths and culture.	
Not all pupils have access to extra-curricular clubs	To ensure that the extra-curricular club provision is as diverse as possible.	<p>Reviewing club attendance against specific groups to ensure inclusivity</p> <p>Offering free clubs to disadvantaged pupils</p> <p>Providing free breakfast club</p>	<p>Personal Development Behaviour and Welfare Lead</p> <p>Pupil Premium Lead</p>	All groups are reflected in attendance to extra-curricular clubs	Summer 2
Not all pupils recognise the differences of others and our role to celebrate diversity and promote human dignity	To make sure the principles of Catholic Social Teaching are known and celebrated through action.	<p>The work of the Mini-Vinnies and House Captains in school shows the need for support of all people including the marginalised</p> <p>In PSHE pupils are clearly taught about Catholic Social Teaching and British Values and how these relate to life in school and the wider community.</p>	<p>Headteacher</p> <p>RE Lead</p> <p>PSHE Lead</p>	Pupils understand the protected characteristics and why everyone is special and should be treated with dignity.	Summer 2
<b>Enabling representation</b>					
<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>

<p>Our school has a high proportion of Asian families, which is reflected in the school's pupils, but not in the composition of the current governing board.</p>	<p>To ensure the school's governing board is representative of the school's local community.</p>	<p>To consider whether the current governing board is able to sufficiently represent the potential needs of Asian pupils, e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified – this will be considered in the next governing board meeting at the end of the autumn term.</p>	<p>The chair of governors and full governing board.</p>	<p>The school's governing board will be able to account for the potential needs of Asian pupils and families when making decisions.</p>	<p>To be reviewed in the governing board meeting at the end of the summer term.</p>
--	--	--	---	---	---

**Supporting inclusion**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
<p>The rising number of children with social and emotional and mental health needs that may include a diagnosis of ASD or ADHD</p>	<p>To ensure that the learning environment is adapted for all pupils and that teaching is aligned with their needs</p>	<p>Professional Development for all teaching staff on the adapted learning environment (occupational therapist) followed by monitoring and review.</p> <p>Professional Development on adaptive teaching (educational psychologist, SEND Trust Lead) followed by monitoring and review.</p> <p>Professional Development on the implementation of Personal learning plans (PLPs) (educational psychologist) followed by monitoring and review</p>	<p>The headteacher SENDCo and support staff</p>	<p>Learning environments are without clutter. Resources enable pupils to organise their day and use supporting resources.</p> <p>SEND pupils are supported in their learning through scaffolding so that learning begins at their starting point as a result they make measurable progress.</p> <p>PLPs are implemented that target pupils learning needs. Their review identifies progress or highlights pupils' barriers to learning.</p>	<p>To be reviewed in Summer 1 and 2</p>

<p>Disadvantaged pupils have lower attendance than other pupils</p>	<p>To improve the attendance of disadvantage pupils.</p>	<p>The Attendance Officer provides dedicated oversight, early intervention and incentives to improve attendance and reduce persistent absence. She liaises with the Local Authority attendance officer and parents.</p>	<p>Pupil Premium Lead Headteacher Attendance Officer</p>	<p>Attendance for the vulnerable PP pupils improves to between 90-95%</p>	<p>Summer 2</p>
<p>Over 40% of disadvantaged pupils have SEND and about 50% of disadvantaged pupils failed to meet age related expectations in writing and mathematics.</p>	<p>Improve SEND outcomes for pupils eligible for pupil premium.</p>	<p>Interventions are and PLPs target next steps in learning so that pupils make progress.</p>	<p>Pupil Premium Lead SENDCo Headteacher</p>	<p>PP+SEND pupils make good progress from their starting point.</p>	<p>Summer 2</p>