

**Our Lady's Catholic College**



**Equality Act 2010**

# **Equality Duty Information Report**

**September 2019**

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Katy Walker, School Business Manager.

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## Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
  - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);

The information published in this document is our response to this.

## The Public Sector Equality Duty

2. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act<sup>i</sup>
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.
3. The full Act is available [here](#).

## What we did during the last year

**As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics.**

4. For example, this includes:
  - We employ an EAL tutor to offer one to one support for children whose first language is not English.
  - We differentiated the itinerary of a residential trip to France in March 2019 to ensure two disabled students were able access all aspects of the visit.
  - We employ a native Polish speaker in the learning support department to ffoer additional support for Polish pupils and their families.
  - We have fitted specialised door holders in corridors that are linked to the fire alarm system, allowing corridor doors to be held open (but which close automatically in the event of a fire), this enables wheelchair users to move much more freely around school.
  - We employ a counsellor to support students who are suffering from mental health issues. The lay chaplain is also specifically trained in counselling and supports students with a number of issues such as bereavement.

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- Students are tracked using internal and external data for attainment and attendance, specific attention is paid to the following groups – pupils eligible for free school meals, EAL students, minority ethnic groups, pupils with special education needs and looked after children. Targeted intervention is put into place when necessary.
- Teaching Assistants in the Learning Support department are trained in specific areas of need to enable specialist support to be provided, i.e. we have a specialist Autistic Spectrum Disorder TA and a Speech and Language specialist TA.
- Our SENCO is heavily involved in Year 6 transition and visited the majority of the Year 6 students with EHCPs to develop an individualised plan to help ensure a smooth transition from primary school.
- We promote 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 (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- We regularly hold assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- We have converted an area in the PE department to a unisex changing facility.
- We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice

### Looking ahead – what next

5. Over the course of the year ahead, we will deliver our equality objectives. You can find these on our website [here](#).
6. We will report annually on our progress on meeting these objectives.

### Further information

7. For further information please contact Katy Walker (School Business Manager)

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#### <sup>i</sup> Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

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Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.