

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

EQUALITY INFORMATION & OBJECTIVES

Reviewed by: <i>Headteacher</i>	Approved by: <i>Governing Body</i>
Policy Date: <i>Spring 2025</i>	Next Review Date: <i>Spring 2029</i>
Review Frequency: <i>Equality information reviewed annually; equality objectives reviewed at least every four years</i>	Equality Objectives Period: <i>2025–2029</i>



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1. Aims

At Our Lady's Catholic Primary School, we are committed to promoting equality, diversity and inclusion in all aspects of school life. Our approach is rooted in our Catholic values, recognising that every individual is uniquely created in the image and likeness of God and should be treated with dignity, respect and compassion.

We aim to:

- Ensure that all school practices fully comply with the Equality Act 2010 and associated legislation
- Provide equality of opportunity for all pupils, staff and members of the school community
- Ensure all stakeholders understand, uphold and actively promote equality, inclusion and diversity
- Foster positive relationships, mutual respect and a strong sense of belonging across the school community
- Maintain consistently high expectations for all pupils, ensuring that no individual or group is disadvantaged in their learning, wellbeing or life chances
- Remove barriers to participation and achievement, particularly for pupils with SEND, those who are disadvantaged, or those who may be vulnerable
- Promote an inclusive environment where diversity is recognised, valued and celebrated

In line with the Public Sector Equality Duty (PSED), the school has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The protected characteristics are:

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



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We are committed to ensuring that inclusion and high expectations go hand in hand, so that every child is supported to succeed, flourish and reach their full potential within a safe, nurturing and inclusive environment.

2. Legislation and Guidance

This Equality Information and Objectives document has been developed in accordance with the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty (PSED) and protects individuals from discrimination, harassment and victimisation
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish equality information annually and to set and review equality objectives at least every four years

In line with this legislation, the school:

- Publishes information to demonstrate how it is complying with the Public Sector Equality Duty
- Identifies and publishes specific equality objectives to improve outcomes for pupils and the wider school community
- Reviews and updates this information regularly to ensure continued compliance and impact

This document is also informed by:

- Department for Education (DfE) guidance: *The Equality Act 2010 and schools*
- Technical guidance for schools from the Equality and Human Rights Commission (EHRC)
- Guidance from the Government Equalities Office on meeting the specific duties of the Public Sector Equality Duty

In our school, equality information is published through this document and through information available on the school website, including data relating to attendance, attainment, SEND and pupil premium. This ensures compliance with statutory requirements and transparency for stakeholders.

This document should be read alongside other key school policies, including safeguarding, behaviour, SEND and accessibility, which together support the school's inclusive ethos and legal responsibilities as a Catholic maintained school.

3. Roles and Responsibilities

Promoting equality, diversity and inclusion is a shared responsibility across the whole school community. Clear roles and accountability ensure that this commitment is embedded in practice and has a measurable impact on pupils' outcomes and wellbeing.

Governing Body

The Governing Body has overall responsibility for ensuring that the school meets its statutory duties under the Equality Act 2010.

The Governing Body will:



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- Ensure that equality information and objectives are published, accessible and communicated to staff, pupils, parents and carers
- Ensure that equality information is updated annually and that equality objectives are reviewed at least every four years
- Monitor the impact of this document, including how effectively the school is promoting equality and inclusion
- Hold the Headteacher and senior leaders to account for outcomes, particularly for vulnerable groups, including pupils with SEND and disadvantaged pupils
- Ensure that equality, inclusion and safeguarding are fully aligned and embedded across all school policies and practices
- Promote a culture rooted in the school's Catholic values of dignity, respect and inclusion

Equality Link Governors

The Equality Link Governors are Stuart Fox and Philip Dixon (Co-Chairs).

They will:

- Meet termly with the Headteacher and/or designated staff to review equality practice, data and progress towards objectives
- Monitor how effectively the school is supporting pupils with SEND and other vulnerable groups
- Ensure familiarity with relevant legislation and this document
- Attend appropriate training to support the role
- Report regularly to the Governing Body on strengths, priorities and any concerns

Headteacher

The Headteacher has overall responsibility for the day-to-day implementation of this policy and for ensuring that equality is embedded across all aspects of school life.

The Headteacher will:

- Promote a strong culture of inclusion, high expectations and respect for all
- Ensure that equality objectives are understood and implemented by staff and pupils
- Embed a trauma-informed, attachment-aware and relational approach across the school
- Ensure safeguarding systems are inclusive and responsive to all pupils' needs
- Monitor attainment, progress, attendance, behaviour and wellbeing data for different pupil groups
- Take action to address any identified inequalities or barriers to learning
- Ensure staff receive appropriate training in equality, SEND, inclusion and safeguarding
- Report regularly to governors on progress, impact and next steps
- Ensure that all decisions are made with due regard to equality implications



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The Senior Leadership Team will:

- Lead and model the implementation of inclusive practice across the school, ensuring that equality, diversity and inclusion are embedded in all aspects of school life
- Ensure high-quality adaptive teaching meets the needs of all learners through adaptive, inclusive and ambitious approaches
- Monitor the impact of provision on pupil outcomes, including attainment, progress, attendance, behaviour and wellbeing, particularly for pupils with SEND and other vulnerable groups
- Use data, pupil voice and professional dialogue to identify gaps and drive continuous improvement
- Support and develop staff in implementing the school's relational behaviour approach, trauma-informed practice and emotion coaching strategies
- Ensure consistency in expectations, practice and support across all classes and phases
- Work collaboratively as a leadership team, including the SENDCo, to identify and remove barriers to learning and secure improved outcomes for all pupils
- Ensure safeguarding and inclusion are closely aligned, with a strong focus on pupils' emotional wellbeing and readiness to learn

SENDCo / Inclusion Lead

The SENDCo (Inclusion Lead) is part of the Senior Leadership Team and leads on inclusion across the school. SENDCo will:

- Support the Headteacher in promoting equality, inclusion and high expectations
- Monitor provision and outcomes for pupils with SEND and additional needs
- Advise and support staff in adapting teaching and removing barriers to learning
- Identify training needs and support staff development
- Work in partnership with families and external agencies
- Contribute to monitoring and evaluation of equality objectives

All Staff

All staff (teaching and non-teaching) are responsible for the day-to-day implementation of this policy and for promoting a culture of inclusion, respect and high expectations across the school.

They will:

- Create and maintain a safe, inclusive and respectful environment where all pupils feel valued and supported
- Maintain consistently high expectations for all pupils, ensuring that no group is disadvantaged
- Apply the school's relational behaviour approach, including the use of emotion coaching strategies, to support positive behaviour and relationships
- Support pupils' emotional wellbeing, recognising the impact this has on learning and development



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- Identify, reduce and remove barriers to learning through inclusive and adaptive practice
- Promote equality, celebrate diversity and challenge discrimination, prejudice and inappropriate language
- Follow safeguarding procedures at all times and report any concerns promptly and appropriately
- Work collaboratively with colleagues, families and external agencies to support pupils effectively
- Contribute to achieving the school's equality objectives through their daily practice and professional responsibilities

Pupils

Pupils are expected to contribute positively to an inclusive, respectful and safe school community.

They will:

- Treat others with kindness, respect and dignity, recognising that everyone is valued and unique
- Follow the Behaviour Policy and live out the school's Catholic values in their words and actions
- Build positive relationships with others, showing empathy, understanding and respect
- Respect differences and celebrate diversity within the school and wider community
- Take responsibility for their behaviour and actions, supported by the school's relational approach
- Use appropriate language and challenge unkind or discriminatory behaviour, seeking support where needed
- Speak to a trusted adult if they have concerns, feel unsafe, or experience discrimination or unfair treatment
- Take pride in their school and contribute to a welcoming, inclusive environment for all

Through this, pupils are supported to develop as respectful, responsible and compassionate individuals, prepared for life in a diverse society.

Parents and Carers

Parents and carers play a vital role in supporting the school's commitment to equality, inclusion and high expectations.

They are encouraged to:

- Work in partnership with the school to promote inclusion, equality and positive outcomes for all pupils
- Communicate openly and promptly with the school about their child's needs, including any additional needs or concerns
- Support the school's Catholic values, behaviour expectations and inclusive ethos
- Encourage their children to show respect, kindness and understanding towards others
- Engage with school activities, meetings and opportunities that support their child's learning and wellbeing



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- Work collaboratively with staff and, where appropriate, external agencies to support their child effectively

At Our Lady's Catholic Primary School, equality and inclusion are embedded in leadership, teaching and relationships, ensuring that every member of the school community is supported to thrive.

4. Eliminating Discrimination

Our Lady's Catholic Primary School is committed to eliminating discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

We take a proactive and preventative approach, ensuring that equality and inclusion are embedded in all aspects of school life.

We do this by:

- Ensuring all policies and practices reflect our commitment to equality, inclusion and non-discrimination
- Embedding equality within key policies, including safeguarding, behaviour, SEND and anti-bullying
- Promoting a culture rooted in respect, dignity and inclusion, in line with our Catholic values

Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010 through:

- Staff meetings, training and professional development
- Governor meetings and updates
- Induction processes for new staff

All new staff receive training on equality, safeguarding and inclusive practice as part of their induction. Ongoing training is provided for all staff, including:

- Equality, diversity and inclusion
- Trauma-informed and attachment-aware approaches
- Relational behaviour and emotion coaching
- SEND and inclusive classroom practice

The school actively monitors and responds to any incidents of discrimination or prejudice. This includes:

- Recording and reviewing incidents of bullying, discriminatory language or behaviour
- Taking prompt and appropriate action in line with school policies
- Supporting pupils to understand the impact of their actions and to develop empathy and respect

We ensure that pupils feel safe to report concerns and that all concerns are taken seriously and addressed effectively.

The Headteacher, Senior Leadership Team and Equality Link Governors work together to monitor equality practice across the school. This includes:

- Reviewing data and trends



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- Identifying any emerging issues
- Taking action to address inequalities

Through our relational and inclusive approach, we aim not only to respond to discrimination, but to prevent it by creating a culture where all members of the school community feel valued, respected and included.

5. Advancing Equality of Opportunity

At Our Lady's Catholic Primary School, we are committed to advancing equality of opportunity for all members of our school community. We recognise that different pupils and groups may face different barriers, and we take proactive steps to ensure that all pupils can achieve, participate and thrive.

In line with the Equality Act 2010, we aim to:

- Remove or minimise disadvantages experienced by individuals due to their characteristics or circumstances
- Take steps to meet the specific needs of individuals and groups
- Encourage full participation in all aspects of school life

How we advance equality of opportunity

We achieve this through a strong focus on inclusion, high expectations and support for all pupils, particularly those with SEND, those who are disadvantaged and those who may be vulnerable.

We:

- Maintain high expectations for all pupils, ensuring that every child is supported to achieve their full potential
- Use adaptive teaching and inclusive classroom practice to meet a wide range of needs
- Provide targeted interventions and support to address identified gaps
- Promote pupils' emotional wellbeing through a trauma-informed, attachment-aware and relational approach
- Use emotion coaching to support pupils' understanding and regulation of emotions
- Ensure reasonable adjustments are made to support access to learning and school life
- Provide equal access to the curriculum, enrichment opportunities and wider school experiences
- Work closely with families and external agencies to support pupils effectively

Use of data and evidence

We use a range of data and information to identify inequalities and drive improvement. This includes:

- Monitoring attainment, progress, attendance, behaviour and wellbeing across different pupil groups
- Analysing data to identify strengths, gaps and emerging trends
- Implementing targeted actions to address identified needs



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- Evaluating the impact of interventions and support

We publish appropriate equality information annually, demonstrating how different groups of pupils are performing and how we are addressing any inequalities.

Where appropriate, we also provide evidence of improvements for specific groups, such as:

- Closing attainment gaps
- Improved attendance
- Reduced incidents of bullying or discriminatory behaviour
- Increased participation in school activities

Supporting participation and inclusion

We actively promote participation and inclusion by:

- Encouraging all pupils to take part in the full life of the school, including clubs, trips and leadership opportunities
- Removing financial or practical barriers where possible
- Ensuring that activities are accessible and inclusive
- Promoting pupil voice and ensuring all pupils feel heard and valued

Staff equality and employment (where applicable)

As an employer, the school is committed to promoting equality and fairness for staff.

We consider how our policies and practices affect staff with protected characteristics and ensure that:

- Recruitment, training and promotion processes are fair and inclusive
- Staff have access to professional development opportunities
- Flexible working requests are considered fairly
- Any concerns relating to discrimination are addressed promptly and appropriately

Confidentiality and data protection

When publishing equality information, we ensure that individuals cannot be identified. Data is presented in a way that protects confidentiality, particularly where numbers are small.

Through these approaches, we ensure that equality of opportunity is actively promoted, barriers are reduced, and all pupils and staff are supported to succeed and flourish.

6. Fostering Good Relations

At Our Lady's Catholic Primary School, we are committed to fostering positive relationships based on respect, dignity and understanding. Our Catholic values and virtues underpin our approach, promoting a strong sense of community where every individual is valued and included.

We aim to foster good relations between those who share a protected characteristic and those who do not by creating a culture of belonging, empathy and mutual respect.



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How we foster good relations

We achieve this through:

- Promoting tolerance, friendship and understanding through daily collective worship, assemblies, prayer and reflection, rooted in our Catholic values and virtues
- Providing opportunities for prayer and reflection, including access to a prayer room, meditation and quiet reflection, supporting pupils' spiritual and emotional development
- Encouraging pupils to take an active role in school life, including planning and leading assemblies and collective worship
- Holding assemblies that address relevant issues, where pupils are encouraged to take a lead. We also enrich these through regular visitors, including organisations such as the NSPCC, community representatives, community support officers and Catholic CAFOD within our school calendar, helping to promote awareness, understanding and support for others
- Providing regular opportunities for pupils to explore respect, diversity and inclusion through RE, PSHE and wider curriculum learning
- Encouraging a strong sense of community through charity work, service and support for others, helping pupils to develop compassion and empathy
- Promoting pupil leadership and voice through roles such as school council representatives, house captains, Mini Vinnies, play leaders, gate monitors and other responsibilities, enabling pupils to contribute to and shape the school community
- Developing positive and supportive relationships through structured systems such as the buddy system, ensuring pupils feel safe, included and supported
- Encouraging all pupils to participate fully in school life, including clubs, trips, enrichment activities and wider opportunities
- Ensuring that leadership and participation opportunities are accessible to all pupils, including those with SEND and additional needs
- Supporting pupils to understand different perspectives through discussion, shared experiences and age-appropriate learning
- Listening to pupils' views through formal and informal opportunities, including pupil voice activities, discussions and daily interactions
- Promoting a culture where pupils feel confident to share their thoughts, raise concerns and know they will be taken seriously

Through these approaches, pupils develop confidence, responsibility and leadership skills, while learning to respect and value others and contribute positively to the school community.

Wellbeing, inclusion and individual support

We foster good relations and inclusion through a strong focus on wellbeing and recognising each child as an individual:



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- Providing safe spaces within classrooms and across the school, including access to a sensory room, to support emotional regulation and wellbeing
- Delivering emotional literacy support and nurture-based approaches, including opportunities such as *snack and chat*, to support communication and relationships
- Using a trauma-informed, attachment-aware and relational approach to support pupils who may find aspects of school challenging
- Providing bespoke and adaptive support where needed to ensure all pupils can access learning and feel included
- Supporting pupils with English as an Additional Language (EAL) through targeted provision, additional support, and partnership working with the Local Authority EAL team who provide in-school support
- Working closely with families to ensure a consistent and supportive approach for each child
- Building strong partnerships with external agencies to meet the needs of pupils effectively

Relational practice, virtues and restorative approaches

Our approach is strengthened through the teaching and modelling of our school virtues, which support pupils in developing:

- Respect and kindness towards others
- Compassion, empathy and understanding
- Responsibility for their actions
- Forgiveness and the ability to repair relationships

These virtues underpin our restorative practice and therapeutic thinking, enabling pupils to reflect on their behaviour, understand its impact and make positive choices.

Through our relational behaviour approach and use of emotion coaching, pupils are supported to build positive relationships, resolve conflict and develop the emotional skills needed to thrive.

Teaching respect and understanding

We support pupils to understand and respect difference through explicit teaching, modelling and consistent practice across the school.

We do this by:

- Making pupils aware of our Behaviour Policy, Anti-Bullying Policy and clear expectations around respectful behaviour
- Teaching behaviour through modelling, discussion and guided support, recognising that behaviour is taught and developed over time, not simply expected
- Embedding the principle of “connection before correction”, ensuring relationships are prioritised and pupils feel understood and supported
- Addressing issues such as discrimination, prejudice and bullying through assemblies, PSHE, RE and class discussions



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- Using emotion coaching to support pupils in understanding and regulating their emotions
- Supporting pupils to reflect on their behaviour through a restorative approach, helping them understand impact and repair relationships

In practice, this includes restorative conversations, guided discussions and consistent adult modelling of respectful behaviour.

Pupils are supported not only to take responsibility for their behaviour, but also to repair relationships, rebuild trust and move forward positively.

Pupil voice and participation

We actively promote pupil voice, leadership and inclusion by:

- Providing opportunities for pupils to take on leadership roles, including school council representatives, house captains, Mini Vinnies, play leaders, gate monitors and other responsibilities
- Developing supportive relationships through structured systems such as the buddy system
- Encouraging full participation in all aspects of school life
- Ensuring opportunities are accessible to all pupils, including those with SEND
- Promoting a culture where pupils feel confident to share their views and know they will be listened to

Working with families and the community

We believe that parents, carers and the wider community play a vital role in children's development and wellbeing.

We work in close partnership with families by:

- Being visible, approachable and available to parents and carers on a daily basis, including welcoming families at the school gate
- Maintaining an open-door approach, ensuring parents feel comfortable sharing concerns, views and information
- Listening carefully to parents and carers and working collaboratively to support each child
- Providing additional support for families who may need it, ensuring inclusion for all
- Inviting families to take part in collective worship, meditation and reflection opportunities
- Supporting families in understanding the school's values, expectations and inclusive approach
- Promoting awareness and understanding of different cultures, beliefs and experiences
- Strengthening links with the parish community, including participation in parish events and collaboration with the local church to support pupils' spiritual and community development

We also work closely with external agencies and professionals to ensure that all pupils and families receive the support they need.



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Creating a culture of belonging

Through our daily practice, relationships and curriculum, we aim to create a school environment where:

- All pupils feel safe, respected and included
- Differences are recognised, valued and celebrated
- Positive relationships are central to school life
- Pupils develop the skills, values and understanding needed to thrive in a diverse society

Fostering good relations is not a standalone activity, but a core part of how our school community lives, learns and works together.

7. Equality Considerations in Decision-Making

At Our Lady's Catholic Primary School, equality considerations are embedded in all aspects of decision-making. We ensure that we have due regard to the Public Sector Equality Duty when developing policies, planning provision and making decisions that affect pupils, staff and the wider school community.

Equality is considered:

- At the planning stage
- During implementation
- Through ongoing review and evaluation

Leaders and staff ensure that decisions reflect our commitment to inclusion, high expectations and removing barriers for all pupils, particularly those with SEND, those who are disadvantaged and those who may be vulnerable.

Considering the impact of decisions

When making significant decisions, we carefully consider how these may affect different groups within our school community.

For example, when planning trips, visitors and wider activities, we consider:

- Whether activities are accessible to all pupils, including those with disabilities or additional needs
- Whether reasonable adjustments and appropriate support are in place
- The timing of events in relation to religious observance and family circumstances
- Opportunities for pupils to learn about and experience different faiths, cultures and communities
- Ensuring equal access to sporting activities and enrichment opportunities for all pupils, regardless of gender or background
- Whether financial, social or emotional barriers may prevent participation, and how these can be addressed

We are committed to ensuring that all pupils have equal opportunities to take part in the full life of the school.



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Equality considerations are embedded through our day-to-day practice and provision. We ensure that decisions do not disadvantage any individual or group by:

- Providing adaptive teaching and personalised support to meet the needs of all learners
- Using Individual Learning Plans, Behaviour Plans and individual risk assessments to remove barriers and support inclusion
- Regularly reviewing provision and outcomes to ensure support remains effective
- Working closely with parents and carers, listening to their views and ensuring they are involved in decisions about their child
- Collaborating with external agencies and professionals to provide appropriate and specialist support

Planning, monitoring and accountability

Equality considerations are also reflected in planning and documentation, including risk assessments for trips and activities, ensuring that inclusion is actively considered.

Senior leaders and governors monitor the impact of decisions by:

- Reviewing outcomes for different groups of pupils
- Evaluating participation in school activities
- Identifying and addressing any emerging barriers or inequalities

Through this approach, equality is not treated as a separate process, but as an integral part of leadership, planning and everyday practice.

At Our Lady's Catholic Primary School, we are committed to ensuring that all decisions promote fairness, inclusion and equal opportunity, enabling every child to access, participate and succeed.

8. Equality Objectives (2025–2029)

Our equality objectives reflect our commitment to high expectations, inclusion and ensuring that all pupils are able to achieve and thrive.

Objective 1: Improve attendance for vulnerable groups

To reduce persistent absence and improve attendance for pupils eligible for pupil premium and those with SEND, ensuring their attendance is in line with their peers.

Why we have chosen this objective:

Overall attendance across the school is strong; however, some groups, particularly pupils eligible for pupil premium and those with SEND, experience lower attendance. Improving attendance for these groups is essential to ensure equal access to learning and positive outcomes.

To achieve this objective, we will:

- Monitor attendance closely for pupil premium and SEND pupils
- Identify patterns and barriers to attendance early



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- Work closely with families to provide support and remove barriers
- Use a relational and supportive approach to improve engagement
- Implement targeted interventions where needed

Progress will be measured through:

- Reduction in persistent absence for identified groups
- Improved attendance rates for pupil premium and SEND pupils
- Regular monitoring and review of attendance data

Objective 2: Improve attainment and progress for disadvantaged pupils

To ensure that pupils eligible for pupil premium make progress that is at least in line with national expectations, with a particular focus on Maths.

Why we have chosen this objective:

To ensure that all pupils, regardless of background, achieve well and that gaps in attainment are reduced.

To achieve this objective, we will:

- Use assessment data to identify gaps and target support effectively
- Provide high-quality teaching and adaptive provision
- Implement targeted interventions, particularly in Maths
- Monitor the impact of support and adjust provision as needed

Progress will be measured through:

- Attainment and progress data
- Reduction in attainment gaps
- Ongoing monitoring of pupil premium outcomes

Objective 3: Ensure full accessibility and inclusion

To ensure that all areas of the school environment and provision are fully accessible to all pupils, regardless of physical need or disability.

Why we have chosen this objective:

To ensure that all pupils can fully participate in school life and access learning without barriers.

To achieve this objective, we will:

- Review and develop the school's accessibility provision
- Ensure reasonable adjustments are in place for pupils with physical needs or disabilities
- Adapt learning environments and resources as required
- Work closely with families and external professionals to support individual needs



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Progress will be measured through:

- Accessibility reviews and improvements
- Feedback from pupils and families
- Monitoring of participation in all aspects of school life

Objective 4: Embed relational behaviour and inclusion

To further develop and embed a consistent relational behaviour approach across the school, ensuring all pupils feel safe, supported and included.

Why we have chosen this objective:

To support pupils' emotional wellbeing, reduce barriers to learning and promote positive relationships.

To achieve this objective, we will:

- Provide staff training in relational practice, emotion coaching and trauma-informed approaches
- Monitor behaviour and wellbeing data
- Ensure consistency in practice across the school
- Support pupils in developing emotional literacy and self-regulation

Progress will be measured through:

- Behaviour data and reduction in incidents
- Pupil voice and wellbeing feedback
- Monitoring of consistency across classes

These objectives will be reviewed annually by senior leaders and governors to ensure continued progress and impact.

9. Monitoring Arrangements

The Headteacher and Senior Leadership Team are responsible for ensuring that equality information is accurate, up to date and reflective of the school's current practice. Equality information, as described in sections 4 to 7, will be reviewed and updated at least annually.

The Governing Body, including the Equality Link Governors, will monitor the implementation and impact of this document. This includes:

- Reviewing progress towards equality objectives
- Monitoring outcomes for different groups of pupils, particularly those with SEND and those who are disadvantaged
- Ensuring that equality, inclusion and safeguarding are effectively embedded across the school

School-specific equality objectives will be reviewed at least every four years. Progress towards these objectives will be reviewed annually by senior leaders and shared with the Governing Body.



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This document will be reviewed annually by the Headteacher and Governing Body to ensure continued compliance with the Public Sector Equality Duty (PSED) and to reflect any changes in legislation, guidance or school practice.

This document will be approved by the Governing Body.

10. Links with Other Policies

This document and related equality information are available on the school website.

This document should be read in conjunction with the following school policies and documents:

- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- SEN Information Report
- Anti-Bullying Policy
- Attendance Policy
- Risk Assessment Procedures
- School Development Plan

These policies together support the school's commitment to equality, inclusion and the wellbeing of all members of the school community.

This document is available on the school website:

[Our Lady's Catholic Primary School and Nursery](#)

Paper copies are available on request from the School Office