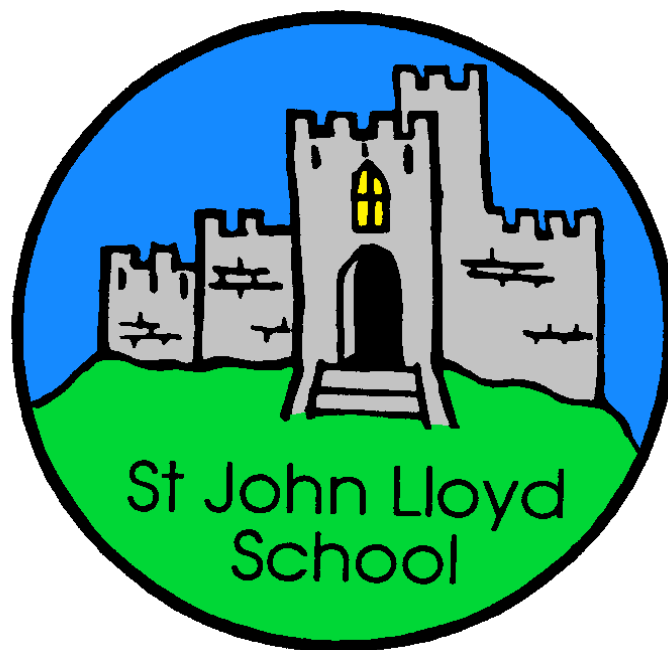


St John Lloyd RC Primary

Strategic Equality Policy and Plan
2024/25-2027/28



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1. Our School

Our school is a medium/large Catholic Primary School in the Diocese of Cardiff, with 330 pupils of which 48 are part time Nursery. It has 37 staff.

50% of our pupils are girls and 50% are boys. 40% are eligible for free school meals 10 children (including Nursery) are on the ALN register.

The school has a fluid population with a turnover of approximately 5% per year.

75% of our children are Roman Catholic

There are many different languages spoken by our pupils as their first language. Approximately 21% of our pupils currently speak English as an additional language. 52% of pupils recorded their ethnicity as non-white British

100% of teaching and non-teaching staff are White British. We have 1 member of staff who is a Welsh speaker.

2. Aims

We aim for-

- **All** staff, pupils, Governors and parents at St John Lloyd RC Primary School to treat everyone with respect.
- **All** religions, Colours, Culture, disability, origin, background and ability to be treated equally.
- A Curriculum for all, where all learners have access to a happy and caring environment.
- An inclusive school where all pupils feel safe and cared for.

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Policy/ Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objective

1. Reduce Gaps in attainment and attendance between pupils from vulnerable groups
2. Develop the quality and use of our Monitoring and Data Collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

We have strategically planned tasks to enable us to meet these objectives. They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

4. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, outside agencies and visitors to the school in line with equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

4. Equalities Summary Statement (Our Vision)

At St John Lloyd RC Primary School we are: ***A place of excellence where all children can achieve their full potential in their Academic, Creative, Personal, Moral and Spiritual Development with God at their side.***

Our school is committed to eliminating any unlawful discrimination on grounds of race, gender, transgender, religion or belief, disability or sexual orientation, pregnancy or maternity marriage or civil partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LA to help actions to combat hate crime across the City.

5. Responsibilities

Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

Headteacher

The Headteacher is responsible for:

- Making sure the equality policy is readily available, along with related policies, and that governors, staff, pupils, parents and carers know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the equality policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Head Teacher **Mrs C Hart**. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the behaviour log & analysed within the school.

The equal opportunities co-ordinator is **Mrs Bethan Davies**. She ensure that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities

- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

6. Information Gathering and Engagement

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

7. Publication and reporting

The school publishes the strategic equality plan on our website.

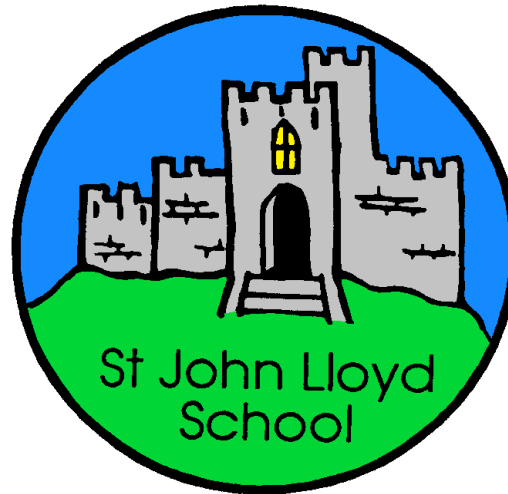
We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school.

8. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the strategic equality plan including achievement data, engagement with stakeholders.

We will use equality impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

Strategic Equality Action Plan 2024-27



Priority One: Reduce gaps in attainment and attendance between pupils from vulnerable groups				
Targets: <ol style="list-style-type: none"> 1. To review end of Key Stage results by ethnicity/ EAL/ALN. 2. To improve attendance of targeted ethnic groups (in particular GT) 3. To use wellbeing survey to identify vulnerable groups. 				
Success Criteria <ol style="list-style-type: none"> 1. Trends of under-attainment in different vulnerable groups are being identified in order to better target Family Engagement support. 2. The number of boys being excluded has not increased. 3. Children of ethnic minorities achieving O5 and L4 in end of year results. 				
Strategically Planned Tasks:		Lead Person(s) Involved	On Track	Time Scale
1a	Analyse ethnic group categories with end of year progress & attainment results	CH/JI		Termly
1b	Fine tune tracking system to enable trends to be identified.	CH/JI		Termly
1c	Family Engagement team to support the families who have been identified	ECh/M Smith		Termly- each class Engagement day/
1e	End of year analysis annually to identify trends.	JI		Summer
1f	Pupil tracking system to enable early identification of issues.	JI		Termly
1g	Work with outside agencies to support appropriate ethnic groups.	BD/MSm		On going

2a	Analyse current data of attendance by ethnic groups. Share data with Family Engagement team.	JI/CH		Fortnightly with SWO
				Termly
2b	Target group (of an appropriate size) with lowest attendance for support from Family Engagement.	JI		Termly
2c	Liaise with Attendance Officer for appropriate information and ideas, e.g. multilingual letters (when needed)	JI/CH		Each Week (if needed)
2d	Review impact of Family Engagement interventions.	BD/MSm		Half Term
2e	Review impact of focused attendance support for ethnic groups. Repeat analysis of attendance data by ethnicity/ EAL. Target further groups as identified.	JI		Termly
				Termly
				Termly
3a	Identify groups of boys whose behaviour puts them at risk of exclusion.	CH/JI		As needed
3b	Ensure Behaviour Policy, flow chart and disseminate to all staff.	CH		September

				(Each Year)
3c	Delegate an Thrive to targeted pupils	CH/ MSm		Review termly
3d	Train members of staff in the wellbeing interventions	MSm NL		Review termly
3e	Track/ Record Exclusions (if needed)			As needed
3f	Liaise with Behaviour Support Team to develop links .	CH		As needed
3g	Review impact of the Thrive role.	CH/JI/ BD		Termly
3h	Investigate new strategies to support Social and Emotional wellbeing	CHBD		On going
3i	Deliver emotional wellbeing survey to all of juniors review findings/ impact	JI/BD		Sept
				June
Monitoring Commentary (Bullet Points)		Evaluation Commentary (Bullet Points)		
• Many of these tasks are to be looked at when needed (letters in additional Languages, Exclusions)				