

City and County of Swansea

Strategic Equality Plan

2021-2025

**St Joseph's Cathedral Primary
School**



Introduction

Following Jesus as we Live and Learn Together

As a school we aim to encourage love, acceptance, trust and respect for others and give all pupils skills and knowledge to become ethical citizens of Wales and the world

Pupil Aims:

- To treat others as you would like to be treated yourself
- To be tolerant, helpful and kind
- To work together as a team
- To try to be the best at all times and never give up
- To be proud of our school and community
- To look after our environment
- To feel safe in our school

At St Joseph's Cathedral Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Joseph's Cathedral Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our School

St Joseph's Cathedral Primary School mainly serves the Catholic community in the centre of Swansea. At present, 21.7% are eligible for free school meals, higher than the national average of 18%. Many families, who could be eligible for free school meals, do not apply for the benefits. The Welsh Index of Multiple Deprivation would indicate that 35% of pupils live in the 10% most deprived areas of Wales, with 60% in the 30% most deprived areas and 79% in the 50% most deprived areas of Wales. Hence, the proportion of pupils claiming free school meals does not correlate with the high levels of deprivation in the school's community.

The school provides education for pupils aged three to eleven. At present, there are 506 pupils on the school's roll. The school identifies around 15% of

the pupils as having additional learning needs. Nine pupils have a statement of Special Educational Need. Three pupils are 'looked after' by the local authority. Approximately, 48% of pupils speak English as an additional language. Pupils speak over 35 different languages but no pupils speak Welsh as their first language.

We are a School of Sanctuary and recognise the need to provide a safe and secure environment for our families. We have a member of staff who is a trauma informed practitioner with all staff trained in attachment awareness and key staff trained in supporting pupils with adverse childhood experiences.

The Legislative Background

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This Plan is a requirement of the Welsh Public Sector Equality Duty. We have 16 regulations in Wales, and this Plan sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

United Nations Convention on the Rights of the Child (UNCRC)

In May 2013 the City & County of Swansea signed an agreement with UNICEF UK to support the embedding of Rights Respecting Schools within **all** Primary & Secondary schools in Swansea by 2017 and thus all schools become rights based learning communities.

A Rights Respecting Schools recognises achievement in putting Children's Rights at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights within the United Nations Convention on the Rights of the Child but also models rights and respect in all its relationships between teachers and pupils, between parents and between pupils.

The UNCRC has 42 articles and covers many areas to ensure children and young people are safe, protected from discrimination, have the things they need to survive and develop and have a say in decisions that affect their lives.

In becoming a “Rights Respecting School” and by embedding children’s rights within the strategic equality plan, schools are supporting equality and fairness for all children and young people and strengthening pupil wellbeing.

Assessment of Impact

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of any protected characteristic.

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

Knowledge, Awareness and Training

While the legislative duties require the reporting of data (as outlined above), we must also:

- promote knowledge and understanding of the general and specific duties amongst our employees
- use any performance assessment procedures to identify and address training needs of employees in relation to the duties.

This requirement is reflected in our equality objectives.

Publication, Monitoring and Review

We will publish our SEP on our school website and make it available from the school office.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors’ Annual Report.

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

We will undertake a full review of our SEP by September 2024.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the

identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

Equality Objectives

Equality Objective 1 - Reduce gaps in attainment between boys and girls and between other protected groups as identified in school data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|--|--------------|---|---------------------------------------|
| Review school based data identifying groups from different ethnic backgrounds to ensure all pupils are making progress in line with their ability | Every Term | Pupils make progress from their starting points | All Teaching Staff |
| Identify pupils who are from different ethnic backgrounds who are not targeted to reach national attainment levels. Give additional support where language is a barrier` | Every Term | Pupils make at least expected outcomes | All Teaching Staff |
| Closely identify stages of English with pupils who have English as an additional language. Assess in home language of applicable. Ensure support is given with literacy skills | Every Term | Pupils are well supported | M Davies EAL coordinator All Staff |
| Use PASS survey to identify any low self esteem issues or self worth. Ensure nurture provision is given if identify to support closing the attainment gap. | Twice a year | Children are identified and appropriate provision is in place | All teachers |

Equality Objective 2 – Implement Welsh Government Bullying Guidance and reduce Identity based bullying

A major issue raised locally and nationally (along with its impact on achievement) – there are particular concerns around SEN / disability / sexual orientation / gender reassignment / ethnicity / religion.

Cyber-bullying / social media is a huge concern, particularly amongst children and young people themselves.

Anti-bullying projects should run to teach people:

- not to scare people or make them feel unsafe
- to treat people how you would want to be treated
- to know where you can go for help
- phone numbers of places that help you to be safe e.g. Childline
- to treat people fairly

There is a need for a safe space / clearly designated area and/or person in schools for children suffering abuse to speak to.

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales.

Examples include 22% of year 6 pupils had been ‘bullied in a homophobic way’; 7% of year 7 pupils had been ‘bullied in some way due to learning difficulties’ and 3% of year 10 pupils had been ‘bullied in some way due to race or ethnic origin’.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|--|--------------------------------|--|--------------------|
| Ensure anti-bullying policy is reviewed every year with children, staff, parents and governors. | October full board meeting | Policy is reviewed yearly Policy reviewed with pupils during anti-bullying week | Angela Heald |
| Take part in anti-bullying week ensuring our school message of STOP (several times on purpose) is explained clearly to all children, | Every November | Remind children of bullying, what it means and how they can be supported | All Staff |
| Through safer internet day, regular workshops on safe use of internet and promoting issues around cyber bullying all children are encouraged to and report instances of bullying online. | February – internet safety day | Children are digital citizens and know the rules not just on internet safety day but every day | All staff |
| Report all statistics to governors. Review all paperwork and evaluate any instances/reports of bullying | Termly | Governors aware of instances and how they are dealt with | A Heald |

Equality Objective 3 – Reduce gaps in levels of attendance between different protected groups as identified in school data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

| Associated actions | Deadline | Expected outcome | Person responsible |
|--|--|---|----------------------|
| Review attendance policy annually. Ensure all parents and carers are aware of expectations around good attendance | Autumn Full board meeting | Policy is being adhered to. Parents and carers aware of expectations | A Heald L Whalley |
| Identify any differences in attendance trends between groups of pupils | Fortnightly | Close links with EWO identifying trends and eliminating them | A Heald L Whalley |
| Hold meetings with parents of Polish children with Polish speaking member of staff to explain that medicine can be administered in school and if children are well they can return to school | September – when children start school | Children can attend school before course of antibiotics is completed. | A Heald B Gacek |
| Monitor attendance of Gypsy Traveller and Irish Traveller children. Ask for support from traveller service if there is a cause for concern | Termly | No concerns with this Gypsy Traveller pupils | A Heald |

Equality Objective 5 – Improve access to information and physical access to schools and other learning settings for pupils, parents, carers and staff

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|---|---------------|---|---------------------------------------|
| Regularly review our disability access plan. | Yearly | We are constantly reviewing our building | A Heald |
| Ensure all reasonable adjustments are in place and are reviewed if there is an identified need, | When required | Reasonable adjustments are appropriate | A Heald |
| Ensure all parents who have English as an additional language are supported with information sent home. Enlist the use of interpreters if it is an ALN issue. | When required | Dojo app is translatable School website is translatable Use of Wits translation services where needed | A Heald M Davies – EAL coordinator |
| Consider temporary adjustments which may need to be made for pupils, staff or parents if there is an identified need. | When required | Reasonable adjustments are made where possible | A Heald |

Equality Objective 6 - Raise awareness of equality and diversity issues among pupils, staff and governors

Non statutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors.

Young transgender people have a huge need for support and information.

Improved training, awareness, understanding and information on LGBT issues needed within schools – for teachers and pupils – this message has come through very strongly from community groups in Swansea. An additional issue raised has been that of gender stereotyping in terms of opportunities / play / attitudes.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|---|-----------------|--|--------------------|
| Ensure that all families feel the school will be understanding and impartial with equality and diversity issues | Immediately | Families are satisfied with the school. Parental surveys seem to indicate this is true | A Heald |
| From nursery ensure there is not gender stereotyping and images/play equipment are representative of a range of different ethnic groups. | Reviewed yearly | Books, materials, toys, posters are all chosen to represent different ethnic groups | A Heald Staff |
| From nursery, be open regarding the different family settings children may belong to from foster carers to LGBT families. Ensure no child, parent or member of staff feels discriminated against. | Reviewed yearly | No family feels discriminated against Awareness amongst all staff | A Heald |

Equality Objective 7 -

Disabled children and young people are often unable to stay for after-school activities as they are often not attending their local school and access a taxi as part of their SEN statement. Also, many pupils are stopped from taking 'play-time' or participating in other activities (e.g. football) as a punishment for behaviours which are often a result of their disability and not 'naughty behaviour'. Disabled children should be able to play and enjoy with their peers, without feeling different.

School admissions and the rights of disabled pupils to attend their local school were raised as a concern – where children are refused access to nursery provision for reasons of their disability.

Rates of exclusions are a cause for concern nationally - particularly SEN pupils and boys.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|---|----------|--|--------------------|
| After school clubs are monitored for equality for all pupils | Termly | All pupils have access to clubs. | A Heald |
| Development of lunchtime clubs to support pupils who travel to school by bus | Termly | If transport is a concern for attending after school club, provision can be made to support families | A Heald |
| Consideration given to a range of clubs to meet the needs of all pupils not just those interested in competitive sports | Termly | Range of clubs has included drama, IT, well-being | A Heald |

Equality Objective 8 -

Everyone should be able to take part in the sport they want to – regardless of their gender or ability.
 More sports available in after-school clubs would be great, as would longer/more Physical Education lessons.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|---|-------------|--|--------------------|
| Sport clubs open to all pupils irrespective of their gender | Termly | All pupils encouraged to attend sports clubs | All staff |
| Clubs are free of charge if offered by school staff | Termly | All clubs free of charge – if there was a chargeable club from an outside provider, cost would not be a barrier to attending | A Heald |
| Greater menu of clubs particularly in early years | Summer term | Review of clubs and opportunities for early years | All Staff |
| Breakfast – health and fitness club established | Yearly | Health and fitness club was popular – can be restarted following pandemic | A Heald |

Equality Objective 9 -

Every pupil should be able to attend after school clubs if they want to – and/or if they need extra help. Maybe parents or other adults could help with this.

People should be able to be creative and learn lots of things e.g.:

- Cooking (healthy cooking clubs were raised a number of times)
- How to make TV programmes
- How to be fit and healthy
- How to play music
- How to set up radio stations (schools should have their own radio stations).

Life skills are important. These should either be taught more in schools or there should be clubs to learn them. Families should learn together in the community. This will help to make a community where differences are welcomed and accepted.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|---|-------------|---|--------------------|
| Summer club offered in conjunction with Welsh Government and nutrition services | Summer Term | Summer club offered again for up to 40 children | A Heald |
| ICT club | Spring Term | Free club for Y2-3 | B Williams |
| Film club | Every month | Free club showing films | A Heald S Lynch |
| Range of clubs available through genius hour | Every week | Ceased due to pandemic restrictions | A Heald |

Equality Objective 10 –

School safety – doors should have locks and visitors should HAVE to wear badges.

Children need spaces in schools that are safe where they can calm down.

Information about stranger danger and road safety is important.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|--|----------------------------|---|----------------------|
| All exits and entrances are locked or on key pads | In Place Reviewed daily | Safety for all staff and pupils | A Heald Caretaker |
| All visitors sign in and wear appropriate lanyards | In place Reviewed daily | Safety for all staff and pupils | Office staff |
| Provision made of sensory room for children unable to regulate own emotions | Reviewed half termly | Place of safety for pupils with additional learning needs | Reception staff |
| Participation in kerbcraft Rail safety talk Year 6 involvement in crucial crew | Every year | Personal safety for pupils | A Heald |

Equality Objective 11 -

Children should know they have a right to education so that they can stand up for this right.

It is important that people have the right and good resources to learn, e.g. books, activities, computers, internet. Children should be able to learn in the way that is best for them e.g. some can learn through pictures, songs and activities.

| Associated actions | Deadline | Expected outcomes | Person responsible |
|--|----------|---|-------------------------------|
| School is involved in UNCRC rights of the child. Ambassadors represent views of all pupils | Termly | Pupils have a good understanding of rights of the child | H Jones |
| Pupil voice is well developed giving pupils the opportunity to shape their learning | Termly | Pupil voice is effective in developing pupil engagement and enthusiasm for learning | A Heald All teaching staff |
| Children are given choices in how and what they learn | Termly | Pupil voice is encouraged and listened to | All staff |
| | | | |