

**LLANDAFF CITY CHURCH IN WALES PRIMARY  
SCHOOL**

**POLICY NO. SP7**

**STRATEGIC EQUALITY PLAN POLICY**



**Mission Statement:**

**A Christian Community: Teaching, Learning, Caring**

**Strategic Equality Plan agreed by Governors:**

..... (Signed by Chair)

.....Date

**Review: February 2020**

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# **Strategic Equality Plan Policy Statement**

## **1. OUR SCHOOL**

Our school is a large, Church in Wales primary school, set in the ecclesiastical city of Llandaff within Cardiff. There are 419 pupils and 55 staff, 213 (51%) of our pupils are girls and 206(49%) are boys. Currently 3% pupils are eligible for free school meals, 10% pupils are on the SEN Register and 11% of pupils are identified as MAT. We regularly gather information about disabled pupils in the school. Llandaff City is a fully inclusive school and takes proactive action to ensure this for all stakeholders.

Pupils are from a range of ethnic backgrounds including: White British, White European, Indian, White and Chinese and Greek, with a number of pupils of mixed Caribbean / British Heritage. The largest groups are classified as: White British (320 pupils), Indian (18 pupils), White European Other (6 pupils), and Nigerian (6).

Different faiths represented in our school include: Christianity (364 pupils), Hinduism (4 pupils), Islam (6 pupils), Sikhism (5 pupils), with 7 pupils who have not declared a religion and 3 noted as other religion.

There are 20 different languages our pupils use as their first language including the following: English being the largest category for first language(372), Bengali (1), Cantonese(2), French(3), Gujarati(4), Italian (1), Polish (3), Punjabi (2), Russian (3), Somali(1), Tamil (2), Telugu(1), Yoruba(2).

Teaching and non-teaching staff are English-speaking White British and 89% of our staff are female and 11% of our staff are male. One member of staff speaks Welsh as a first language.

We comply with the Local Authority Online Recruitment Policy and Procedure which includes the monitoring of the Sexual Orientation of staff. We are aware that we may have parents in same sex relationships and LGBT pupils; and promote a fully inclusive school. All of these people, their faiths, cultures, communities and languages the school values equally.

## **2. AIMS**

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 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 Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

We have based our Strategic Equality Objectives on local, regional and national priorities within Education and analysis of our own school data. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). 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, governors, service users 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.

## **5. EQUALITIES SUMMARY STATEMENT**

The school is committed to working towards equality and to the creation of an inclusive culture in which every individual is valued as a member of the school community. At Llandaff City we aim to provide a happy, caring environment in which all children can feel confident and able to learn. This is promoted through the school's vision statement: 'Teaching, Learning, Caring. A Christian Community.' We seek to foster an environment of mutual respect and support between all staff, pupil, parents and carers and the wider community.

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/Paternity, 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 LEA to help actions to combat hate crime across the City.

## **SCHOOL ETHOS**

The school actively supports and celebrates diversity, promoting good personal and community relations. This is clearly set out in the mission statement. The school values the individuality of all our pupils and staff. Diversity in faith and culture is developed through teaching a balance of positive culturally diverse content through the RE curriculum, Collective Worship, events such as *One World Week* and other events in the Church calendar in collaboration with the local parish church, Llandaff Cathedral and the wider community. The school encourages visitors from a range of cultures and faiths to join the staff and pupils for social and learning events throughout the year. Our resources and displays portray images of people from a range of cultures. We seek to use role models and presenters from a range of different gender, racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

- Different family structures respected equally, including same sex parents and carers.
- Dress and dietary needs of different religious groups are addressed and given careful consideration.
- Staff and pupils are actively involved in the celebration of festivals and other events relevant to their faith. It is important as a faith school that we actively promote understanding and respect of such festivals and events. This may be as part of the RE curriculum, visits to places of Worship, visitors to school from other faiths, daily Worship or 'one off' events such as One World Week.
- The school opposes all forms of racism, homophobia, harassment, prejudice and discrimination. Racist, disablism or homophobic language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's Harassment Policy, Positive Behaviour including Anti-Bullying Policy, LA guidelines on Dealing with Racist Incidents and the Local Authority's Harassment Policy. Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's Discipline or Grievance procedures. The school works with the LA and other partners (e.g. Race Equality First and the Disability Rights Commission and Cardiff and the Vale Coalition of Disabled People) to address racism and disablism within the school and the local area.
- We ensure teaching and non-teaching staff receive regular and on-going training related to this policy and its implementation to ensure that they are able to deal effectively with bullying, racism, harassment and prejudice. Staff and Governors work together as part of a working

party to create, monitor and evaluate policies and procedures. Staff receive feedback and training through INSET and governors through Governing Body meetings. All policies and procedures are saved in Teachershare area for all staff to access and where applicable available on school website.

## **6. 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 as indicated in the school's Vision Statement and this Equality Policy.

#### **Governing Body**

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities.

#### **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg "Pupil Discipline including Anti-Bullying Policy" and that governors, staff, pupils, parents and guardians 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 Headteacher. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

The Equal Opportunities Co-ordinator ensures 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.

## **7. 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. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

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. The school consults parents/carers, staff and governors annually in relation to the Equality Duty covering most of the protected characteristics. An EEG (Equality Engagement Group), which falls as part of the Christian Ethos and Wellbeing group, will ensure objectives are reviewed to meet the school's equality aims and fulfil the duty.

## **8. Publication and reporting**

The school publishes the Strategic Equality Plan on our website . It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

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. This is undertaken as part of the Governors' Annual Report.

## **9. Monitor and Review**

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. 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.

Based on the above, we will review the Plan annually and republish as necessary, with a full review approximately every 2 years.

To be reviewed February 2020