



# **THE SAINTS FEDERATION**

**Equalities Policy and Accessibility Plan**

# Equalities Policy and Plan

## Document Control

<b>Organisation</b>	The Saints Federation
<b>Title</b>	<b>Equalities Policy and Accessibility Plan</b>
<b>Author</b>	Local Authority
<b>Owner</b>	Executive Head Teacher and Governing Body
<b>Protective Marking</b>	NOT PROTECTIVELY MARKED
<b>Review date</b>	Annually

## Revision History

<b>Revision Date</b>	<b>Revision</b>	<b>Previous Version</b>	<b>Description of Revision</b>
March 2024			Policy created and signed off
May 2026			Name change to include St Mellons CiW Primary in the Saint's Federation

Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Executive Headteacher:

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Date approved: .....(by full Governing Body)

Date of review: .....

## **Strategic Equality Plan Policy Statement**

### **1. Our School**

The Saints Federation comprises of three voluntary-aided primary schools, serving the East Cardiff Ministry area and the parish of Llanedeyrn. All Saints is situated in Llanedeyrn, St Davids School site is situated in Pentwyn and St Mellon's is situated in St Mellon's, Cardiff. All three schools serve the north- east side of the city.

All Saints C/W Primary School provides education for pupils aged four to eleven and offers five mixed age classes. There are currently 129 pupils (R-Y6) on roll, which includes 82 pupils at KS2 and 47 pupils in Foundation Phase.

66.6% of pupils come from a white background, with the remaining pupils are mixed ethnicity, black or other ethnic groups. The school has 14.7% EAL pupils and no pupils speak Welsh at home. The percentage of EAL pupils is higher than CSC and LA.

We aim to be fully inclusive of all pupils and we have some pupils with specific needs, such as visual and hearing impaired.

100% of teaching staff are White British in addition to 100% non-teaching staff . 85.7% of our staff are female and 14.3% of our staff are male. The school does not have any Welsh-speaking members of staff or staff that speak another modern foreign language.

St David's CiW school is a single form intake with a Nursery and Reception mixed class. Year 3 to 6 pupils are housed in demountable classrooms, whilst pupils from Nursery to year 2 are based in the main school building. The demountable classrooms were constructed in 2007 to accommodate up to 4-year groups of pupils. It has 7 teaching and 15 non-teaching staff.

St David's school provides education for pupils aged three to eleven. There are currently 200 pupils (N-Y6) on roll, which includes 114 pupils at KS2 and 86 pupils in Foundation Phase. Children are admitted to the nursery on a part time basis after their third birthday.

66% of pupils come from a white background, with the remaining pupils are mixed ethnicity, black or other ethnic groups. The school has 18.5% EAL pupils and no pupils speak Welsh at home. The percentage of EAL pupils is higher than CSC and LA.

We aim to be fully inclusive of all pupils and we have some pupils with specific needs.

100% of teaching staff are White British in addition to 100% non-teaching staff . 88% of our staff are female and 12% of our staff are male. 4% of our staff are Welsh-speaking (1 member), with 4% able to speak another modern foreign language.

St Mellon's C/W Primary School provides education for pupils aged three to eleven and offers 8 single intake classes. There are currently 243 pupils (N-Y6) on roll, which includes 75 in PS1, 85 in PS2 and 83 in PS3

56% of pupils come from a white background, with the remaining pupils are mixed ethnicity, black or other ethnic groups. The school has 30% EAL pupils and no pupils speak Welsh at home. The percentage of EAL pupils is higher than CSC and LA.

We aim to be fully inclusive of all pupils and we have some pupils with specific needs, such as 1 pupil who has Prader-Willi Syndrome.

100% of teaching staff are White British in addition to 91% non-teaching staff . 100% of our staff are female and 0% of our staff are male. The school does not have any Welsh-speaking members of staff and have 4.5% of our staff that speak another modern foreign language.

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors Sexual Orientation of staff. We are aware that we may have parents in same sex relationships.

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. 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 are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are acting 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, 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**

Across the Saints Federation, we aim to provide a happy, caring environments in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our schools are committed to eliminating any unlawful discrimination on grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation 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.

## 6. Responsibilities

### Leadership and Management

#### Commitment

The Governing Body and Senior Leadership Team (SLT) 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.

#### Executive Headteacher

The Executive Headteacher is responsible for:

- Making sure the Equality Policy is readily available and that governors, staff, pupils, parents and carers are aware of 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 persons with responsibility for dealing with reported incidents of unlawful discrimination are Claire Cook (Executive Headteacher), the Heads of School or other members of SLT if the EHT and HoS are not present.** Staff and pupils are aware of who the named persons are. The named persons ensure that all reported incidents are recorded on a racial incidents tracker which is analysed within the school.

**The Executive Headteacher and Head of Schools** are responsible for ensuring 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. The reason this information is important to us as a school, is to enable us to understand the full range of needs within the school community. This policy has been developed in conjunction with a variety of stakeholders including, staff, pupils and school governors.

## **8. Publication and reporting**

The school publishes the Strategic Equality Plan (SEP) on our website and this is communicated to parents at parents evening and other events. It is available in large print and other formats on request.

We report and publish annually on the progress made against the action plan and the impact of the plan itself on school ethos and practice within the school.

## **9. Monitor and Review**

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

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 centre of school planning and that discrimination is being eliminated effectively.

We will review the plan annually and publish our annual report on the school website.

