Christ the King Catholic Primary School

STRATEGIC EQUALITY PLAN (2025-2028)

To promote the rights of all children based on a commitment to the principles of the United Nations Convention on the Rights of the Child (UNCRC).

1. Characteristics of Our School

Christ the King Catholic Primary School is a single-form entry school, founded in 1969 and situated in the north Cardiff suburb of Llanishen. We are a Voluntary Aided school in the Archdiocese of Cardiff. In January 2019 our school expanded to include Nursery age children; this has extended our age range to 3-11 years. Our Nursery Class accommodates a maximum of 32 pupils (16 am/16 pm)

As of December 2024, our school population (Reception-Year 6) consists of:

208 pupils (4-11 yrs old)
52.4% of our pupils are female and 47.6% are male

89.4% of our pupils are identified as White British
4.3% of our pupils form the largest minority ethnic group, White and Black Caribbean.
6.3% of our pupils speak English as an additional language (EAL)

9.1% of our pupils are registered for free school meals eligibility (following a phasing-in period, from June 2024 all pupils in Wales receive free school meals under the Universal Primary Free School Meals UPFSM programme)
3.4% of our pupils are on the ALN register.
84.1% of our pupils are baptised Catholic
15.9% of our pupils practise other/no faiths

Our School Staff consists of:
11 teaching and 15 non-teaching staff
84.6% of our school staff are female and 15.4% are male

100% of our teaching staff identify as White British
0% of our teaching staff speak English as an additional language

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying , assessing and making provision for Additional Learning Needs at the earliest opportunity , working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success .

2. Strategic Equality Plan Statement

The Equality Act 2010 is discrimination legislation that applies to all maintained and independent schools and maintained and non-maintained special education schools.

All school staff members have a responsibility to abide by the Equality Act 2010 by abiding by three public sector duties:
• Promoting equality of opportunity
• Promoting good community relations
• Eliminating discrimination

The Equality Act 2010 states it is unlawful to discriminate against a pupil, or a prospective pupil, by treating them less favourably than they would have been treated because of their protected characteristic(s): sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity and gender reassignment.
It is unlawful to discriminate against a pupil because of a protected characteristic a person they are associated with has, or because of a protected characteristic we may perceive them to have, even when we are mistaken.

2.1 Aims

Our school operates an Inclusive Policy. We value all stakeholders and welcome them into our school. We recognise and celebrate the fact that our society is made up of people from a variety of backgrounds and life experiences. We aim to equip our pupils with the values and skills necessary to live happy and fulfilled lives as members of a diverse society.
The purpose of our Strategic Equality Plan (SEP) is to fulfil the statutory duties of the Equality Act 2010 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. We endeavour to make any reasonable adjustments to involve everyone in the life of our school.

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

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

2.2 Objectives

Our chosen Strategic Equality Objectives are:
1. Reduce gaps in attainment and attendance between pupils from protected groups
2. Monitor identity-based incidents and bullying in school
3. Develop the quality and use of our Equality Monitoring and Data Collection
4. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section 10 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.

2.3 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.

3. Leadership and Management

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.

3.1 Governors

The Governing Body has set out its commitment to equality by approving and adopting the objectives within this Strategic Equality Plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their individual needs and circumstances.

The Governing Body will:

- **Seek to ensure that people are not discriminated against when applying for jobs at our school**
- **Take all reasonable steps to ensure that the school environment gives access to people with disabilities**
- **Strive to make communications from the Governing Body as inclusive as possible for parents, carers and pupils**
- **Will ensure that no child is discriminated against whilst in our school.**

The role of the Headteacher (or senior leader responsible for Equalities)

3.2 Senior Leadership
The Headteacher will:

- Ensure that all staff are fully informed of our school's SEP and equality objectives, Ensure that the policy and its procedures are adhered to
- Share the Equality Policy and SEP with parents/carers via the school's website
- Review and monitor the SEP regularly to check progress with its objectives
- Ensure that all staff understand their responsibilities and receive training and support where necessary
- Ensure that all staff have equitable access to training opportunities in order to carry out their role
- Take timely and appropriate action where there is a case of harassment or discrimination

The named person with responsibility for dealing with reported incidents of unlawful discrimination is **Susan Miles** (Headteacher).
Staff and pupils are aware of who the named person is. Mrs Miles ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to Cardiff LA (Local Authority) as appropriate.
The Equal Opportunities Co-ordinator is **Brenda Welsh** (ALNCo). 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.

3.3 School Staff
All members of staff (teaching and non-teaching) will:

- Recognise and challenge bias and stereotyping
- Promote equality and good relations between all groups of pupils

- Ensure that stories and images of people with protected characteristics are represented positively within the curriculum,avoiding stereoytypes
- Deal proactively with incidents of unlawful discrimination and bullying

4. Information Gathering and Engagement

4.1 Purpose and process

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 carry out an accurate impact assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

4.2 Types of Information Gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Pupil attainment and progress data relating to different groups
- Analysis of the responses received from pupils, parents/carers, staff, governors and community groups
- Pupils' views actively sought and incorporated in a way that values their contribution
- Participation of different groups of pupils in extra-curricular activities
- Attendance and exclusions data analysed by group
- Records of bullying and harassment on the grounds of any equality issue
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

4.3 Engagement

The school involves stakeholders including children, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.
The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

5. Monitoring and Review Timetable

The Strategic Equality Plan has been drawn up to cover a four year period to allow for short, medium and long-term objectives to be achieved
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.
The SEP will be reviewed annually.

5.1 Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way. As part or this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.
Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

EQUALITY OBJECTIVES AND ACTION PLAN

PRIORITY ONE To ensure all staff and governors improve their understanding of anti-racism and their roles and responsibilities			
SUCCESS CRITERIA Staff and governors are aware of their statutory obligations under the Equality Act Staff and governors receive specialist training in racial diversity and in recognising racial bias Staff and governors develop an understanding of racist language, conscious and unconscious racism Staff and governors feel more secure in their understanding of equality and diversity			
Actions	Lead Responsible	Time Scale	On Track? RAG

Anti-Racism is set as as a priority in the school's School Development Plan All staff have completed specialist DARPL (Diversity and Anti-Racist Professional Learning) training alongside colleagues from Corpus Christi cluster schools Governor/s have completed specialist training in anti-racism Teaching staff plan for the inclusion of positive images and stories from a variety of nationalities and cultures and life experiences, avoiding stereotypes Staff critically consider charity fund-raising materials which may reinforce racial stereotyping and look to provide authentic images and case studies to counteract this where possible	HT/SLT	Spring 2025	

PRIORITY TWO **To ensure that teaching and learning in our school is representative of Wales as a diverse society, in line with the Curriculum for Wales**			
SUCCESS CRITERIA Pupils from protected groups within our school community have equal access to enhanced provision, eg. extra-curricular activities, sporting events, drama presentations, etc All book areas/ libraries in school feature resources containing characters from protected groups The number of visiting speakers to school from diverse backgrounds has increased Audit of the school's long and medium term planning shows increased coverage of minority ethnic, gender and disability topics			
ACTIONS	**LEAD RESPONSIBLE**	**TIME SCALE**	**ON TRACK? RAG**
Pupils from protected groups have equitable access to roles of responsibility, eg Senedd chairperson, leading liturgies, with support provided where appropriate in order for them to carry out their role to the best of their ability Orders of new learning resources (stories, images etc) are monitored for representation of the pupils within our community Staff provide opportunities for pupils new to English to record their learning in their home language while they develop their EAL competency	HT/SLT	ONGOING	

PRIORITY THREE: **To ensure that pupils who belong to protected groups have equal and consistent access to school**			
SUCCESS CRITERIA Attendance of pupils from protected groups is in line with school's attendance target as agreed with the Local Authority			
Actions	Lead Responsible	Time Scale	On Track? RAG
1. Gather and analyse attendance of groups of pupils half-termly, with particular focus on pupils belonging to protected groups 2. Gather and analyse punctuality of groups of pupils half-termly 3. Alert parents/carers when attendance drops below 90% 4. Notify Cardiff LA Attendance Officer of persistent attendance below 90% 5. Liaise with parents/carers to ensure barriers to good attendance and punctuality are removed	HT/School Admin/ Local Authority Attendance Officer	ONGOING	

PRIORITY FOUR: **To ensure that pupils from protected groups do not experience educational disadvantage**			
SUCCESS CRITERIA Analysis of data over time shows no indication that pupils from protected groups experience academic underachievement in comparison with their peers			
Actions	Lead Responsible	Time Scale	On Track? RAG
1. Use standardised score data and other assessment data to identify children who are underachieving and provide them with the additional support they require. 2. Monitor the progress of the identified children towards their targets through pupil progress meetings 3. Share outcomes from the monitoring cycle with Governors standards and curriculum sub-committee	HT/ALNCo/SLT	TERMLY	

PRIORITY FIVE: **To develop our use of data recording and analysis to promote equality**			
SUCCESS CRITERIA Trends and patterns are quickly identified so that issues can be addressed Actions to reduce incidents involving discrimination are directed and impactful Shared recording of incidents reduces overall number of incidents and encourages transparency and partnership between all members of the school community			
Actions	Lead Responsible	Time Scale	On Track? RAG
1. All staff receive annual training in the use 'My Concern' online safeguarding software to log incidents 2. DSP/Deputy DSP to allocate incidents to relevant categories 3. Incident categories analysed for any patterns or trends 4. analyse any patterns or trends 5. Actions planned from this analysis to include whole staff and parents/carers and outside agencies where appropriate to address issues 6. Half termly learner review meetings to look at groups of learners 7. Receive training in and launch Community Reporting and Staff Safeguarding tools in My Concern	Designated Safeguarding Person/Deputy DSP	TERMLY	

PRIORITY SIX: **To ensure that all pupils from protected groups enjoy equal access to enrichment activities**			
SUCCESS CRITERIA Equal access to enrichment activities is enjoyed by all pupils, regardless of disability, cultural, language, healthcare or additional learning needs			
Actions	Lead Responsible	Time Scale	On Track? RAG
1. Staff to ensure that all activities offered are accessible to all pupils according to their age, need and abilities. Reconsider the purpose and merits of the activities if it means that some pupils would be excluded 2. New staff to complete 'Planning a School Trip' form prior to booking off-site trips for approval by HT 3. Trip leader to use 'Evolve' online planning and approval system to include risk assessments ahead of off-site trips 4. Enhanced adult-pupil ratios used for off-site visits to cater for pupils' additional behavioural and physical needs 5. Information and consent forms for parents/carers about educational visits is modified for ease of understanding 6. Staff to consider pupils' needs when planning off-site trips and activities and to plan modifications/adjustments in a timely manner	ALNCo/HT	ONGOING	

7. Staff to actively seek to include pupils from protected groups in competitions and activities which represent our school			

PRIORITY SEVEN: **To ensure that the views and opinions of all pupils from protected groups are taken into account**			
SUCCESS CRITERIA Trends and patterns are quickly identified so that issues can be addressed Actions to reduce incidents involving discrimination are directed and impactful Shared recording of incidents reduces overall number of incidents and encourages transparency and partnership between all members of the school community			
Actions	Lead Responsible	Time Scale	On Track? RAG

1. 'Pupil Voice' established as a planning and assessment tool used across all year groups 2. Pupils in Y2-Y6 invited to join a Senedd group or University group of their choice 3. Consideration given to needs and interests of pupils when placing them in Senedd/University groups 4. Pupils from protected groups given opportunities to take lead roles in Senedd groups (Chairperson/Vice Chairperson) 5. Pupils from protected groups invited to formulate, monitor and review the Action Plan for their Senedd group	SLT/ Class teachers/Senedd & University groups staff leads	ONGOING	

ACCESS PLAN 2025-28

ACCESS TO THE SCHOOL CURRICULUM				
Target	**Strategies**	**Success Criteria**	**Timescale**	**Target Achieved**
To provide learning interventions which address the needs of all pupils, thereby avoiding underachievement of pupils from protected groups	Intervention programmes tailored to individual needs, with regular assessment and monitoring of pupil progress SHRN and THRIVE data to identify pupils vulnerable to underachievement and low self-esteem Risk Assessments and Positive Handling Plans created to support learners One-Page Profiles produced in collaboration with learners and their families	All pupils receive the appropriate support needed to make progress and develop self-confidence. Learners feel well supported by school staff All members of staff made aware of pupils vulnerable to underachievement and feelings of low self-worth Pupils' physical and emotional needs are safeguarded All members of the school community feel that their interests, qualities and requirements are taken into account when school staff are planning the curriculum and interacting with families and pupils	Jan 2025 -ongoing	

To identify pupils who may need additional provision to ensure smooth transition.	Early assessment of needs of pupils and specialist equipment provided where necessary, eg. pencil grips, headphones, writing slopes etc. External advice sought from LA services (specialist teachers, Educational Psychologist) where appropriate Pupils offered alternative ways of recording where appropriate School ALNCo to liaise with pre-school providers and schools prior to pupils transfer Liaise with ALNCos to ensure clear transfer of records/information Arrange multi-agency/ parents/carers/new class teacher meetings where appropriate ALNCo/new class teacher to observe the pupil in their pre-school setting	Pupils' needs are identified in a timely manner and strategies put in place to support and close gaps in attainment School staff are informed of pupils' needs and are able to plan for a smooth and supportive transition	Jan 2025 ongoing	

To support pupils with medical needs, thereby enabling them to participate in all areas of school life	Advice and monitoring sought from parents/carers, health professionals and LA Achievement Service in drawing up Healthcare Plans for pupils Healthcare Policy reviewed and shared with staff and parents/carers Up-to-date staff training provided in administration of medication and therapy All staff receive first aid training Two members of staff receive enhanced first aid training Where appropriate, staff to make adjustments to activities and off-site trips to allow inclusion of all pupils	Pupils with medical needs enjoy full access to the curriculum	Jan 2025-ongoing Healthcare Policy reviewed Spring 25 Annual diabetes, asthma and anaphylaxis training from Jan 2025 Every 3 years for staff Sept 2026 Enhanced training due July 2026	

ACCESS TO THE SCHOOL ENVIRONMENT				
Target	**Strategies**	**Success Criteria**	**Timescale**	**Target Achieved**
To ensure that the school site is secure and safe for pupils and visitors	Magnetic locks fitted to exits from playgrounds to field/car park, paths leading to school exits Existing magnetic locks raised in Reception classroom High barrier fence with locking gate fitted to separate Reception outdoor area from car park Locks to pond area and all internal gates to be regularly checked and replaced where necessary	Reduced risk of pupils absconding or becoming separated from rest of the group. Pupils prevented from going into car park when entering/leaving school site Ease of use for adults and secure barriers for pupils	Spring 2025	

	High-visibility markings on step edges in playgrounds- markings to be refreshed where necessary SIte Manager to carry out daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear	Improved visibility of steps in low light All disabled personnel and pupils have safe exits from school.	Annual Ongoing	
To provide changing facilities for pupils with continence needs To provide parking for disabled visitors or staff	Inclusion service to advise re feasibility of fitting a changing station within the accessible toilet Funding sought HT to explore possibility of creating a marked disabled bay close to the school building	Safe and hygienic changing facility easily accessible for pupils and visitors Ease of access for people with mobility difficulties	Summer 2025 Summer 2021	

Glossary

- Protected Groups Protected groups are identified in the Equality Act 2010 as sharing a particular characteristic against which is it illegal to discriminate. These groups are as follows (definitions taken from the Equality and Human Rights Commission guidance):

· Disability: A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
· Gender re-assignment: The process of transitioning from one gender to another.
· Marriage and civil partnership: Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognized as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
· Pregnancy and maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.
· Race: Race refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

· Religion and belief: Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

- SEP: Strategic Equality Plan
- DSP: Designated safeguarding Person