

St Bernadette's Catholic Primary School



Learn, Live, Believe

Equality Policy

Reviewed: September 2024

Agreed by Governors: 23.9.24

A handwritten signature in black ink, appearing to read 'P. Newbury', is positioned above the text indicating the signatory.

(Signed by Chair: Mr P. Newbury)

To be reviewed: October 2025



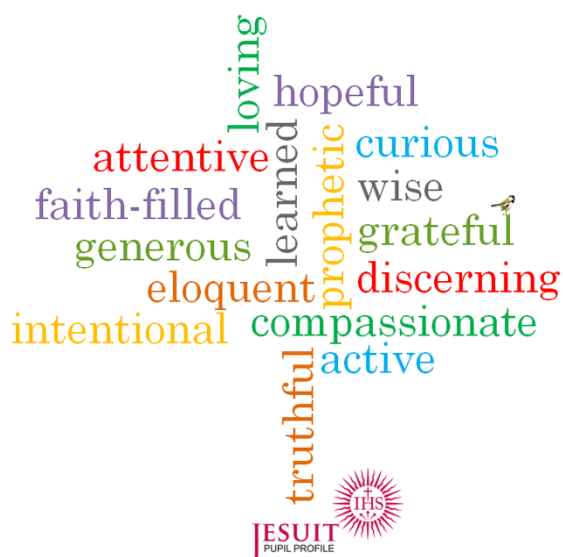
The School's Mission statement underpins all the values held at St Bernadette's

St Bernadette's Catholic Primary School Mission Statement:

*We are a Christ centred community, reaching
out to others.*

We learn, grow and celebrate together.

We bring our faith to life.



Equality Policy

This policy is written in line with the 2010 Equality Act

“The problem of intolerance must be confronted in all its forms: wherever any minority is persecuted and marginalised ..., the wellbeing of society as a whole is endangered and each one of us must feel affected,” ‘Pope Francis

1. OUR SCHOOL

St Bernadette’s is a single-form primary school in the north east of Cardiff. It is a Catholic Voluntary Aided school. At the beginning of 2024-25, there are 206 full-time pupils aged four to 11 years at the school, and a 30 morning and afternoon placement nursery.

The school currently comprises **171 families in total**. 52.5% of pupils are girls and 47.5% are boys. There are seven classes, as well as two nursery classes. There are 11 teachers plus the Headteacher and 10 support staff (as well as 2 midday supervisors and a caretaker). On average, around 16.5% of our pupils are entitled to free school meals. This is below the average for primary schools in the local authority and in Wales.

At the beginning of 2024-25 the percentage of pupils identified as having additional learning needs is 2.9% (7 pupils) All ALN pupils have an IDP.

In the last twelve months, there has been one exclusion: for a day and a half.

The population is usually quite static with a few children leaving each year. The school is well subscribed and empty places fill quickly. Our Reception intake and Y1 class are currently not full, which is indicative of the fall in birth rates in Cardiff for these year groups

There are 2 pupils with disabilities or visual or hearing impairment. We are fully inclusive of all pupils.

Pupils are from a range of ethnic backgrounds including: Welsh (British), White and Black Caribbean, White European, Chinese, Portuguese, Polish, Indian, Pakistani, White and Black African, Egyptian, Ghanaian, Gypsy, Nigerian, Other Black African, Other Mixed Background, White and Asian, White and any Other Ethnic Group, and Sudanese. The largest groups are White British (70.8%), Other Black African (5.08%), Indian (4.23%) and White European Other (3.81%).

The school predominantly serves the Catholic community; however different faiths represented in the school include other Christian faiths, Hindu, Islam Muslim and those with no expressed faith.

Our pupils use the following languages as their first language: English (77.54%); Malayalam (3.81%); Polish (3.39%); Yoruba (2.54%); Shona (1.69%), Arabic (1.27%); Hungarian (1.27%); French (0.85%); Italian (0.85%); Spanish (0.85%); Akan (0.42%); Amharic (0.42%); Bulgarian (0.42%); Czech (0.42%); Filipino (0.42%); Gujarati (0.42%); Portugese (0.42%); Slovak (0.42%); Swahili (0.42%); Turkish (0.42%); Urdu (0.42%)

21.19% of the school’s population can be recognised as EAL pupils.

77.3% of teaching and non-teaching staff are English-speaking White British.

96% of teaching staff are female and 4% are male. Everyone in our school is valued equally irrespective of their faith, culture, disability or learning needs.

Data for Cardiff Nov 2024:

There are 171 languages / dialects spoken by Cardiff school children

24.6% of school children have English or Welsh as an additional language in Cardiff

97 ethnic groups are represented in Cardiff schools

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:

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

Promote equality of opportunity for all

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 10.

3. PRINCIPLES

A fundamental principle of our school is that it has a very positive, inclusive ethos which this policy will support and help to maintain. In adhering to this principle, the school aims to:

Ensure that all pupils achieve the highest standards.

Ensure that all pupils and staff feel valued and are able to contribute fully to all aspects of the school's work

Meet the diverse needs of pupils and prepare all pupils for life in a diverse society

Respect and value differences between people and promote good relations between different groups within the school and the wider community.

Ensure that equality and opportunity for all is an integral part of all planning and decision-making across all areas of the school

Be proactive in tackling and eliminating discrimination of any group, which we acknowledge exists in society, making the school a place where everyone feels welcome and valued.

Protect the rights of all pupils, staff, parents, governors and visitors to the school.

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

ST BERNADETTE'S EQUALITIES SUMMARY STATEMENT

At St Bernadette's Catholic Primary School, we are committed to creating a happy, safe and inspiring environment to learn, where children are respected, talents are nurtured and all pupils are able to thrive. We seek to foster an environment of mutual respect and support between all staff, pupils, parents, carers and the wider community.

We are a Rights Respecting school and our mission is to embed such values in daily school life and give children the best chance to lead happy, healthy lives and to be responsible, active citizens.

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. This is highlighted in our whole school rules, the second of which is: Respect others.

At St. Bernadette's we are dedicated to developing acceptance of difference and diversity and providing a strong moral compass.

The school values involvement of people from all sections of the local community and through this involvement aims to 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.

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 Mission 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 committee group with responsibility for Equal Opportunities.

Headteacher

The Headteacher is responsible for:

Making sure the Equality Policy is readily available, along with related policies, e.g. “Anti-Bullying Policy”, Hate Policy, ALN 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 accessing 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.

Ensuring an Equality Action Plan and disability access plan is available resulting from monitoring and engagement with the whole community

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 on MyConcern.

The Equal Opportunities Co-ordinator is Suzanne Williams, Headteacher. The Equal Opportunities Coordinator ensures that the school reviews and evaluates all policies, plans 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.

The ALNCo in conjunction with the MAT Coordinator is responsible for overseeing the provision for ALN pupils, the work of the ALN teaching assistants and overseeing the attendance for all ALN pupils.

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, ensuring that all pupils have the opportunity to have full access to the curriculum and are included in all activities where reasonably possible.

Ensuring that race, religion, disability, gender, sexual orientation, and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism or any other discrimination.

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.

We consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We have some diversity within our school community and through our regular contact with governors, parents, school council, staff and LA we have been able to inform this Strategic Equality Plan.

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.

The Equality Policy is:

Published in the School Policies handbook for staff and can be found in the office

Published on the school website

The Equal Opportunities Summary is: displayed in the notice board for all members of the St Bernadette's Community and visitors to see.

Available on request for visitors and members of the wider community

Required ethnic monitoring data is made available to the LEA. Relevant information from audits and monitoring is communicated during staff meetings and is included in the school's Annual Report. To conform to the Data Protection Act steps are taken to ensure that information cannot be used to identify individuals.

We will report 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 Equality Access Plan. We will ensure that actions taken have a positive impact across protected characteristics, that the promotion of equality is at the heart of school planning and that any discrimination is effectively dealt with.

Based on the above, the Plan will be evaluated and reviewed annually with a full review not less than four yearly.

Signed



(Headteacher)

Date: 23.9.24

Signed



(Chair of Governors)

Date: 23.9.24