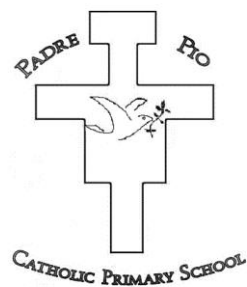


Padre Pio Catholic Primary School

Strategic Equality Plan
2020 – 2024



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

Policy Review Dates:

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....

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1. Our distinctive character, priorities and aims

1.1 School values

Our aim is to provide a high quality Christian Education based on the teachings of Christ in the Gospels, where each individual is a valued member of our community, and is able to develop his or her talent to the full. We aim to promote in all members of our community, faith and religious commitment, in accordance with the rites, practices and teachings of the Catholic Church.

In order to achieve this, we strive to:

Nurture and develop the distinctive nature of our Catholic school.

We try to achieve this in school by:

- Our acts of daily worship;
- Our joyful celebration of the Church's liturgy;
- Ensuring that Gospel Values underpin all areas of school life;
- Seeking to engage Catholic pupils in a deeper understanding of their faith;
- Seeking to engage with parents, especially those who are Catholics, to support the faith development of their children;
- Encouraging our pupils to make use of our Prayer Room in the School;
- Communicating the Christian message of love, justice, tolerance and respect as the basis of all relationships;
- Considering applications for admission irrespective of particular circumstance;
- Our use of eco-friendly opportunities, e.g. grey-water recycling, general recycling.

Promote a happy, caring and non threatening environment within which each individual can develop his or her own physical, intellectual, emotional and spiritual potential to the full, and at his or her own pace and level.

We try to achieve this in school by:

- By providing a relevant and engaging curriculum to prepare children for life in the 21st century, with a particular reference on developing numeracy, literacy, ICT, bilingualism and thinking skills. Consideration will also be given to entrepreneurship and the world of work.
- The relationships we develop with all members of our school community, as staff and pupils;
- Our buddy system;
- Promoting the School Council;
- Focussing on sustainable development and global citizenship.
- Our AEN and other related policies and the use of outside agencies when necessary.
- The setting of challenging/high standards in work and behaviour;
- The provision of differentiated work and targets.
- Our display of children's work and the general fabric of our building;
- Broadening the children's experiences through participation in educational visits and extra-curricular activities;
- Our praise assemblies.
- Our staff development programme.

Develop and maintain close links with the parish, the home and the school governors, as well as offering support to organisations and groups in the wider community at large.

We try to achieve this in school by:

- The celebration of a whole-school Mass on a termly basis in which the children are actively engaged in its preparation, and to which parents and members of the parish community are warmly invited to attend.
- The celebration of Class Assemblies throughout the year which parents and members of the parish community are warmly invited to attend.
- The celebration of Mass on an annual basis for each KS2 class, in which the children are actively engaged in its preparation, and to which parents and members of the parish community are warmly invited to attend.
- The celebration of a Family Mass on a Sunday morning in Saint Alban's Church in which the children are actively engaged in the preparation of the liturgy.
- The hosting of sacramental preparation meetings for parents who may be interested in finding out more about what their children are learning in school, e.g. CAFÉ resources on Baptismal Preparation, Reconciliation and Holy Communion.
- The celebration of Christmas and other productions to which parents, governors, parishioners and members of the local community are invited to attend.
- The liaison we have with Saint Alban's High School so as to facilitate an ease of transition to KS3.
- Our support of outside charities, both locally and overseas, e.g. the Kano Project.
- The promotion of our Parents and Friends Association.
- The distribution of our weekly School Newsletter to all members of our school community.
- The promotion of opportunities for our pupils to engage with their own culture through bilingualism.

Create a 'welcoming' school, with honest and open communication, so that an atmosphere of mutual respect and friendship exists between the home and school.

We try to achieve this in school by:

- Listening to parents and acting on information received.
- Our induction meeting for parents of children who will be entering Reception Class the following term.
- Our three parents' evenings per year for each child.
- Our transparent and regular communications with all stakeholders.
- Engaging with parents to support their children's learning.

Acknowledge that each person is a unique individual and to respect the dignity of each individual irrespective of circumstance, gender, race or creed.

We try to achieve this in school by:

- Our promotion of equal opportunities for all our pupils.
- Our support of children with ALN.
- Our promotion of Healthy Schools initiatives.
- Our promotion of physical exercise to promote a healthy lifestyle.

1.2 Characteristics of our school

Padre Pio Catholic Primary School serves pupils aged 4 -11 from the parish of St. Alban's, Pontypool in North Torfaen. There is a wide catchment area stretching from Blaenavon in the north of Torfaen to New Inn towards the south. The majority of pupils come from residential areas which are neither prosperous nor economically disadvantaged.

The school, opened in September 2008, is fully compliant with the Disability Discrimination Act and incorporates innovations including a sustainable surface water drainage system and grey water recycling. Wireless internet access throughout the school enables a wide range of flexible learning opportunities for all pupils. The school also has a large playing field and a dedicated space for prayer and reflection. These excellent facilities combine to provide a stimulating environment to educate all pupils for life in the 21st century.

As the gospel underpins everything that goes on in our school, we endeavour to form a strong partnership with home and parish to achieve shared aspirations and to fulfil our mission;

'A Catholic family where we pray and learn in peace with each other. Together, we take the message of Jesus to the world.'

Our school operates an Inclusive Policy. We value all stakeholders and welcome them into our school. We endeavour to make any reasonable adjustments to involve anyone with a disability in school life.

Number on roll 09/2020 - 212

Percentage of girls 09/2020 - 47%

Percentage eligible for FSM 09/2020 – 16.5% (January 2020 PLASC – 12.6%, 3 year PLASC average – 12.8%)

Percentage of ethnic minorities 09/2020 – 13.7%

Largest minority 09/2020 – Polish and British Gypsy

Percentage first language not English – 4.2%

Special Educational SA+ & Statement – 4.3%

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristics defined within the Equality Act 2010 including; **race; age; gender; disability; gender reassignment; sexual orientation; pregnancy & maternity; religion or belief; marriage and civil partnership.**

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As a VA school, Padre Pio has certain exceptions to the general code as applied to most schools in England and Wales. These include:

- The Admissions Code permits that priority may be given on the basis of faith criteria in cases of where schools are oversubscribed
- Catholic schools will still be able to mark or celebrate events specific to their religion and ethos. Parents, guardians or carers will not be able to claim that their children have been discriminated against simply because an equivalent celebration of events of significance to their particular religion is not arranged. Schools will also still be able to organise trips to a local church and will not have to organise visits to accommodate children of other faiths within the school.
- This means that for Catholic schools, in common with other voluntary aided schools, preference may be given in connection with the appointment, remuneration or promotion of teachers, to those whose religious beliefs or religious practice is in accordance with the tenets of the school's religion or religious denomination or who give or are willing to give religious education in accordance with the tenets of the faith. Conduct that is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated.

Our SEP and Equality Objectives:

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 Appendix 2.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 and Appendix 2.**

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Headteacher / Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that no one is discriminated against when it comes to training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 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 do 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.

3.2 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;
- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups through for example the use of questionnaires;
- school council's views actively sought and incorporated in a way that values their contribution;
- participation of different groups 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;

3.3 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.

4. 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 of 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.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

- To ensure all learners have equal opportunity to achieve their potential and develop the skills they need to progress to the next stage of their education.
- 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).

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it. A copy of the SEP and its action plans is published on the school website.

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.

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.

7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the 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 review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

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

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.

This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. –

(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)**

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Padre Pio Catholic Primary School

Strategic Equality Plan 2020 – 2024
Equality Objectives and Action Plan

Equality Objective	Protected Characteristics	Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
To ensure all learners have equal opportunity to achieve their potential and develop the skills they need to progress to the next stage of their education.	All	Awareness raising for all stakeholder on issues that can impact children's education eg ACEs, Trauma Staff to engage in training as it becomes available eg Trauma Informed Schools	Monitoring academic progress and well-being of vulnerable learners	SLT All teaching and support staff	On-going	Nearly all pupils achieve their ambitious targets. No evidence of pupils with protected characteristics performing below their expected levels compared to all pupils.
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).	All	Ensure all staff are aware of and understand the UNCRC Prepare teaching resources and activities within the curriculum can be used to make children aware of their rights. Ensure all pupils play an active part in school decision making	Monitoring school policies and procedures to ensure they reflect the UNCRC Monitoring and evaluation of the range of pupils involved in decision making	SLT Well-being Lead	On -going	To gain UNICEF's Rights Respecting School Award. All school policies pay due regard and reflect the principles of the UNCRC

**Padre Pio Access Plan
2020-24**

Aspect	Target	Action	Responsibility for monitoring	Timeframes	Success indicators
Physical Environment	To improve pedestrian access to the school to assist with social distancing.	Install additional pedestrian gate, path and zebra crossing	HT, GB	October 2020	Pedestrian access is improved
Physical Access to School	To ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings Offer virtual access to the school if possible eg parent consultations	Include a question on all letters when inviting parents / carers to attend school functions. e.g. 'Do you have any special requirements which we need to consider?'	HT, GB	September 2020 - ongoing	Parents / carers with disabilities able to visit the school Increase in parental engagement with the school by offering virtual access.
Curriculum	To continue to train staff to enable them to meet the needs of children with a range of ALN	ALNCo to review the needs of children and to provide training for staff on the new ALN Act	SLT ALNCO	On-going	Policies and procedures are reviewed and updated in line with new regulations.
Curriculum	To identify training needs of staff on differentiating the curriculum	Audit current training needs of staff and include findings in SDP	HT, SLT	Sept. 2020– on going	Increase in access to the National Curriculum and the new curriculum from Sept. 2022
Curriculum	To provide specialist equipment to promote participation in learning by all pupils, including ICT equipment in the event of home learning.	Assess the needs of all pupils and provide equipment necessary eg. laptops, special pencil grips, headphones, writing slopes etc.	All staff	On-going	Children will develop independent learning skills.
Access to Information	Be able to make available school documentation, school newsletters and other information for parents in alternative formats	Keep under review all current school publications and promote the availability in different formats for those that require it	HT Gov. Body	Annually	All school information available for all through hard copy, website, email etc.