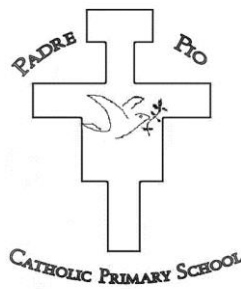


# Padre Pio Catholic Primary School

## Strategic Equality Plan

2025 – 2028



**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....*Date*

**Scheme due for review:** *March 2028*

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;
- 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 21<sup>st</sup> 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;
- Promoting the School Council;
- Focussing on sustainable development and global citizenship.
- Our ALN 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 professional 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 class from Y3 –Y6, 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.
- 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 high school.
- Our support of outside charities, both locally and overseas, e.g. the Kano Project.
- The distribution of our regular school newsletter to all members of our school community.
- The promotion of opportunities for our pupils to engage with the Welsh language 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 21<sup>st</sup> 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 21/01/2025 – 183 (182 as at 11/2/25)

Percentage of girls 21/01/2025 – 45.9%

Percentage eligible for FSM 21/01/2025 – 22.4%, 3-year PLASC average (2023-2025) – 19.8%

Percentage of ethnic minorities 21/1/25 – 15.3%

Largest minority 21/1/25– Nigerian, Polish, Traveller of Irish Heritage, White and any other ethnic group

Percentage first language not English – 4.3%

Special Educational SA+ & Statement 21/1/25 – 9 pupils / 4.9%

## 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 staff and governors improve their understanding of anti-racism and their roles and responsibilities
- To ensure that pupils who belong to protected groups have equal and consistent access to school
- To ensure that pupils from protected groups do not experience educational disadvantage

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 February 2028.

# Appendices

**App. 1 School Equality Objectives and Action Plan**

**App. 2 Current school Access Plan**



Padre Pio Catholic Primary School

Strategic Equality Plan 2025 – 2028  
Equality Objectives and Action Plan

<b>PRIORITY ONE</b>			
<b>To ensure all staff and governors improve their understanding of anti-racism and their roles and responsibilities</b>			
<b>SUCCESS CRITERIA</b>			
<p>Staff and governors are aware of their statutory obligations under the Equality Act</p> <p>Staff and governors receive specialist training in racial diversity and in recognising racial bias</p> <p>Staff and governors develop an understanding of racist language, conscious and unconscious racism</p> <p>Staff and governors feel more secure in their understanding of equality and diversity</p>			
Actions	Lead Responsible	Time Scale	On Track? RAG
<p>Anti-Racism is set as a priority in the school’s School Development Plan</p> <p>Staff engage in specialist DARPL (Diversity and Anti-Racist Professional Learning) training, possibly alongside cluster schools</p> <p>Governor/s have completed specialist training in anti-racism</p> <p>Teaching staff plan for the inclusion of positive images and stories from a variety of nationalities and cultures and life experiences, avoiding stereotypes</p> <p>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</p>	HT/SLT	Aut 2025	

**PRIORITY TWO:**

**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
<ol style="list-style-type: none"><li>1. Gather and analyse attendance of groups of pupils half-termly, with particular focus on pupils belonging to protected groups</li><li>2. Gather and analyse punctuality of groups of pupils half-termly</li><li>3. Alert parents/carers when attendance drops below 90%</li><li>4. Notify EWO of persistent attendance below 90%</li><li>5. Liaise with parents/carers to ensure barriers to good attendance and punctuality are removed</li></ol>	HT/School Admin/  EWO	ONGOING	

**PRIORITY THREE:**

**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
<ol style="list-style-type: none"> <li>1. Use standardised score data and other assessment data to identify children who are underachieving and provide them with the additional support they require.</li> <li>2. Monitor the progress of the identified children towards their targets through pupil progress meetings</li> <li>3. Share outcomes from the monitoring cycle with Governors standards and curriculum sub-committee</li> </ol>	HT/ALNCo/SLT	TERMLY	

**PRIORITY FOUR:**

**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
<ol style="list-style-type: none"> <li>1. All staff receive annual training in the use 'My Concern' online safeguarding software to log incidents</li> <li>2. DSP/Deputy DSP to continue to receive training on My Concern to develop it use further eg to record bullying concerns, racist incidents</li> <li>3. DSP/Deputy DSP to allocate incidents to relevant categories</li> <li>4. Incident categories analysed for any patterns or trends</li> <li>5. Analyse any patterns or trends</li> <li>6. Actions planned from this analysis to include whole staff and parents/carers and outside agencies where appropriate to address issues</li> <li>7. Half termly learner review meetings to look at groups of learners</li> <li>8. Receive training in and launch Community Reporting and</li> </ol>	Designated Safeguarding Person/Deputy DSP	TERMLY	

**PRIORITY FIVE:**

**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?
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			RAG
<ol style="list-style-type: none"> <li>1. 'Pupil Voice' established as a planning and assessment tool used across all year groups</li> <li>2. Pupils in Y3-Y6 invited to join pupil leadership groups of their choice</li> <li>3. Consideration given to needs and interests of pupils when placing them in Pupil Leadership Groups</li> <li>4. Pupils from protected groups given opportunities to take lead roles in Pupil Committees (Chairperson/Vice Chairperson)</li> <li>5. Pupils from protected groups invited to formulate, monitor and review the Action Plan for their Leadership Group</li> </ol>	SLT/ Class teachers/Tas staff leads	ONGOING	

Padre Pio Access Plan  
2025-28

**ACCESS TO THE SCHOOL CURRICULUM**

Target	Strategies	Success Criteria	Timescale	Target Achieved
<p>To provide learning interventions which address the needs of all pupils, thereby avoiding underachievement of pupils from protected groups</p>	<p>Intervention programmes tailored to individual needs, with regular assessment and monitoring of pupil progress</p> <p>Assessment data to identify pupils vulnerable to underachievement and low self-esteem</p> <p>Risk Assessments and Positive Handling Plans created to support learners</p> <p>One-Page Profiles produced in collaboration with learners and their families</p> <p>Early assessment of needs of pupils and specialist equipment provided where necessary, eg. pencil grips, headphones, writing slopes etc.</p> <p>External advice sought from LA services (specialist teachers eg Visually Impaired Unit, Educational Psychologist) where appropriate</p>	<p>All pupils receive the appropriate support needed to make progress and develop self-confidence. Learners feel well supported by school staff</p> <p>All members of staff made aware of pupils vulnerable to underachievement and feelings of low self-worth</p> <p>Pupils' physical and emotional needs are safeguarded</p> <p>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</p> <p>Pupils' needs are identified in a timely manner and strategies put in place to support and close gaps in attainment</p>	<p>Jan 2025 -ongoing</p>	

	Pupils offered alternative ways of recording where appropriate			
To identify pupils who may need additional provision to ensure smooth transition.	<p>School ALNCo to liaise with pre-school providers and schools prior to pupils transfer</p> <p>Liaise with ALNCOs to ensure clear transfer of records/information</p> <p>Arrange multi-agency/parents/carers/new class teacher meetings where appropriate</p> <p>ALNCo/new class teacher to observe the pupil in their pre-school setting</p>		Jan 2025 ongoing	School staff are informed of pupils' needs and are able to plan for a smooth and supportive transition
To support pupils with medical needs, thereby enabling them to participate in all areas of school life	<p>Advice and monitoring sought from parents/carers, health professionals and LA in drawing up Healthcare Plans for pupils</p> <p>Healthcare Policy reviewed and shared with staff and parents/carers</p> <p>Up-to-date staff training provided in administration of medication and therapy</p> <p>Sufficient staff (identified through first aid risk assessment) receive first aid training</p> <p>A member of staff receive enhanced first aid training</p> <p>Where appropriate, staff to make adjustments to activities and off-site trips to allow inclusion of all pupils</p>	Pupils with medical needs enjoy full access to the curriculum	<p>Jan 2025-ongoing</p> <p>Healthcare Policy reviewed Summer 2025</p> <p>Annual diabetes, asthma and anaphylaxis training from Jan 2025</p> <p>7 Emergency First Aid training, every 3 years, plus</p> <p>1 First Aid at Work (Lead First Aider), every 3 years</p>	

## ACCESS TO THE SCHOOL ENVIRONMENT

Target	Strategies	Success Criteria	Timescale	Target Achieved
To ensure that the school site is accessible and safe for all pupils and visitors, including those with disabilities	High-visibility markings on step edges in playgrounds- markings to be refreshed where necessary  Caretaker 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	Reduced risk of injury  Improved visibility of steps in low light  All disabled personnel and pupils have safe access to and from school.	Spring 2025	