



School Mission Statement

Together,

We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.



The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.

Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.

School Values

Love one another as God has loved you.

Praise and give thanks to God.

Pray together every day.

Respect and celebrate the richness of our different cultures as we work and walk together

Be proud of yourself and your achievements.

Challenge yourself...be resilient, resourceful and persevere!

Be curious and caring about God's wonderful world.

Care for and respect yourself and others.

Help to create a safe and healthy environment where everyone feels valued

Make the right choices based on the Gospel values of love and forgiveness

Recognise your roles as global citizens with our school, parish and wider community.

Be the best you can be!

Equality Statement

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

“All human beings are endowed with a rational soul and are created in God’s image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny.....forms of social or cultural discrimination in basic personal human rights on grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God’s design.”

(Gaudium et Spes. 29)

At St David’s we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason, we are all concerned with promoting equal opportunities for all those who belong to our school family –children and staff



The purpose of a Catholic School



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INTRODUCTION

St David's RC Primary School was established in 1934. The school is situated on the west side of Newport, in Newport Local Authority. The school serves the local area, is funded by the local authority and governed by Governing body. Currently, there are 212 pupils on roll, aged from four to eleven years. There are seven single form classes in total at the school from reception to Year 6. Currently approximately 15% of pupils are eligible for free school meals. Around 19% of pupils have additional educational learning needs, highlighted on the school's Provision Map. 27% of our school population have English as an additional language. Many pupils are of White British ethnicity and no pupils speak Welsh at home. The Local Authority looks after very few pupils.

Our vision for St David's RC Primary School is:

Inspire, Believe, Achieve!

This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community. The Equality Act 2010 gives us the framework for this policy, and for our associated Strategic Equality Plan.

The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy. This Plan was approved by the Governing Body 04th October 2024.

POLICY

1. Equality vision and equality objectives

The Equality Act 2010 required all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales.

Actions to achieve these objectives are in the school's Strategic Equality Plan and have been included as an initiative or action in School Improvement Plan.

To choose objectives for St David's RC Primary School we:

- Discuss options with our Pupil Voice Group(s)
- Drew up a long list with associated actions
- Talked with Governor
- Asked parent views at parent forum and through communication

2. School strategies and equalities

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective as required. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be monitored annually and will be reviewed within 4 years of setting the equality objectives in 2024.

3. The national equality agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

4. Pupils

4.1 A school for everyone

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

At its meeting in January 2024, Newport City Council (NCC) unanimously agreed on a motion to adopt care experience as a protected characteristic in acknowledgement of recommendations by the Children and Young People’s Education Committee established by the Senedd Welsh Parliament. As with the protected characteristics under the Equality Act, NCC have considered the challenges encountered by people with care experience, including Looked After Children, Care Leavers and Unaccompanied Asylum-Seeking Children (UASC) in developing our Equality Objectives and tried to be explicit about how the NCC Strategic Equality Plan will improve outcomes for this group.

We will continue to consider the impact on people with care experience along with our statutory duties in decision making, policy development and service delivery.

Opportunities in our school will be of equally high standard for everyone.

The school’s duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the Additional Learning Needs Code.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school’s equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an underrepresented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Communication

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. SenCom Support Service for deaf Children and Young People supports children, young people and their families so that they can participate fully in school life. SenCom staff use BSL with children to support their communication and can provide signs to families and school staff to support children and young people. SenCom signpost families and schools to appropriate training providers.

4.6 Curriculum, resources and involvement

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including our Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality. The school has procedures for finding out how pupils think and feel about the school.

4.9 Training

We will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we will continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

4.10 Complaints and comments

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint, please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint, we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support are available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kinds of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. Direct discrimination– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. Combined direct (dual) discrimination - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. Indirect discrimination – when a policy or practice is apparently neutral, but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. Discrimination arising from disability – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes harassment based on association i.e. a friend of a disabled person, or perception i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, if they have done so in good faith - that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified, and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6. Performance/ standards - how we deliver the policy

6.1 Leadership and Management

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Andrew Davies (DHT) and Mrs L Massey (Equalities lead) and all members of the Senior Leadership Team. The school will make sure that all incidents of bullying discrimination

relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The ALNCO is a senior member of staff with special responsibility for implementing and promoting equalities matters and this policy.

6.2 Taking decisions and Equality Impact Assessments

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development. St David's RC Primary School uses this plan with all staff annually.

Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

6.3 Performance

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

6.4 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh

- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us and useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of groups of pupils in general. No data will be published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

7. Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

7.2 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

7.4 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Newport City Council’s Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council’s payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we’ll ask current and prospective employees their opinions and experiences.

7.5 Positive about disabled people

We welcome applications under the Positive about Disabled People Scheme and will guarantee an interview to a person with disabilities if they satisfy the essential criteria for the post.

The school will work in conjunction with the Local Authority to determine appropriate reasonable adjustments that are required to support you as an employee.

8 Equality Objectives and Action Plan 2024-2028

Equality and diversity is a normal part of the school’s everyday business. This action plan and equality objectives sets out the school’s main equality projects. Many of these objectives and actions can also be found in the school’s School Improvement Plan. There may be more, or different work needed as opportunities arise.

Created By: Education Services

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Reviewed By: L.Robinson

Date Reviewed: 15/09/24.

Current Version: Sept 2024

Version	Date	Author	Notes/Changes
V1	15/09/24	L.Massey & L.Robinson	Adapted for St David’s

8. Strategic Equalities Plan 2024-2028

St. David's RC Primary School Newport

Strategic Equality Plan 2024-2028

School Mission Statement

Together we live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.

School Vision Statement

Inspire, Achieve, Believe!

The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.

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"All human beings are endowed with a rational soul and are created in God's image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny... forms of social or cultural discrimination in basic personal human rights on grounds of sex, race, colour, social conditions language or religion must be curbed and eradicated as incompatible with God's design. (Gaudium et Spes. 29)

School Values

Love one another as God has loved you.

Praise and give thanks to God.

Pray together every day.

Respect and celebrate the richness of our different cultures as we work and walk together

Be proud of yourself and your achievements.

Challenge yourself...be resilient, resourceful and persevere!

Be curious and caring about God's wonderful world.

Care for and respect yourself and others.

Help to create a safe and healthy environment where everyone feels valued

Make the right choices based on the Gospel values of love and forgiveness

Recognise your roles as global citizens with our school, parish and wider community.

Be the best you can be!

School Governance

Headteacher - together with the Deputy (Equalities Governor) and the Well being & Equity Lead will have responsibility for the implementation of the plan.

The Equalities action plan will be discussed as a regular item at all staff meetings and Governing Body meetings.

The school's SLT will work to ensure the plan is being actioned through regular monitoring of targets as part of a professional dialogue with staff as outlined in the school's ARR timetable.

All staff have a responsibility for dealing with reported incidents of discrimination or bullying and making sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in the Sims Local Authority record. This information is readily shared with the local authority to help it plan anti-discrimination work. It is important to add that neither the school nor the local authority will ever publicly identify individuals involved in incidents

The views of the School Global Guardians (pupil voice) are taken into account and regularly feedback to the Governing Body.

Monitoring

Staff will report via Google online Forms on the relevant actions in each of the equality objectives. The Equality Governor will update the Governing Body termly on progress made. An annual report will be published on the school website.

The reviews of actions will feed into any amendments and development of the plan over the duration. Any changes in guidance of new legislation from the UK or Welsh Government will feed into any changes to the plan. Local or National initiatives that arise may also lead to further amendments.

Termly updates from the Global Guardians pupil voice groups will be shared with SLT and the Governing body.

A written report will be shared each year within the Governor's annual report.

The monitoring methods within this report will inform the review and evolution of the plan over its duration. This will ensure our plan remains relevant in light of new legislation, developments within the community and remains informed by evidence and feedback from our stakeholders.

The objective and associated actions below have been developed in the full understanding that our school plays a very important role in the local and wider community. Community cohesion and pupil voice underpin aims and objectives of the SEAP at St David's.

Linking legislation

Equality Objective 1: Leadership, Governance and Involvement

Our school mission statement and ethos demands a regular focus on equality and Catholic virtues

Well-being of Future Generations, including both **collaboration** and **involvement** with relevant stakeholders, including parents, governors and local community. It is our statutory duty to be visible and pro-active around equality issues and our SEAP supports this agenda.

Equality Objective 2: Community Cohesion

The Equality Act aims to focus good relations between people who share a protected characteristic and those who do not. This objective has been developed to reflect the important role our school plays in developing a community that is cohesive, sharing fundamental common values of respect and tolerance. The objective supports policies including Welsh Government's Rights, Respect, Equality guidance, the National Community Cohesion Agenda and the RSE provision.

Equality Objective 3: Equity in Education

This objective reflects the Welsh Government's **National Mission** to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

[rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#)

[Community engagement and community cohesion | Joseph Rowntree Foundation \(jrf.org.uk\)](#)

[Strategic Equality Plan 2020-2024 \(newport.gov.uk\)](#)

[Is Wales Fairer Equality and Human Rights Monitor- English- accessible PDF.pdf](#)

[EHRC PSED guide for schools in Wales English language version 0.docx \(live.com\)](#)

[https://gov.wales/anti-racist-wales-action-plan](#)

[https://www.futuregenerations.wales/](#)

[https://www.gov.uk/guidance/equality-act-2010-guidance](#)

[https://downloads.unicef.org.uk/wp-](#)

[content/uploads/2010/05/UNCRC united nations convention on the rights of the child .pdf](#)

Demographic Data

Census Data include in the Newport City Council Strategic Equality Plan 2024-2028

		
<p>Newport's population saw the greatest increase in Wales, with a rise of 9.5% to 159,600 in 2021.</p>	<p>51% of the city's population is female 49% of the city's population is male</p>	<p>20.2% % of the population is below the age of 16 (slightly higher than the Welsh average)</p>
		
<p>62.9% of the population is between the ages of 16 and 64 (slightly higher than the Welsh average)</p>	<p>2.9% of the population is over the age of 65 (slightly lower than the Welsh average)</p>	<p>10.0% of the population self-identified as being disabled and limited a lot (slightly higher than the Welsh average)</p>
		<p>Sexual orientation</p>
<p>19.7% of the population comes from Black, Asian and Minority Ethnic Groups (figure includes White minorities)</p>	<p>The top three religions in the Newport are: No religion (43.0%), Christianity (42.8%), and Islam (7.1%)</p>	<p>2.9% of the population identifies as either Lesbian, Gay, Bisexual, or other minority sexual orientations</p>
<p>Gender Reassignment</p>	<p>Care Experience</p>	
<p>0.6% of population aged 16 and over in Newport have a gender identity different from their sex at birth.</p>	<p>575 children and young people in Newport had care experience, including 348 Children Looked After, 227 Care Leavers and 30 Unaccompanied Asylum-Seeking Children as at 23/02/2024</p>	<p>54.1% of households in Newport are in material deprivation (same as the Welsh average)</p>

Demographic data used to inform St David's RC Primary School's Strategic Equality Plan 2024-2028.

St David's RC Primary School is situated on the west side of Newport, in Newport Local Authority. Currently, there are 215 pupils on roll, aged from four to eleven years. There are seven single form classes in total at the school.

Currently approximately 16% of pupils (35 pupils) are eligible for free school meals. Around 11 pupils (5%) have additional educational learning needs with an IDP, highlighted on the school's Provision Map and 24 pupils (11%) are supported on the Barriers to Learning register with an OPP/OPP with targets. 29% (63 pupils) of our school population have English as an additional language. Many pupils are of White British ethnicity and no pupils speak Welsh at home. The Local Authority looks after very few pupils (4 CLA).

Group	Percentage
Eligible for Free School Meals	16%
Live in the 20% most deprived areas in Wales	
Additional learning needs	0%
School-based IDP	5%
LA IDP	0%
Multi-Lingual Learners	29.30%
Male	52.56%
Female	47.44%

Ethnic Groups among learners and staff

Ethnic Group	2021 Census data	2024 PLASC data	
	Newport	Learners	Staff
Total Asian	7.6%	16.3%	9.53%
Total Black	2.3%	2.18%	0%
Total Other	1.7%	12.5%	0%
Total Mixed or Multiple Ethnic Groups	2.8%	4.35%	0%
Total White	85.5%	64.67%	90.47%
Total Unknown	0.1	0%	0%
Total	100	100	100

Equality Objectives and Actions

Equality Objective 1

Leadership, Governance and Involvement: St David's has strong leadership and clear governance around equality, ensuring robust monitoring processes and regular, meaningful stakeholder engagement.

Engagement:

The Pupil Voice groups have a new focus and have been renamed 'Guardians of the Globe' following reflection on existing practices. Listening to Learners and learning reviews took place along with staff meetings throughout 23/24 leading to exploration of the Global Goals. This is now the focus of the Pupil Voice Groups which is underpinned by the 4 core purposes of the Curriculum for Wales.

Actions plans have been created by each committee and progress against targets will be reviewed termly with feedback given to all stakeholders. The committee groups are Community (local poverty), Eco, Charity, Well Being, Enterprise & Finance.

Parent forum and Parent well being meetings informed further development of communication with parents via social media avenues.

Progress of the Strategic equality Action Plan will be reviewed annually to establish targets for 2025/26.

Actions		Responsibility	Deadline
1	Promote and facilitate termly School Global Guardians (pupil groups) meetings ensuring that each group is representative of the school's learners across the protected characteristics	SLT	Autumn 24
		HR	Spring 25
		GC	Summer 25
2	Strengthen the range of 'pupil voice groups' which focus on shared rights and responsibilities (eg Wellbeing Warriors, Equity Champions, etc)	SLT HR GC	Autumn 24
3	Deliver school communications to parents and carers with multilingual options (Class Dojo, Parent Mail, Twitter, Google Classroom and workshops).	SLT SSO	ongoing
4	Facilitate equality and diversity training for all school governors, which will include Equality Impact Assessment training and awareness Equality Impact Assessment - Public Health Wales	SLT GB	Autumn 24 Spring 25 Summer 25

Describe how this objective and its actions support wider policies, processes and legislation: This objective and associated actions have been under the principle that schools play an important role in their community. They can meet their statutory duties by being more visible around equality issues, and can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. **the school accessibility strategy** are relevant strategies to the school's future development.

In addition, both the objective and its actions have been strongly influenced by the principle that **Pupil Voice** is important to the development of a school's culture and the values of its learners, strongly supporting many of the principles of Equality Objective 2: Community Cohesion.

The objective also supports many of the principles within Well-being of Future Generations, including both **collaboration** (through its integration of multiple strategic priorities) and **involvement** (through its coproduction with relevant stakeholders)

[The Well-being of Future Generations | GOV.WALES](#)

Autumn Term Progress:

Spring Term Progress:

Summer Term Progress:

Annual evaluative commentary (including progress made, impact achieved and key next steps):

Equality Objective 2

Community Cohesion: St David's promotes positive relationships between different communities, supporting integration and effectively identifying emerging community tensions.

Engagement:

Staff have fully participated in PREVENT training, and participated in the WG wellbeing audit toolkit to identify areas for further development (2023/2024 6 staff meetings, a meeting with SLT and Alyson Marchant and a presentation to Governors has enabled all stakeholders to engage with the audit and identify ways forward. An audit of resources to support anti-racism culture within school has been completed during Summer of 2024 and has highlighted a wide and varied range of books but also the need to purchase more role play resources to represent the multi culture within our school. Staff audit of incident reporting forms has been completed and an INSET during Summer term was led by the DHT to ensure a consistent and accurate approach to completing the forms. Termly Pupil surveys have engaged pupils and parent forums (Nov 2023 and March 2024) and parent well-being meetings (June 2024) have taken place to listen to the views of the school community.

Actions		Responsibility	Deadline
1	Develop a range of methods to identify identity-based bullying, these will feed into local authority data via Protected Characteristics Incident Recording Form	DHT/SLT	ongoing updates

2	Explore and embed the contributions that BAME and LGBTQ+ have made to history and wider society into the school's curriculum.	SLT	Autumn 24 Spring 25 Summer 25
3	Review curriculum design to ensure opportunities to decolonise the curriculum to promote an anti racism culture at school, including use of resources, visuals and themes which provide opportunities to further explore, Professional learning for staff and engagement opportunities for all stakeholders through workshops and sharing of information	LM/SLT	Autumn 24 Spring 25 Summer 25
4	Ensure that staff training, policies and the curriculum suitably address the risks of radicalisation and extremism.	LR/SLT	Autumn 24 Spring 25 Summer 25
5	Review and refine the Relationship and Sexuality Education curriculum offer, to ensure provision is rights based and inclusive, and work with learners, parents and carers to shape provision.	LR/SLT/GB	Autumn 24 Spring 25 Summer 25

Describe how this objective and its actions support wider policies, processes and legislation:

This objective has been developed to reflect the important role schools play in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the equality act to foster good relations between people who share a protected characteristic and those who do not.

The objective supports a number of intersecting policy agendas, including **Welsh Government's Rights, Respect, Equality guidance**, the **national community cohesion agenda** and the **RSE** provision. The objective also supports many of the principles within Well-being of Future Generations, including both **involvement** (through its coproduction with relevant stakeholders) and **prevention** (through its robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future)

[Rights, respect, equality: Statutory guidance for governing bodies of maintained schools](#)

[Respect and resilience: Developing community cohesion](#)

Autumn Term Progress:

Spring Term Progress:

Summer Term Progress:

Annual evaluative commentary (Including progress made, impact achieved and key next steps)

Equality Objective 3

Equity in Education: St David’s Primary promotes a whole school approach that is fully inclusive and looks to positively identify and address any inequality in provision, attainment, and early career pathways of vulnerable learners

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

Termly Pupil surveys have engaged pupils and parent forums (Nov 2023 and March 2024) and parent well-being meetings (June 2024) have taken place to listen to the views of the school community. Termly pupil progress meeting with Headteacher and class teacher enable details analysis of both progress and discussions and wellbeing discussions to monitor and track progress of individuals. Learning walks focussing on universal provision and support for vulnerable learners ensures the intervention support is fluid and meets the needs of individuals to ensure each pupil is meeting their full potential. Termly meetings with the school’s attendance officer ensures attendance remains high and the gap between fsm and non fsm pupils remains a focus on the SDP

Actions		Responsibility	Deadline
1	Work with the local authority to review <i>exclusion</i> data for vulnerable groups and explore ways of securing improvement.	SLT	ongoing
2	Work with the local authority to review <i>attendance</i> data for vulnerable groups and explore ways of securing improvement.	SLT	ongoing
3	Review academic progress/attainment data for <i>vulnerable groups</i> and explore ways of securing improvement.	SLT	ongoing

Describe how this objective and its actions support wider policies, processes and legislation:

This objective reflects the Welsh Government’s **National Mission** to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

[Our national mission - High standards and aspirations for all](#)

AUTUMN TERM PROGRESS:

SPRING TERM PROGRESS:

SUMMER TERM PROGRESS:

Annual evaluative commentary: (INCLUDING PROGRESS made, impact achieved and key next steps)