

# Ninian Park Primary School



## Strategic Equalities Plan (SEP) 2024 – 2026

**DATE REVIEWED: February 2024**

**NEXT REVIEW DATE: February 2025**

This policy will be adopted by the Governing Body

Signed .....(Chair of Governors)

Signed..... (Headteacher)

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# Strategic Equality Plan (SEP) Policy Statement

## Equality Policy

We recognise that British and Welsh society is made up of people from many different racial, cultural, national, socio-economic, religious, sexual orientation and linguistic backgrounds.

## Our School

Ninian Park Primary School is an inner-city primary school in the city of Cardiff. The immediate catchment area is the Grangetown/Leckwith area of Cardiff. There are currently 599 pupils (N-Y6) on roll.

- 48% of our pupils are girls and 52% are boys
- 31% of pupils are eligible for free school meals (FSM)
- 5% of pupils are identified as having additional learning needs (ALN) 32 pupils currently have an IDP for their additional learning needs.
- The school has a transient population. This academic year so far 42 pupils were admitted to school mid-term and 32 pupils left the school. Many of the pupils arriving are new to English or in Early Acquisition phase.
- 6 pupils are currently asylum seekers
- 75% of our pupils speak English as an additional language
- No pupils speak Welsh fluently
- We currently have 4 CLA (Children Looked After) pupils on role

Pupils are from a range of ethnic backgrounds. 55 ethnic backgrounds are represented in the school. 92% of pupils are from a non-white ethnic background compared with 8% of pupils classed as white British.

The largest ethnic groups represented in our school are:

- Bangladeshi 14%
- Pakistani 12%

There are 49 different languages spoken by our pupils as a first language. These include Urdu, English, Arabic, Pashto, Bengali and Somali. 75% of our pupils speak English as an additional language.

## **Aims**

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

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

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and those who do not share it.

We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data. These actions are set out in the final section.

## **Our Strategic Equality Objectives**

Our chosen Strategic Equality Objectives are:

- To reduce and eliminate racism in the school through the support of Diversity Anti-Racist Professional Learning (DARPL)
- To embed our School of Sanctuary work following achieving School of Sanctuary status in July 2023.
- To continue our Rights Respecting work as a Gold Rights Respecting School.

We have strategically planned tasks to enable us to meet these objectives. They are listed in the final section of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are acting to fulfil both the general and specific duties.

## **Scope**

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

## **Equalities Summary Statement**

At Ninian Park Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on racist incidents is shared regularly with the Local Authority and in the future information on identity-based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the city.

## **Responsibilities**

### **Leadership and Management Commitment**

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

### **Governing Body**

The Governing Body is responsible for:

- Ensuring that the school complies with Equality Legislation
- Ensuring that the equality policy and its related procedures and strategies are implemented
- Fostering good relations within the school and with its partners in the community

### **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, and that governors, staff, pupils, parents and guardians know about it.
- Overseeing the work of the Rights Respecting and Diversity working groups in school.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.
- Whole school access
- Ensuring racist incidents are reported to the Local Authority.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Headteacher, Miss Jenny Scott. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded on MyConcern and a summary sent to the LA termly if necessary.

The Rights Respecting Lead teacher is Mrs Kathryn Bah. She is responsible for leading the Right Respecting group and overseeing implementation of the policy.

Our School of Sanctuary leads (Immersion team) are Mrs Christina Cobb and Mrs Mary Jones. They support our newly arrived children and families at the start of their journey in school.

Our Diversity lead is Miss Pauline Ambani she is responsible for leading the Diversity action plan within the School Improvement Plan.

The acting ALNCos are Miss Abi Hulatt (PS2 and 3) and Mrs Katrina Spray (PS1). They are responsible for overseeing provision for ALN pupils, the disability equality duty, the work of the ALN teaching assistants and for monitoring the achievement of all ALN pupils. The ALNCos are responsible for the school implementing the ALN Act.

All staff are responsible for:

- Dealing with racist incidents and other incidents of harassment and all types of bullying.
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination and equality and taking up training opportunities
- Providing lesson plans and images that show positive images of and are inclusive of people from the protected characteristics.

## **Information gathering and Engagement**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

Stakeholders have been involved in the preparation of this plan via the Governing Body and senior leaders in the school. All staff will be consulted prior to publication on the school website. Parents will have access to the plan via the school website and any comments are welcomed. Pupils are invited to comment on the objectives and progress via the pupil action groups and School Senedd.

## **Publication and reporting**

The school intends to publish the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The revised school prospectus will include a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made on the action plans and the impact of the plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

## **Monitor and Review**

The Equalities Plan will be updated annually to include accurate data relating to the whole school community. The Action Plan will be monitored each term and evaluated annually by the SLT in line with the School Improvement Plan.

Based on the above, we will review the plan and republish as necessary, with a full review in January 2025.

Governing Body approval date:

# Ninian Park Primary Strategic Equalities Plan (SEP)



## Action Plans

# Ninian Park Primary School



## Equalities Objectives & Action Plan 2024

- **Objective 1** – To reduce and eliminate racism in the school through the support of Diversity Anti-Racist Professional Learning (DARPL)

### DARPL/Diversity Action Plan

|   |  |
|---|--|
| <p><b><u>Standards - Quantitative (data)</u></b></p> <p>Audit of parents', pupils 'and staff understanding of Anti-racism- feedback via survey.</p> <p>Whole school audit- understanding and awareness of diversity and Anti-racism.</p> <p>Robust CPD Training Programme for SLT and staff.</p> <p><b><u>Standards – Qualitative</u></b></p> <p>Staff to have a clear understanding of 'Anti- racism.'</p> <p>Staff to teach and plan a diverse curriculum providing pupils with appropriate literature.</p> <p>Pupils to see themselves and their experiences in what they are taught reflects their diversity and culture locally and the wider world.</p> <p>Links with other areas of curriculum learning and experiences.</p> | <p><b><u>Provision</u></b></p> <p>Audit- pupils, parents, staff questionnaire feedback on racism/Anti-racism in school. Teachers focus on diversifying their classroom environment.</p> <p>Collaborative Anti-racism projects with the community, DARPL and Cynefin.</p> <p>Planning – teachers to ensure that their planning through enquiry questions show elements of diversity.</p> <p>DARPL- Hold seminar with staff on Anti-racism and diversifying the curriculum.</p> <p>Teacher's understanding of racism- provide literature, web links. Teachers to reflect.</p> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>• SLT to complete courses on diversity and anti-racism. (DARPL professional learning)</li> <li>• Teacher (PA) to attend 'Anti-racism in our classroom' course and feedback to staff</li> <li>• SLT to hold sessions with pupils, parents and staff to gauge what Anti-racism look likes in school.</li> <li>• SLT support teachers with diversifying and Anti-racist curriculum.</li> <li>• SLT via DARL discuss racism. Teachers to be provide with literature and reflect.</li> <li>• SLT to focus how diversity can be represented in the classroom.</li> <li>• SLT to make links Cynefin for collaborative, diverse projects.</li> <li>• SLT to review and update Anti-racism policy.</li> <li>• School's website – How diverse is it?</li> </ul> |
| <p><b>1.1 To develop Anti-racism and a diverse curriculum.</b></p>  |  |

| Action  | Who?                                    | Budget/ Resources & source (EIG/PDG/other)  | Timescale        | Expected change/impact  | Evidence source  | RAG Status   |
|---|---|---|------------------|---|--|--|
| <p>1. <b>Training</b><br/>SMT and teacher to attend DARPL training on Anti-racism and diverse the curriculum.</p>   | <p>SLT<br/>PA<br/><br/>TA/Teacher??</p> | <p>None<br/><br/><br/>Budget- Holton Primary school- Anti- racism in schools???</p> | <p>July 2024</p> | <p>SLT and lead teacher to reflect on the training and focus how<br/><br/>Anti-racism can be develop in the school.<br/><br/>Staff to attend courses.</p> | <p>DARPL training, conference- 8.6.23<br/><br/><b>Diversity and Anti-Racist Professional Learning National Leadership Conference 2023</b><br/><br/>PA-Holton primary school Cardiff-<br/><br/>Anti –racism in our classroom (27.9.23-20.6.23)<br/><br/>Reflection notes<br/><br/>Shared links<br/><br/>Networking with different bodies/cluster schools- Mount Stewart</p> | <p style="background-color: yellow;">RAG Status</p>      |
| <p>2. Carry a whole school questionnaire audit on Anti-racism with staff, parents and students and gain their perspectives approach on Anti-racism and inclusivity.</p> | <p>SLT<br/>PA<br/><br/>TA/Teacher??</p> | <p>None</p>   | <p>Autumn 1</p>  | <p>Hold session with staff- teachers TA's<br/><br/>Parents<br/><br/>Students<br/><br/>Discuss their thoughts on racism.</p>                               | <p>Surveys-online tracker<br/><br/>Inset<br/><br/>Suggestion box<br/><br/>Meetings/sessions<br/><br/>DARPL</p>   | <p style="background-color: #90EE90;">Community Crew</p> |

|   |   |   |                  |   |  |                              |
|---|---|---|------------------|---|--|------------------------------|
| <p>3. Carry out classroom and school environment questionnaire audit on Anti-racism.</p>  | <p>SLT<br/>PA<br/>Teacher/<br/>TA</p>             | <p><b>None</b></p>  | <p>Spring 1</p>  | <p>Discuss with staff and share examples of displays, posters showing diversity.<br/><br/>Link to the school's mantra.<br/><br/>Staff to display examples of diversity in classroom.<br/><br/>Anti-racism week- teaching of pupils the meaning of racism, language, invite guest speakers<br/><br/>Muriels/painting representing our school diverse community.<br/><br/>Community projects</p>                | <p>Zones of regulation<br/><br/>Displays<br/><br/>Posters<br/><br/>Inset<br/><br/>DARPL<br/><br/>Cynefin<br/><br/>Hotton Primary School- Antiracism in our classroom – 7.3.24</p>                      | <p><b>Community Crew</b></p> |
| <p>4. Staff to plan an Anti –racist curriculum with links to the enquiry questions and experiences within curriculum for Wales.</p> | <p>SLT<br/>PA<br/>Teacher/<br/>TA</p>             | <p><b>DARPL?</b><br/><br/><b>Cynefin- apply for funding</b></p> | <p>Spring 2</p>  | <p>Discuss with staff how to include diversity in their planning. Ensuring that's its truly inclusive.<br/><br/>Links with other areas of curriculum learning and experiences.<br/><br/>Look for examples of planning from other schools.<br/><br/>Literature -Books/interactive links/stimulis<br/><br/>Cynefin projects- apply for grants if successful with funding – creative collaborative projects.</p> | <p>DARPL<br/><br/>INSET<br/><br/>Cluster schools- Mount Stewart Primary<br/><br/>Cynefin<br/><br/>Story tellers- Bevin Magama<br/><br/>Hotton Primary School- Antiracism in our classroom – 7.3.24</p> |                              |
| <p>5. Review policy on Anti-racism, diversity and inclusion.</p>  | <p>SLT<br/><br/>PA<br/><br/><br/>TA/Teacher??</p> | <p><b>DARPL???</b></p>  | <p>July 2025</p> | <p>Race and Equality Policy<br/><br/>Data- nationalities/communities)<br/><br/>Discuss with Staff<br/><br/>parents, pupils, community<br/><br/>feedback to inform the policy.<br/><br/>Discuss the correct <b>terminology</b> – what succinct way can we use to refer to our diverse groups?</p>  | <p>Policy<br/><br/>Race Equality act<br/><br/>Curriculum statement<br/><br/>SLT<br/><br/>DARPL<br/><br/>INSET</p>  |                              |

|  |                               |                                |           |  |   |
|--|-------------------------------|--------------------------------|-----------|--|---|
|  |                               |                                |           | What does Anti-racism look like at Ninian Park Primary School.   |   |
| 6. Staff awareness and understating of racism.                 | SLT<br>PA<br><br>TA/Teacher?? | <b>DARPL (Book in advance)</b> | Spring 2  | Staff discussions<br><br>Staff to read and understand terminology/issues lie systematic racism, macroaggressions, unconscious bias, white privileges.<br><br>Staff to reflect  | Inset<br><br>DARPL<br><br>SLT<br><br>Cluster School/links<br><br>Anti-racist reading lists- provide links |
| 7. Recruitment of diverse teachers. Where possible/appropriate | SLT                           | <b>School budget</b>           | July 2027 | SLT- look at diversifying the leadership.<br><br>More teachers from diverse groups.<br><br>Teaching Assistants- excellent provision.<br><br>Audit<br><br>Students training to have opportunities to train in the school. | SLT to decide   |

# Ninian Park Primary School



## Equalities Objectives & Action Plan 2024

- **Objective 2** – To embed our School of Sanctuary work following achieving School of Sanctuary status in July 2023.

### Actions:

- Global citizens PAG developed a welcome leaflet which is given at admissions and gives information pertinent to new arrivals to the country and local area.
- Global Citizens and Equalities PAGs have both had visitors (some of whom are asylum seekers) in to speak to children about their experiences of coming from other countries to the UK. We are trying to build a bank of visitors, who represent our community, who can come and speak to our children to help raise their aspirations.
- Year 6 pupils responded to the question about how much they felt their country/culture/language/traditions were represented and celebrated within the school and curriculum. Results showed that they wanted more opportunities to share aspects of their identities, therefore a project was introduced where they put together presentations about those aspects. They will be presenting them in Summer 1, the presentations will be filmed and shared throughout the school, possibly during assembly times over the course the following year.
- Refugee week will be celebrated again in Summer 2, with another collection for the food bank, with activities around the theme of Welcome taking place, culminating in Culture Day, where pupils are invited to come to school wearing clothes that represent their culture/identity.

# Ninian Park Primary School



## Equalities Objectives & Action Plan 2024

- **Objective 3** – To continue our Rights Respecting work as a Gold Rights Respecting School.

| Success Criteria  |   |
|---|---|
| <p><b>Reason</b></p> <ul style="list-style-type: none"> <li>• There is inconsistency in teaching and learning experiences of Children’s Rights across the school – link to new staff and prior knowledge.</li> <li>• Provision and assessment needs to align with New Curriculum orders and the Four Core Purposes</li> </ul>   |   |
| <p><b><u>Standards - Quantitative (data)</u></b></p> <ul style="list-style-type: none"> <li>• Class Thrive assessments and action plans</li> </ul> <p><b><u>Standards – Qualitative</u></b></p> <ul style="list-style-type: none"> <li>• Most pupils display confidence and enjoyment in their understanding of UNCRC</li> <li>• Many children show awareness of where they are on their rights learning journey and what they need to do next to improve</li> <li>• ALL children to make at least good progress over time</li> <li>• Continued increased expectations for all groups of learners</li> <li>• Progress data shows accelerated progress for groups of learners</li> </ul> | <p><b><u>Provision</u></b></p> <ul style="list-style-type: none"> <li>• Consistent and progressive approach to the teaching of children’s rights across the school</li> <li>• Purposeful opportunities for developing understanding of Children’s Rights in continuous enhanced provision in the Foundation phase</li> <li>• Teaching, learning and assessment non-negotiables are consistent across the school within a revised Learning and teaching strategy and policy (C4W).</li> <li>• Long/Medium Term planning shows embedding of Rights language and understanding showing depth and breadth of provision and progression across the school.</li> <li>• Teachers to have a clear understanding of their accountability for pupils’ progress over time.</li> </ul> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Rights team work effectively with all staff to ensure Rights and SDG training and curriculum design results in consistency in practice across the school</li> <li>• Rights team provide high quality support and guidance for staff on matters of Children’s rights and SDGs</li> </ul> |

Key Priority:

To continue to embed the use of the rights of the child across the school

Targets: (Make sure these are SMART – Specific, Measurable, Attainable, Realistic and Time scaled).

- To embed teaching of children’s rights in project learning across the school
- To ensure all learners are able to talk about their rights and use the rights language to support their understanding emotions and zones of regulation
- To begin to use Sustainable Development Goals (SDGs)in medium term planning, and project week
- To ensure learners are using the rights language **Pupil Voice**

| Action   | Who?                        | Budget/ Resources & source (EIG/PDG/other) | Timescale      | Expected change/impact  | Evidence source  | RAG Status |
|--|-----------------------------|--|----------------|---|--|------------|
| 1. Outcome 9 (being advocates) look for opportunities to be advocates in the local community and area.   | KB/VN and wider staff       |  | Ongoing        | Consistent, high-quality opportunities to give input and have voices heard across the school  | Twitter<br>School diary of work<br>PD records                |            |
| 2. Work with other schools and groups e.g. – Through the work Taith – Pride of Place, DARPL, School of Sanctuary   | KB/VN and steering group    |  | Summer 2024    | Clear and progressive provision of for all learners   | Meeting minutes<br>Teams log                                 |            |
| 3. Rights charters to include rights and how they will be respected<br><br>Right ...<br><br>Adults will respect this right by...<br><br>Children will respect this right by... | AoLE Team<br>Teaching staff |  | September 2023 | Charters to be used as a useful tool for behaviour through referring and bringing back ownership.<br><br>Classrooms and learning spaces engage and support learner confidence and competence in Children’s Rights | Learning Environment Walks                                   |            |
| 4. Monitoring and reviewing the zones of regulation implementation as part of the positive relationships policy.   | AoLE Team<br><br>SLT        |  | March 2023     | Purposeful conversations using positive language and actions rather than visible cards  | Pupil Voice Survey<br><br>Observations                       |            |
| 5. Develop the use of sustainable development goals in teaching and learning   | SLT<br><br>AoLE             |  | March 2023     | The Rights Team and teaching staff are competent and confident in the Ninian Park approach to SDGs.   | Action plans<br><br>Rights team minutes<br><br>INSET minutes |            |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | Planning<br>AoLE Effectiveness<br>Self-Reviews |  |
|--|--|--|--|--|--|--|