



# St Mary the Virgin Church in Wales Primary School

## Strategic Equalities Plan (SEP) 2025-2028

---

*Quality, Diversity, Faith, Flourishing*

---

Approved by the Full GB 14/10/2025	
Signed: GPerryman	(Chair of Governors)
Signed: NPrichard	(Head teacher)
Date: 14/10/25	
Date for Review: Every 3 years	

# 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

St Mary the Virgin CW Primary School is an inner-city primary school in the city of Cardiff, located in the historic area of Butetown.

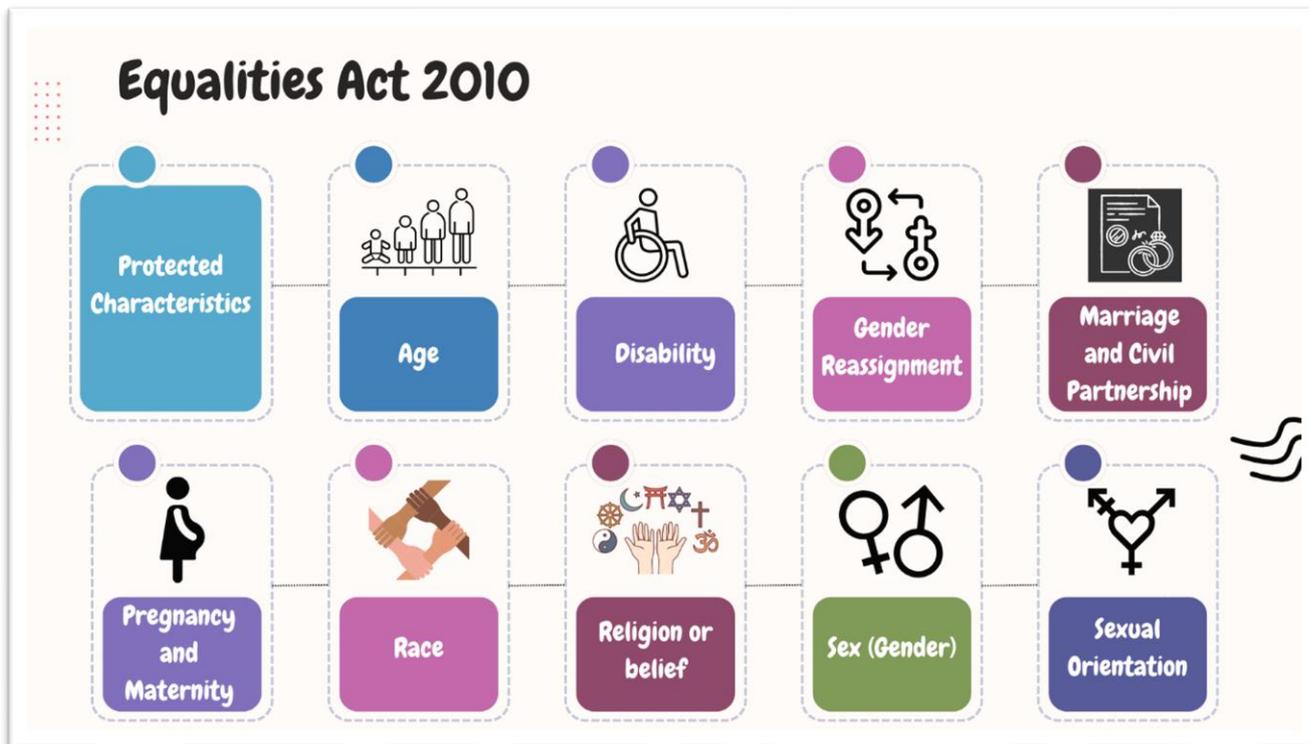
There are currently 205 (Nursery – Year 6) pupils on roll.

The following Infographic, which is regularly updated, shows the diversity of our school:



## 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

## Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are:

- To renew our School of Sanctuary Status
- To reduce and eliminate racism in the school through diverse and inclusive themes that reflect BAME representation in our curriculum Inquiries
- To achieve Gold Rights Respecting School Award

We have strategically planned tasks to enable us to meet these objectives; they are outlined in the final section of this Strategic Equality Plan and 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 St Mary the Virgin CW 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 as well as 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 LA and in the future information on identity-based incidents and bullying will be shared regularly with the LA 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

### Head teacher

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 ALN co-ordinator
- 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 LA

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Headteacher, Mrs Nicki Prichard. 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 Equal Opportunities Co-ordinator is Mrs Nicki Prichard. The co-ordinator is responsible for overseeing the implementation of the policy, ensuring that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

The ALNCO is Mrs Danielle Egan. The ALNCO is 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 ALNCO is responsible for the school implementing the ALN Act.

### Staff responsibility

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 'Rights Respecting' Pupil Committee.

## 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 March 2027.

Governing Body approval date:

# Equality Objectives & Action Plan 2025

Objective 1	Renew School of Sanctuary Status	Aim	Reaffirm our commitment to being a safe and welcoming place for all, especially those seeking sanctuary			
Actions		Success Criteria		2025/6	2026/7	2027/8
1. Review & update policies to reflect sanctuary principles.		<ul style="list-style-type: none"> <li>• Policies explicitly reference sanctuary values (e.g., inclusion, safety, empathy).</li> <li>• Staff and governors approve updated policies.</li> <li>• Policies are shared with the school community and available on the website.</li> </ul>				
2. Deliver staff training on refugee awareness and inclusion.		<ul style="list-style-type: none"> <li>• 100% of staff attend training sessions.</li> <li>• Staff demonstrate increased confidence in supporting refugee and asylum-seeking pupils (measured via feedback or survey).</li> <li>• Training materials are embedded into induction for new staff.</li> </ul>				
3. Engage pupils in activities that promote empathy and understanding.		<ul style="list-style-type: none"> <li>• Pupils participate in at least one sanctuary-themed project or event per term.</li> <li>• Pupil voice reflects increased understanding of refugee experiences (e.g., through surveys, pupil council).</li> <li>• Work is showcased in school displays, newsletters, or community events.</li> </ul>				

Objective 1	Renew School of Sanctuary Status	Aim	Reaffirm our commitment to being a safe and welcoming place for all, especially those seeking sanctuary		
Actions		Success Criteria	2025/6	2026/7	2027/8
		<ul style="list-style-type: none"> <li>A Day of Welcome &amp; Refugee Week are embedded as part of the school's year</li> </ul>			
4. Collaborate with local sanctuary networks.		<ul style="list-style-type: none"> <li>School maintains active membership in a local School of Sanctuary network.</li> <li>Continue to develop network with Moorland Primary School (part of our Ministry Area)</li> <li>Evidence of partnership is included in the renewal application.</li> </ul>			

#### Monitoring and Evaluation

- Progress will be reviewed termly by the Senior Leadership Team and reported to governors.
- Pupil and parent feedback will inform ongoing improvements.
- Annual equality report will be published and shared with stakeholders.

Objective 2	Reduce and Eliminate Racism through Inclusive Curriculum	Aim	Embed diverse and inclusive themes that reflect BAME representation across all curriculum inquiries.		
Actions		Success Criteria	2025/6	2026/7	2027/8
1. Audit current curriculum for representation gaps.		<ul style="list-style-type: none"> <li>• Curriculum audit completed across all year groups and subjects.</li> <li>• Identified gaps documented and shared with staff.</li> <li>• Action plan developed to address underrepresentation.</li> </ul>			
2. Integrate diverse voices, histories, and perspectives into teaching materials.		<ul style="list-style-type: none"> <li>• Each term includes at least one inquiry or unit featuring BAME perspectives.</li> <li>• Teaching resources reflect a range of cultures, ethnicities, and lived experiences.</li> <li>• Pupil work and displays show engagement with diverse content.</li> </ul>			
3. Provide professional development on anti-racism and inclusive pedagogy.		<ul style="list-style-type: none"> <li>• All teaching staff attend at least one CPD session annually focused on anti-racism.</li> <li>• Staff feedback indicates increased confidence in delivering inclusive lessons.</li> <li>• Inclusive teaching strategies are observed in classroom practice.</li> </ul>			
4. Celebrate cultural events and contributions of BAME communities.		<ul style="list-style-type: none"> <li>• School calendar includes key cultural celebrations (e.g., Black History Month, Diwali, Eid).</li> <li>• Pupils participate in assemblies, projects, or events highlighting BAME contributions.</li> </ul>			

Objective 2	Reduce and Eliminate Racism through Inclusive Curriculum	Aim	Embed diverse and inclusive themes that reflect BAME representation across all curriculum inquiries.		
Actions		Success Criteria	2025/6	2026/7	2027/8
		<ul style="list-style-type: none"> <li>Positive feedback from pupils and families on cultural representation and inclusion.</li> </ul>			

### Monitoring and Evaluation

- Progress will be reviewed termly by the Senior Leadership Team and reported to governors.
- Pupil and parent feedback will inform ongoing improvements.
- Annual equality report will be published and shared with stakeholders.

Objective 3	Achieve Gold Rights Respecting School Award	Aim	Promote children's rights and embed the UNCRC (United Nations Convention on the Rights of the Child) across school life.			
Actions		Success Criteria		2025/6	2026/7	2027/8
1. Ensure pupil voice is central to decision-making.		<ul style="list-style-type: none"> <li>• Pupil Action Groups and Rights Respecting Committee councils and focus groups meet regularly and influence school policies.</li> <li>• Pupils are involved in planning and evaluating school initiatives.</li> <li>• Evidence of pupil-led projects and decision-making is documented.</li> </ul>				
2. Embed rights-based language and values in assemblies, lessons, and displays.		<ul style="list-style-type: none"> <li>• Assemblies &amp; Collective Worship consistently reference children's rights and link to current themes.</li> <li>• Classroom displays and corridors feature rights-based messages and pupil work.</li> <li>• Teachers use rights-respecting language in daily interactions and lessons.</li> </ul>				
3. Monitor progress against UNICEF's Gold Award criteria.		<ul style="list-style-type: none"> <li>• Self-assessment completed using UNICEF's framework.</li> <li>• Action plan developed and reviewed termly.</li> <li>• External validation or feedback from UNICEF is positive and confirms readiness.</li> </ul>				
4. Involve families and the wider community in rights-respecting initiatives.		<ul style="list-style-type: none"> <li>• Families participate in rights-themed events, workshops, or surveys.</li> </ul>				

Objective 3	Achieve Gold Rights Respecting School Award	Aim	Promote children's rights and embed the UNCRC (United Nations Convention on the Rights of the Child) across school life.		
Actions		Success Criteria	2025/6	2026/7	2027/8
		<ul style="list-style-type: none"> <li>Community partners support or collaborate on rights-based projects.</li> <li>Communication with families includes regular updates on rights education.</li> </ul>			

### Monitoring and Evaluation

- Progress will be reviewed termly by the Senior Leadership Team and reported to governors.
- Pupil and parent feedback will inform ongoing improvements.
- Annual equality report will be published and shared with stakeholders.