





St Cyres School	
Policy: Strategic Equality	
Committee: Full Governing Body	
Member of staff responsible:	UH/SMD
Date Adopted/approved:	21st November 2023
Signature of Headteacher:	
Signature of Chair of Governors:	
Date to be reviewed:	November 2024

G20 Strategic Equality



ST CYRES SCHOOL STRATEGIC EQUALITY PLAN 2023 – 2024

‘WORKING TOGETHER FOR A FAIRER FUTURE’

You can ask for this document in other formats,
for example: a larger font; on different colour paper

You can ask for this document in Welsh.

Strategic Equality Plan 2022 – 2024

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Context of our school

In 1971, the town of Penarth went 'comprehensive' and St Cyres was formed. St Cyres Comprehensive School takes its name from St Cyres Road, which in turn took its name from the first dwelling in the area, the large St Cyres House. The original occupiers of the house named it after their connections with St Cyres Hill in Central Cornwall.

St Cyres Comprehensive School expanded to over 1900 pupils in the late 70's and early 80's, in part due to the growth of Dinas Powys with many modern housing estates. To cope with this geographical development, the Dinas Powys annexe was opened in 1976.

St Cyres Comprehensive became the largest Grant Maintained school in Wales when it 'opted out' in 1996. With the abolition of GM schools, the school changed its name and status in September 1999, when it became a Foundation School, known simply as St Cyres School. The school reverted to Community Status, under the control of the Local Authority once again, when the new school building was completed in 2014. This building provides accessibility for all pupils with disabilities.

The school currently has 83 teaching staff and 53 non-teaching staff, of which 8 are fluent Welsh speakers. Almost all of the staff are White British, however some staff employed are from ethnic backgrounds such as Arab, Asian, Black Caribbean, White European and Somali. There are 5 members of staff with a disability.

The current number on role is 1218. Our pupils are from a range of ethnic backgrounds largely due to the dynamics of the catchment areas extending from Barry to Grangetown. Our largest ethnic group is Pakistani (77) and our second largest is Somali (49). The remainder of our pupils are from a range of over 45 different ethnicities and nationalities, some of which include Arabic, Bangladeshi, Indian, Yemeni and Czech.

Similarly, our pupils choose to follow a vast range of religions with 459 pupils following Christianity and 255 pupils define themselves as Muslim. We have smaller numbers of pupils choosing to follow Hinduism, Sikhism and Buddhism.

There are 42 different languages spoken by our pupils other than English. St Cyres School currently has 311 EAL pupils. These languages include Arabic, Gujarati, Bengali, Pashto, Somali and Urdu.

St Cyres School provides for pupils with a wide variety of Additional Learning Needs including Autism, Dyslexia and Hearing Impairment.

In addition, St Cyres School supports the Local Authority with the Syrian Resettlement Programme and has recently been successful in achieving the Schools of Sanctuary Award and status.

We are aware that the pupils in our school choose their gender identity to be Heterosexual, Lesbian, Gay, Bisexual or Gender Neutral. We are also aware that the parents and carers are from a wide range of ethnic, religious and cultural backgrounds, but do not monitor this robustly.

St Cyres School is a multi-ethnic and inclusive school and we value **all** people equally; their faiths, cultures, communities, languages and identities.

It is with a great deal of pride that we are introducing the School's Strategic Equality Plan for 2022 – 2024 – '**Working together for a fairer future**'. Equalities is best taught in the context of UK law, where all protected characteristics of the Equality Act 2010 are included in a curriculum that accepts difference. So not only people of different sexual orientations are welcome in our school, people of different ethnicities, genders, gender identities, religions, ages and abilities are also most welcome.

Schools play an important role in ensuring an education for every child and young person, considering a range of needs. Schools support the well-being of their pupils and develop an ethos where learners feel everyone is included. This Plan sets out the Equality Agenda for our school for the next two years. We must consider how our actions and decisions will affect future generations.

Under the Equality Act 2010, schools demonstrate how they are tackling homophobic bullying, teaching about different families, and promoting positive values to create Global Citizens. Schools must deliver a curriculum that enables learners to understand the benefits that exist in society, where Diversity and Difference is accepted. All schools aim to support the well-being in their pupils, and developing an ethos where learners feel everyone is included will support this.

It is only by working together, by listening and respecting each other, that we can successfully meet the many challenges facing our Communities and Public Services today. To achieve this Plan, and to meet the diverse needs of our Communities, we will need to work in partnership.

We need to think about what, and how, we deliver educational provision. We must consider the diverse needs of our school population whether that be due to their Protected Characteristics and/ or their financial circumstances.

We are an ambitious and forward-thinking school. I am confident that pupils, parents, carers, staff, our Governing Body, the Community and all those with a stake in our school can continue 'working together for a fairer future'. All people, regardless of race, religion, sex, gender assignment, sexual orientation, age must feel welcome in our school, with our clear ethos that spells out acceptance.

Dr Chris Lee

Mr Peter Lewis

Chair of Governing Body

Headteacher

Purpose of the Strategic Equality Plan

The Equality Act 2010 makes it clear that discrimination is not to be tolerated in society. The purpose of this Strategic Equality Plan is to describe what the school is doing to fulfil our duties under the Equality Act 2010, including the public sector Equality Duty (the 'general duty') and the specific duties for Wales.

The public sector equality duty covers eight protected characteristics:

Age	Race
Disability	Religion or Belief
Gender Reassignment	Sex
Pregnancy and Maternity	Sexual Orientation

The duty applies to marriage and civil partnership, but only for having due regard to the need to eliminate discrimination. The Equality Act lists schools as public authorities with certain duties. This means that when we carry out our public function, we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant Protected Characteristic and those who do not
- foster good relations between people who share a relevant Protected Characteristic and those who do not.

Having due regard for advancing Equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To identify the priorities, we work in partnership with:

- Pupils
- School Council
- Parents and carers
- Headteachers of schools in the Vale of Glamorgan
- Governing Body
- Local Authority and Regional Consortia

We plan to use this information to help us improve the way we provide educational services and employ people.

Our School's Strategic Equality Plan 2023–2024 has been written to integrate with the Council's Corporate Plan 2020-2025 and Corporate Strategic Equality Plan 2020 – 2024. The Corporate Plan sets out the Council's vision for the Vale of Glamorgan, its values and main priorities. The priorities of the Corporate Plan will help make communities in the Vale of Glamorgan more equal. The equality objectives in the Corporate Strategic Equality Plan will support this work and it is for this reason that the objectives of both plans have been aligned. Our own Strategic Equality Plan aligns with these documents where relevant and appropriate.

School Vision and principles:

**Strive
Together**

**Challenge
Yourself
Realise
Everyone can
Succeed**

At St Cyres School, we value high standards of care, support and safety of both our pupils and staff. We value the wellbeing of all. We value Equality and breadth of opportunity for all. We value high standards of teaching and learning experiences and achievement for all.

1. 'Protected characteristic' (Equality Act 2010) It is against the law to discriminate against someone because of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage/civil partnerships and pregnancy/maternity.

AIMS

From the general aims of the school, it follows that our curriculum should be pupil-centred. At St Cyres School we seek in our curriculum and organisation to:

- Develop ambitious, capable learners who are ready to learn throughout their lives.
- Develop enterprising, creative contributors who are ready to play a full part in life and work.
- Develop ethical, informed citizens who are ready to be citizens of Wales and the world.
- Develop healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- Develop self-discipline, self-esteem and self-motivation.
- Promote tolerance and equality of opportunity for all.
- Respect, value and be considerate and courteous towards all members of the community within and beyond school including their religious and moral values, races and ways of life.
- Have pride in the school, the community and ourselves.
- Recognise our responsibilities towards the community provide all members of the school with the widest range of educational opportunities in a well-structured, orderly, secure, caring and happy environment.
- Maximise the potential of all pupils so that they all have the opportunity to experience success and achieve the highest academic standards of which they are capable.
- Promote a life-long enjoyment of learning, celebrate success, value effort and learn from our failures.
- Recognise achievements of all kinds and refuse to accept under-achievement.
- Develop and maintain close and effective links with parents, employers, Further and Higher Education.
- Recruit, develop and retain a highly skilled and motivated staff.

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 Equalities Plan (SEP) is to fulfil the duties to actively promote Equality for people with Protected Characteristics¹ and embed fairness and Equality at the heart of our school community and in all aspects of our school plans and policies.

The Equality Act 2010 provides us with the framework for this plan; The Equality Act 2010 establishes the Public Sector Equality Duty (PSED). Compliance with the Public Sector Equality Duty (PSED) is a legal requirement for Local Authority-Maintained schools in Wales. The Equality duty requires schools to promote Equality not merely mitigate discrimination. As such, this statutory duty underpins all teaching and learning that is provided in St Cyres School, as well as the school's ethos and culture. Our school's SEP takes into account other relevant policies and pieces of legislation such as The Human Rights Act 1998, the Welsh Language Act 1993, and the Welsh Language (Wales) Measure 2011, Well-being of Future Generations (Wales) Act (2015) and Articles stipulated in 'The United Nations Convention on the Rights of the Child'.

1. 'Protected characteristic' (Equality Act 2010) It is against the law to discriminate against someone because of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage/civil partnerships and pregnancy/maternity.

Our SEP should also be considered in conjunction with the following school policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Integrated Equality Policy
- Accessibility Plan
- Disability Equality Plan
- Religious Education/Collective Worship Policy
- Additional Educational Needs Policy

Our values are consistent with the five ways of working central to the Well-being of Future Generations Act. They are long term, they work together, and involve working with others. Our values will support a greater focus on prevention as we work to deliver our vision. Our Equality priorities consider the Wellbeing of Future Generations Act and will help us to contribute to the Welsh Government's well-being goals, including creating a more equal Wales.

Equality Objectives – what we will do

Strategic Equality Objective One

- Improve how we involve, engage, and communicate with protected groups about our work and decisions.

Protected Characteristics

This benefits all protected groups, but we will focus on disabled, people from

ethnic minorities, women and those who are socio-economically disadvantaged.

Expected Outcomes

Stakeholders have information about the improvements and the opportunity for input to support progress.

Actions

As a school we will:

1. Promote and facilitate termly School Council Meetings.
2. Take steps to ensure that School Council is representative of the school's learners across Protected Characteristics.
3. Use an innovative range of 'pupil voice groups' which focus on shared rights and responsibilities.
4. Ensure communications to parents and carers are delivered in plain, easy to understand language.
5. Ensure our staff and the Governing Body receive Equality and Diversity training, which will include Equality Impact Assessment training and awareness.

How we will know how we are doing:

1. Information and data on how engagement has been used to improve outcomes for protected groups and socio-economic disadvantaged groups.
2. Information and data on the number of school staff who have received equality, race, and disability training.

Strategic Equality Objective Two

Develop and implement plans, throughout the life of this plan, to address attainment gaps for children and young people and provide support to overcome barriers to them reaching their full potential.

Protected Characteristics

This benefits all protected groups.

'Is Wales Fairer 2018' reports that attainment gaps persist for pupils in receipt of Free School Meals and children with Additional Learning Needs. (Education)

'Is Wales Fairer 2018' reports that young women and girls, Lesbian, Gay, Bisexual and Transgender children and children with Additional Learning Needs are more likely to be at risk of experiencing identity-based bullying. (Education)

'Is Wales Fairer 2018' reports that poorer children, children with Additional Learning Needs, White children and children of Mixed Ethnicity have higher than average exclusion rates. (Education)

'Is Wales Fairer 2018' reports that subject choices remain highly gendered, with girls being much less likely to continue studying Science and Mathematics after school. (Education)

Expected outcomes

Reduction in attainment gaps.

Strategies in place to tackle identity-based bullying.

Reduced exclusion rates for children with certain Protected Characteristics, including disabled children and Mixed Ethnicity children.

Actions

As a school we will:

1. Deliver and evaluate strategies and interventions aimed at addressing attainment gaps to make sure they have a positive impact on socio-economic disadvantage, disability, sex, race, other Protected Characteristics and Young Carers.
2. Seek to minimise exclusion rates for children with certain Protected Characteristics, including socio-economic disadvantage, ethnicity and disability.
3. Analyse bullying data gathered by schools, including racist bullying, to identify trends and review anti-bullying strategies so that there are effective solutions in place.
4. Provide opportunities to explore Equality, Diversity and Community Cohesion within a curriculum throughout the year e.g. Equality related stimuli, using texts which explore both historical and present day local, national, and international Equality, Diversity and Community Cohesion.
5. Use inclusive resources which are actively inclusive, including anti-racist and promote multilingual resources, such as 'Giglets'.
6. Work with partners to deliver learning opportunities which support people to prepare for employment.

How we will know how we are doing

1. Analysis of attainment gaps of children and young people with Protected Characteristics and who are socio-economically disadvantaged.
2. Information and data on number of children excluded by Protected Characteristic and socio-economic disadvantage.
3. Analysis of school bullying data showing trends and review of anti-bullying

strategies to address findings.

4. Information and data on NEETs and pathways for leavers at Post-16 and Post-18.

Strategic Equality Action Plan 2023 – 2024

Strategic Equality Objective One:

Improve how we involve, engage, and communicate with protected groups about our work and decisions.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
St Cyres to build a range of Parent Stakeholder Groups.	Organise, as part of the focus around Community Led Schools, a variety of Parent Stakeholder Groups which will engage with the school's development of the Curriculum for Wales, Diversity work and ALN.	UH/NE/KB	Sept 2023 – Jul 2024	Sundries	Parents to understand, and feel included in, development of St Cyres as a school, developing further the concept of School Community.
St Cyres to organise and hold an Anti-Racism Pupil Steering Group.	Organise, as part of the ongoing development of St Cyres as an Anti-racist organisation, Pupil Stakeholder Group to help develop further the provision and approach to Anti-Racism. Carry out pupil voice exploring themes and activities relating to Diversity and Equality.	NE/SMD/ UH	Sept 2023 – Jul 2024	N/A	Pupils to understand, and feel included in, development of St Cyres as an Anti-Racist School, developing further the concept of School Community,
Engage parents in a series of	Organise WARD Days in Year 7	UH/KB/	Sept 2023 –	Sundries.	Parents and pupils to understand

<p>in-house school events to build relationships.</p>	<p>and 8, a series of 'Coffee and Cake' sessions inviting parents and pupils of ALN, eFSM and those of a vulnerable nature into school. These will broach Wellbeing and further communicate St Cyres ethos, building Community Cohesion and shared values.</p>	<p>SMD/ SMD/OB/ DF</p>	<p>Jul 2024</p>		<p>their value to the school and feel included and informed.</p>
<p>Engage stakeholders in a 'St Cyres Cultures Celebration Evening as part of Cultures Week and Cultures Day.</p> <p>Cultural festivals to be acknowledged and celebrated in school.</p>	<p>Variety of the 42 languages and numerous ethnicities to be represented by poetry, dance, song and fashion on an organised evening, which coincides with a week of publicised emersion and celebration of cultures, and a day of cultural dress and celebration on the final day of half-term in October.</p> <p>TV screens to acknowledge festivals and celebrations such as Eid, Hannukah, St David's day, Diwali, Chinese New Year.</p> <p>DACW themes and relevant subject specific lessons e.g., Welsh, RE.</p> <p>Invite parents in to inform and</p>	<p>NE/UH/ SMD</p> <p>All staff</p>	<p>Oct 2023</p>	<p>Sundries.</p>	<p>Pupils and parents are able to celebrate and engage with their cultures in a school setting, feeling value and worth and further embedding the idea of cherished Diversity in St Cyres.</p> <p>Greater awareness of cultural and religious Diversity within the school community.</p> <p>Parental Engagement increases.</p> <p>Parental understanding of Diversity and Equality increases.</p>

	<p>celebrate special cultural/religious events.</p> <p>Coffee mornings for parents where pupils display their work in lessons and present their understanding of cultural events.</p>				<p>Improve lines of communication with parents to encourage pupil attendance and promote positive attitudes towards learning.</p>
<p>Ensure that local community businesses that provide the school with goods and services are aware of our commitment to Equality.</p>	<p>Implement a procedure by which businesses are made aware of the school's commitment to Equality and make sure that new contracts state that the contractors must meet the Equality Standards.</p>	<p>Finance team</p>	<p>Sept 2023 – Jul 2024</p>	<p>N/A</p>	<p>Contractors etc understand our commitment and demonstrate this in the way in which they interact with our staff and pupils on site.</p> <p>Feedback from staff and pupils and feedback from the businesses.</p>

<p>Develop a partnership with the local community.</p>	<p>Increase the opportunities to integrate cultural diversity into the life of the school, through visitors at assemblies and lessons as appropriate, and from visits by the pupils to local events or institutions.</p> <p>Represent St Cyres at events such as Grangetown Community Gateway and the Somaliland Independence Day Celebrations at the Sennydd, Youth Parliament and Youth Mayor Events, whilst also working with Refugee Pupil Groups in the Barry Primary Clusters.</p>	<p>HoF HoY UH/SMD RFT/LS/ HTH</p>	<p>Sept 2023 – Jul 2024</p>	<p>N/A</p>	<p>Pupils develop positive attitudes in a rich and diverse school community.</p> <p>Pupils become more aware as ethically informed citizens of Wales and the world.</p>
<p>Continue to identify and engage hard-to-reach parents to develop communication channels.</p>	<p>HoYs/LT to identify hard to reach families. Intercultural engagement role to lead and engage parents/guardians in the first instance to open channels of communication and positive relationships with the school and staff.</p>	<p>LT, HoYs, NE</p>	<p>Sept 2023 – Jul 2024</p>	<p>Intercultural Engagement role</p>	<p>Positive engagement of families that are hard to reach. Parents/guardians communicate effectively with staff and pupils are supported to succeed with a joint approach.</p>
<p>Continue to deliver assemblies to all year groups to raise awareness of current issues relating to Equality relevant to the pupils of St Cyres School and the local area.</p>	<p>Assemblies and information sessions delivered on:</p> <p>Show Racism the Red Card Cultures Week Anti-Bullying week</p>	<p>UH/SMD HoYs</p>	<p>Sept 2023 – Jul 2024</p>	<p>N/A</p>	<p>Pupils develop as ethical and informed citizens of the school and wider community.</p>

	European Languages day United Nations Day Gender equality/LGBTQ+ Children's rights Pertinent current affairs				
Health and Wellbeing department to further develop PSE programme to incorporate sessions that promote anti-discrimination and raise awareness of the benefits of Diversity, ensuring this cross-cutting theme is identifiable in schemes of learning across the whole school in Year 7 and 8.	Session to include topics such as: My identity in Wales Cultural diversity and discrimination My entitlements Healthy eating Relationships: Attitudes towards gender Relationships: Everyone is different Relationships with each other Considering sexuality	JSV/HTH/ RFT/SMD	Sept 2023 – Jul 2024	PSE capitation for guest speakers if not from a charity-based organisation.	Pupils develop as ethical and informed citizens of the school and wider community.
Pupil visits to be planned to visit places of cultural interest to broaden understanding of the world we live in.	Departments incorporate visits to places of cultural interest to support work covered in school.	HoF HoY	Sept 2023 – Jul 2024	Transport costs if minibus is not used	Greater awareness of cultural and religious diversity within the local community.
Staff and Governors to be made aware of the Public Sector Equality Duty, Strategic Equality Plan and our statutory obligations under the Equality Act as staff towards our pupils.	Governing Body Meeting	LT	21 st Nov 2021	N/A	All stakeholders involved in a collective drive to promote Equality and Diversity within the school.
Equality impact assessment to be carried out by Leadership	Evaluate the impact of the policy on pupils.	LT	Sept 2021	N/A	Removing or minimising disadvantages experienced by

team.					people due to their Protected Characteristics. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
Targeted external interventions following any incidents as follow up work to change viewpoints and increase tolerance and understanding.	Visits from PC Alex Reed, local community Youth role models. External interventions will be used in a needs-led basis. Organisations previously used: Fearless (Crime stoppers) contact to be made – Kendra Ross as part of Op Spectre. PREVENT (Darren Summerfield Counter Terrorism Case Officer)	UH/SMO HoYs	Sept 2023 – Jul 2024 16 th November Assembly and P1.	Time for UH Time for SMO	Conflict resolution is effective amongst groups of learners/individuals.
External role models from a range of backgrounds to deliver inspirational assemblies/PSE sessions/Careers interviews	Book organisations to deliver sessions throughout the year, incorporate into SoW for subject areas.	HTH/LS/ RFT UH/SMD HoY	Sept 2023 – Jul 2024	N/A	Role modelling reflects Diversity and Equality in the work place/ beyond the School Community.
Continue to ensure that any concerns raised by pupils, parents/carers and staff are dealt with consistently, and with sensitivity, with clear communication on these	Continue to deal with any concern/complaint in an honest and open way. The school has a formal complaints procedure if	HT LT	Sept 2023 – Jul 2024	N/A	Complainants are satisfied in the way in which their complaint has been resolved and formal complaints procedures are minimal.

complaints remaining paramount.	complaints cannot be resolved informally.				
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Strategic Equality Objective Two

Develop and implement plans, throughout the life of this plan, to address attainment gaps for children and young people and provide support to overcome barriers to them reaching their full potential.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
Vulnerable Learner groupings to remain a key focus of evaluation in AOLLs and HoYs, and to inform priorities in the academic year moving forward.	<p>Annual Evaluation Meetings to be undertaken for all AOLEs and Year groups. Attainment gaps to be identified and evaluated- focus on demographics such as gender, ethnicity, eFSM.</p> <p>Improvement plans to articulate and identify areas for improvement with specific focus on strategies surrounding the performance and attainment of Vulnerable groups.</p>	LT AOLEs HoYs	Sept 2023 – Jul 2024	N/A	<p>Specific and identified successes with regards to attainment gaps discussed and engaged with in improvement plans in light of evaluations.</p> <p>Ongoing monitoring and prioritising will result in attainment gaps, where evident, being narrowed.</p>

	Ongoing monitoring of data input and subsequent analysis to inform Year Group Progress Meetings, Link Meetings, AOLE meetings, Departmental Meetings, and ultimately class teaching. Focus and discussion will include, but will not be limited to EAL, eFSM, Gender as well as specifically chosen Vulnerable groups.				
Improve performance in KS3 Numeracy and reading in boys to reduce the gender gap.	<p>Continue to monitor progress data for groups of learners.</p> <p>Implement strategies to support identified target group of pupils most affected/with the greatest deviation from average performance.</p> <p>Lead and develop a clear and shared understanding of predicted and target levels/grades across all key stages.</p>	HoF LT	Sept 2023 – Jul 2024	Faculty time CWLG time	All pupils are making progress commensurate with their predicted levels/grades and often rising to the challenge set by target grades. Areas for improvement are targeted at KS3 to reduce the impacts on attainment at KS4.
Understand the underlying issues and improve the attendance of pupils from identified protected groups having a negative impact on attendance figures.	Pupil Voice - To develop a variety of opportunities to enable pupils to have a say in what the barriers are to their attainment/attendance.	HoY/NE/ SMD/LT	Sept 2023 – Jul 2024	HoY time Cover costs	Evaluation of data obtained will allow measures to be put into place to address the gaps and concerns regarding attendance.

	Removal of all barriers from a school dimension and full engagement with the new approach to improving attendance from the Local Authority and from the WG guidance 'Belonging, Engaging and Participating'.				Engagement with LA will improve persistent absence, and enable better communication with key pupils and their families.
Improve the Literacy skills of EAL pupils and support Refugee pupils who we welcome to St Cyres.	Schools for Sanctuary award to be reapplied for, whilst WG Refugee Relocation funding to continue to be used for targeted support to key EAL pupils. EAL pupils will continue to be supported by the EMAS staff.	KB/SMD/RT	Sept 2023 – Jul 2024	Funding from Relocation grants	Accurate assessment of English acquisition allows teachers to plan and prepare literacy resources to ensure the needs of EAL pupils are being met. Greater understanding of exam text and questions will impact on attainment in external examinations. Refugee pupils to attain qualifications in St Cyres and thrive within our organisation.
Continue to ensure Equality data collected from Feeder Primaries is accurate and detailed.	UH link through Primary Headteachers' meetings. See transition plan Priority 1a.	UH	May - Jul 2024	Gained time UH/HoY 7	Staff can plan and prepare appropriately; Core Subject settings, LC Groups and lesson resources. Site can be assessed according to pupils' needs.
Regularly update Pupil Equality information on SIMS.	Data to be reviewed at the start of the year and at the start of the Spring term.	Admin Team	Sept 2023 – Jul 2024	N/A	Evaluation of data informs practices and procedures in school.
Regularly update audit of	Completed annually	Admin	Sept 2023 –	N/A	Evaluation of data informs practices

Staff Equality information.		Team	Jul 2024		and procedures in school.
Use of EAL toolkit to assess and track EAL pupils.	SMD/UH to deliver training on toolkit to RHA- Head of English.	English Dept SMD/UH/ RHA	Sept 2023 – Jul 2024	N/A	Accurate assessment of English acquisition allows teachers to plan and prepare lesson resources appropriately to ensure the needs of EAL pupils are being met. Strategies used to move pupils to the next band of English acquisition.
Metacognition and Relational and Trauma Informed Professional Learning to be undertaken by all staff.	SMD to deliver training to all staff as part of his Associate Assistant Headteacher role aimed at improving the teaching of Thinking Skills for Disadvantaged Learners. SMD to deliver training to all staff as part of St Cyres PLUS 'Fostering St Cyres Culture' sessions aimed at improving the Trauma Informed Practice across the whole school, and at increasing awareness on the continued need for Anti-Racist learning.	SMO/ SMD/EL	Oct 2023-Jun 2024	N/A	Improvement in ability for pupils to access challenging material across all subjects- especially with regards to economically deprived pupils. More cohesive Trauma Informed Practice embedded across all classrooms, encouraging connections and reducing anxiety in key pupil demographics. Anti-Racist concepts more confidently understood and communicated across whole school.
Monitoring and tracking of incidents to include bullying/race related/homophobic/anti-disabled/sexists and bullying relating to religion	Logs updated by HoY's and My Concern to be updated with regards to this also. Regular analysis of trends in My Concern.	SMD/UH HoYs SMO	Sept 2023 – Jul 2024	N/A	Evaluation of data informs practices and procedures in school. Victims of prejudice feel heard and supported, ensuring they are valued and included at all points. This builds

or beliefs.					trust, co-operation and limits alienation and underachievement.
All reported incidents are recorded and analysed within the school and sent to the Local Authority.	Regular discussion at Leadership meetings.	HT	Sept 2023 – Jul 2024	N/A	<p>Evaluation of data informs practices and procedures in school.</p> <p>Victims of prejudice feel heard and supported, ensuring they are valued and included at all points. This builds trust, co-operation and limits alienation and underachievement.</p>

Monitoring Progress & Publishing Results

Our School will continue to check on progress towards meeting our equality objectives and report on this each year to the Governing Body in our annual equality monitoring report. This is published on our website and includes an assessment of the effectiveness of the steps we are taking to meet the equality objectives.

This may be complemented by other equality and employment information each year that is published annually.

For More Information

Visit our website

www.stcyres.org

Social Media

Keep up to date with all the latest news, events and information from our School, follow:

stcyres on Twitter or Facebook.

If you have a query, please contact us:

- contact@stcyres.org
- or call 02920708708