
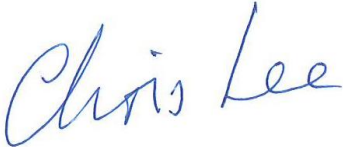




<b>St Cyres School</b>	
<b>Policy: G20 Strategic Equality Plan 25-29</b>	
<b>Committee: Pupil Progress &amp; Provision</b>	
<b>Member of staff responsible:</b>	<b>SMD</b>
<b>Date Adopted/approved:</b>	<b>March 2026</b>
<b>Signature of Headteacher:</b>	
<b>Signature of Chair of Governors:</b>	
<b>Date to be reviewed:</b>	<b>March 2029</b>

# Strategic Equality Plan

**School:** St Cyres School

**Member of Staff Responsible for the Policy:**  
SMD

**Date:** March 2026

**Approved by Governing Body:**

**Date of Next Review:** July 2029

‘WORKING TOGETHER FOR A FAIRER FUTURE’

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for example: a larger font; on different colour paper  
You can ask for this document in Welsh.

## **Strategic Equality Plan 2025 – 2029**

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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 149 staff, 78 teaching staff and 71 non-teaching staff including site, lettings and premises, 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. There are 5 members of staff with a disability.

The current number on role is 1254 pupils. 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 Arab (45) and our second largest is Indian (31). The remainder of our pupils are from a range of over 50 different ethnicities and nationalities, some of which include Pakistani, Bangladeshi, Indian, Yemeni and Czech.

Similarly, our pupils choose to follow a vast range of religions with 433 pupils following Christianity and 193 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 247 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 supported the Local Authority with the Syrian Resettlement Programme and has recently been successful in achieving the second 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 2025-2029 – '**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
Marriage and Civil Partnership	

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:

- reducing disadvantages experienced by people due to their protected characteristics
- meeting different needs of protected groups
- promoting participation in school life where underrepresentation exists.

Specific duties help our school demonstrate compliance with the general duty through:

- School development or improvement plans
- Equality objectives
- Professional Learning
- Stakeholder engagement

- annual reporting and impact assessments
- publishing equality data
- accessibility strategies

To identify the priorities, we work in partnership with:

- Pupils
- School Council
- Parents and carers
- Governing Body
- Local Authority and Regional Consortia

Our Plan aligns with the Vale of Glamorgan Council's [Strategic Equality Plan 2025–2029 'Working Together for a Fairer Future'](#) which includes census and economic data.

### **Socio-economic Duty**

Effective from 31 March 2021, the [Socio-economic Duty](#) supports fairer decision-making and aims to reduce poverty. Whilst the duty does not apply to schools, our Plan includes measures to address socio-economic disadvantage.

### **Welsh Language**

The Council's [Welsh Language Promotion Strategy 2022 - 2027](#) and [Welsh in Education Strategic Plan \(WESP\) 2022-32](#) set out actions to support Welsh speakers. We will consider how proposals may affect Welsh speakers, including where protected characteristics intersect.

### **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 Characteristics 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

The world is changing rapidly and the context for this Plan similarly changes regularly. What remains the same is the need for our school to engage with the community, to collaborate with our partners and to embrace change. We must consider the diverse needs of the population whether that be due to their protected characteristics, financial circumstances, or one of the many other reasons that can affect what support our school community needs.

Since we agreed the last Strategic Equality Plan in 2020, there have been changes that have impacted upon our pupils' lives including Covid and the cost-of-living crisis. The Welsh Government has published several plans such as the [Anti-racist Wales Action](#)

[Plan](#), [the LGBTQ+ Action Plan for Wales](#) and the [Draft Disabled People's Rights Plan](#).

There is some reflection of these priorities in this Plan.

## Equality Objectives – what we have done

- St Cyres continues to be a key advocate for anti-racism, continuing to work alongside Rachel Clarke and in an APEX education pilot after significant undertaking with No Boundaries, DARPL and Karen Conway and after presentation and best practice sharing with the Vale of Glamorgan, and Welsh Government. Anti-racist practice sits at the core of St Cyres' Whole School Approach to Mental Health and Wellbeing which has also been shared as best practice by Welsh Government and Healthy Schools.
- St Cyres has been awarded for the second time, the title of Schools of Sanctuary, presenting and sharing good practice in CSC webinars and Welsh Government presentations with members of St Cyres continuing to sit on Adjudication panels.
- St Cyres continues to be the identified Secondary School resource base in the Vale of Glamorgan for Physical and Hearing Impairment.
- St Cyres CLA pupil representatives have engaged with Welsh Government and the Vale of Glamorgan on pupil voice and forthcoming One Page Profile improvements. St Cyres Young Carer representatives delivered a Vale wide call to Young Carers in a pilot scheme to increase recognition, awareness and support for Young Carers across the Vale of Glamorgan.
- We have pupils from Year 7-11 involved in Criw Cymraeg which works to promote the use of incidental Welsh amongst staff and pupils. The work of the group has been discussed in Leadership Team meetings and with Governors. There is a published calendar of events across the school year. The school website discusses the work of the group, our Cymraeg Campus Action Plan and provides links to parents and pupils to promote the use of Welsh. We have now achieved the Cymraeg Campus Silver Award and are currently working towards the Gold Award.
- The use of Welsh is also promoted through the awarding of merits for the use of incidental Welsh, digital signage and classroom/corridor displays. Staff from

each AOLE contribute to the work of the Cymraeg 2050 groups as part of our St Cyres Professional Learning, Understanding and Skills Sessions. We use our teaching and learning newsletter and staff briefings to further promote the use of Welsh with staff. We regularly signpost Welsh Language courses and we have a number of staff undertaking courses online. As part of Pupil Learning Reviews our Cymraeg 2050 Lead Practitioner observes lessons and quality assures exercise books.

## Equality Objectives – what we will do

<p><b>Strategic Equality Objective One</b></p> <ul style="list-style-type: none"><li>• <b><u>To create a fair school to learn and work.</u></b></li></ul>
<p><b>Protected Characteristics</b></p> <p>This benefits all protected groups.</p>
<p><b>Expected Outcomes</b></p> <p>All stakeholders feel value and worth, and as a consequence, succeed to their potential.</p>
<p><b>Actions</b></p> <p>As a school we will:</p> <ol style="list-style-type: none"><li>1. Work with the Council to adopt best practice in inclusive recruitment.</li><li>2. Continue to promote opportunities to use the Welsh language in the school community.</li><li>3. Quality teaching and learning which is inclusive and accessible.</li><li>4. Ensure school council representation reflects diversity (protected characteristics and socio-economic background)</li><li>5. Deliver equality, diversity, and disability professional learning for all staff and governors.</li><li>6. Strengthen the role of the Governing Body Equality and Diversity Champion</li><li>7. Communicate with families in plain, easy to understand language, including home languages.</li><li>8. Engage disabled pupils and staff in the development of provision through a rights-based approach.</li><li>9. Undertake our reasonable adjustments duty by taking positive steps to ensure that disabled pupils can fully participate in the education provided by the</li></ol>

school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils.

10. Collect and analyse data on bullying/identity-based incidents; refine response strategies.
11. Address bullying based on gender identity including recording and reporting incidents.
12. Support LGBTQ+ pupils and deal with bullying/identity-based incidents Embed diversity, equity, and inclusion throughout the curriculum.
13. Ensure that individual development plans (IDPs) are in place, monitored and kept under review, for pupils with an identified Additional Learning Need.
14. Deliver Violence against women, domestic abuse, and sexual violence (VAWDASV) training.
15. Actively support and contribute to the Multi-Agency Risk Assessment Conference (MARAC) Domestic Violence board to ensure victims of domestic violence and their children are supported and protected by statutory partners.
16. Collaborate with partners to ensure all learners from Year 11 onwards have a 'destination' when leaving statutory school age.
17. Improve opportunities for disabled people to access apprenticeships.
18. Improve opportunities for people from the global majority to access apprenticeships.

## **Strategic Equality Objective Two**

**To give everyone a fairer opportunity for a good start in life.**

### **Protected Characteristics**

This benefits all protected groups.

### **Expected Outcomes**

All stakeholders feel value and worth, and as a consequence, succeed to their potential.

### **Actions**

As a school we will:

1. Improve attainment and attendance of pupils eligible for free school meals (eFSM).
2. Collect and analyse attendance data for all pupils, identifying any differential gaps between vulnerable groups and work towards minimising these to ensure equity-focused outcomes.
3. Collect and analyse data for incidents resulting in fixed term exclusions and or permanent exclusions to evidence areas of increased concerns and seek suitable multi-agency support and advice.
4. Minimise exclusion rates for pupils with protected characteristics and those with socio-economic disadvantage by implementing prevention and support strategies.
5. Continue to engage with other organisations as a [School of Sanctuary](#)
6. Continue to work with Tu Vida in our reaccreditation for 'Best Practice for Young Carers', part of the Young Carers in Schools Programme.
7. Continue to develop anti-racism through professional learning, intercultural engagement and stakeholder voice.
8. Continue to develop and implement actively inclusive policies (e.g. Anti-Racism, Care Experienced Children)
9. Raise awareness of climate change.





## 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](http://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](mailto:___contact@stcyres.org)
- or call 02920708708

## Useful Links

[Additional Learning Needs Code](#)

[Anti-racist Wales Action Plan](#)

[Draft Disabled People's Rights Plan](#)

[Equality Act 2010](#)

[LGBTQ+ Action Plan for Wales](#)

[Public Sector Equality Duty and the specific duties for Wales](#)

[Refugee and asylum seeker plan](#)

[School of Sanctuary](#)

[Socio-economic Duty](#)

[Violence against women, domestic abuse, and sexual violence](#)

[Well-being of Future Generations Act](#)

[Welsh Language Promotion Strategy 2022 - 2027](#)

[Youth Engagement and Progression Framework](#)