

# Lakeside Primary School



## Strategic Equalities Plan 2023 - 25

The Equalities Plan will be updated annually to include accurate data relating to the whole school community. The Action Plan will be evaluated annually and updated every 2 years by SLT alongside other School Improvement Priorities.

Governing Body approval date: 15<sup>th</sup> March 2023

### School Community

Lakeside Primary School serves the Lakeside and Cyncoed areas of Cardiff. There are currently 481 pupils on roll including 51 part-time nursery pupils. There are 17 classes in total, including our Nursery and the Local Authority Wellbeing Class, run by 22 Teachers, 2 Higher Level Teaching Assistants and 33 Teaching Assistants. The school identifies around 4% of pupils as having additional learning needs. Around 43% of pupils come from 38 different ethnic minority backgrounds and 37% of pupils have English as an additional language, with 33 home languages. 37 children have arrived at Lakeside who were born outside of the UK, from 19 different countries. Around 8% of pupils are eligible for free school meals.

#### Priority One - Relationships and Sexuality Education (RSE)

##### Objective:

To ensure that Relationships and Sexuality Education (RSE) is effectively interwoven into the school led curriculum to meet the needs of all learners and to meet all statutory requirements (with due regard for the protected characteristics e.g. sex and sexual orientation).

##### Legislation / Information

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education>

##### Rights Respecting Article

Learning in RSE should highlight the right to:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understanding others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

##### Success Criteria

- The legislation is fully met and reviewed often in order to meet the needs of all learners.
- RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach.
- Learners are supported to form and maintain a range of relationships, all based on mutual trust and respect.

As learners move through the school they begin to develop an understanding of sexuality with an emphasis on rights, health, equality and equity, empowering learners to understand themselves,

take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.				
What	Who	When	How / Impact	RAG
Attend all meetings including cluster and ensure full knowledge of the RSE framework	RM / RV	Autumn term 2022	Up to date knowledge of the changes	
Liaise with parents, particularly regarding the Judicial Review and impact on the community	RM / RV	Autumn Term 2022	Meeting with small group of parents – understanding of worries and concerns	
Devise a cluster approach to the RSE curriculum	RV / Cluster	Spring 2023	Clear Cluster approach to the teaching of RSE Meetings with cluster Use of Jigsaw resources	
Share draft curriculum with staff in INSET session	RV / RM	Spring 2023	All staff clear on resources ready for parent meetings	
Share with parents/ carers for draft approval / amendments	School and community	Spring 2023	Parental Voice in resources used School year group meetings where we share resources	
Implement RSE teaching in summer term 2023	Whole school	Summer 2023	Legal requirements met All pupils accessing appropriate resources for RSE	

### Priority Two – Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience. This Area encompasses geography; history; religion, values and ethics; business studies; social studies. These disciplines share many common themes, concepts and transferable skills, whilst each has its own discrete body of knowledge and skills.

#### Objective:

To ensure that the Religion, Values and Ethics curriculum teaches about a wide range of religions and beliefs, including non-religious and philosophical beliefs (with due regard for the protective characteristics, e.g. religion or belief).

#### Legislation / Information

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

<b>Rights Respecting Article</b>				
<ul style="list-style-type: none"> <li>• follow your own religion (Article 14)</li> <li>• be heard and involved in decision-making (Article 12)</li> </ul>				
<b>Success Criteria</b>				
<ul style="list-style-type: none"> <li>• The statutory and mandatory requirements of the Curriculum for Wales Religion, Values and Ethics (RVE) will be fully realised.</li> <li>• RVE is fully embedded in the Humanities AoLE.</li> <li>• The disciplines within Humanities share many common themes, concepts and transferable skills, whilst each has its own discrete body of knowledge and skills ensuring a fully inclusive curriculum.</li> </ul>				
<b>What</b>	<b>Who</b>	<b>When</b>	<b>How / Impact</b>	<b>RAG</b>
Ensure that a lead teacher is established for Religion, Values & Ethics to work as part of the Humanities AoLE Team.	HT	Autumn 2022	Lead teacher identified	
RVE lead teacher to read and undertake professional learning on new locally-agreed syllabus (when published).	RVE Lead	Release of LA agreed syllabus	Clear view of the County SOW for RVE	
RVE lead teacher to link with cluster colleagues to share practice and co-construct elements of the RVE curriculum.	RVE Lead and Cluster	Spring / Summer 2023	Shared view of RVE teaching across the cluster	
RVE lead teacher to train staff and provide regular professional learning sessions on expectations and practice of RVE	RVE Lead and Cluster	Summer 2023 / Autumn 2023	Staff trained in the new framework	
Curriculum design in line with statutory requirements of CfW and with due regard to the school context with regard to beliefs and religions (including non-religious and philosophical beliefs).	RVE Lead and teachers	Summer 2023 / Autumn 2023	New framework meets the requirements of the new curriculum	

<b>Priority Three – Rights Respecting School - Silver</b>
<b>Objective:</b>
<b>To achieve the Rights Respecting School's Silver Award</b>
<b>Legislation / Information</b>
<a href="https://www.unicef.org.uk/rights-respecting-schools/">https://www.unicef.org.uk/rights-respecting-schools/</a>
<b>Success Criteria</b>

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- Pupil Leadership take a lead in planning and securing the RRA Silver for the whole school
- Strand A – Understanding Rights - The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.
- Strand B – Ethos and relationships - Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.
- Strand C – Participation, Empowerment and Action - Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

What	Who	When	How / Impact	RAG
Set up specific targets and tasks from each area of the Silver Action Plan (link to Silver Action Plan)	RM / PLT	Spring 2023	Clear plan in place that meets the targets	
Share the plan with GB and other pupils (assemblies and meetings)	RM / PLT / Governors	Agree dates – Spring / Summer 2023	Staff, pupils and governors are aware and clear on the plans in place	
Plan tasks through use of the SCRUM boards to ensure that tasks are planned completed and evaluated	RM / PLT	Fortnightly	Meetings are focused on tasks and plans are kept on track	
Review tasks periodically to ensure targets are met	RM / PLT	Termly	Pupils share actions in assemblies	
Attain the Silver Award and set new tasks for Gold	RM / all stakeholders	Autumn 2023	Set up new tasks	

**Priority Four – Staff, Governors, Pupil and Parent Voice issues raised**

**Objective:**

**To ensure that Lakeside meets the needs of all stakeholders when addressing equality within the school vision, ethos and curriculum**

**Success Criteria**

Ensure all voices of the school community are heard and that our vision, ethos and new curriculum remains appropriate as it is being developed.				
What	Who	When	How / Impact	RAG
Create questionnaire for staff, governors, pupils and parents to ask if there are any issues they are concerned about regarding the curriculum	All stakeholders	Summer 2023	Use the feedback to inform the plan going forward in this section	
Analyse data and look for opportunities to address any issues raised – update plan here as necessary	RM / SLT / PLT	Summer 2023		

<b>Priority Five – School of Sanctuary</b>				
<b>Objective:</b>				
To achieve School of Sanctuary status for Lakeside				
<b>Legislation / Information</b>				
<a href="https://www.cityofsanctuary.org/">Become a School of Sanctuary - Schools of Sanctuary (cityofsanctuary.org)</a>				
<b>Success Criteria</b>				
<ul style="list-style-type: none"> <li>Pupil Leadership take a lead in planning and securing the School of Sanctuary (SOS) for the whole school</li> <li>LEARN - Schools help their students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration.</li> <li>EMBED - Schools are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary.</li> </ul>				
What	Who	When	How / Impact	RAG
Apply to take part in the award and assign Governor, staff and pupil group to lead - Sign the pledge	RM and appropriate team (SOS team)	Spring 2023	School application accepted	
Identify training for all stakeholders	SOS team	Agree dates – Spring / Summer 2023	Staff, pupils and governors are aware of the process and expectations	

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Invite organisations into school to talk to the staff and children about Schools of Sanctuary	SOS team	Summer term 2023	Awareness raising of the issues involved	
Identify curriculum and learning opportunities that highlight this issue	SOS team	Termly	Real life examples and support we can offer	
Demonstrate welcoming activities as part of school practice for new arrivals and those seeking sanctuary	SOS team	Autumn 2022	School practice is welcoming and supportive to asylum seeking families and those in need	