



## Governing Body Monitoring Report Form

**AREA of Responsibility: School Equality Plan 2020-21**

**DATE: 17.03.21**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

**Equality Objective 1 - Publish and continually promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school and community.**

### **Accessibility Plan**

- Staff are using Sign Language with five pupils within the school. Foundation phase staff received basic sign training and 3 members of staff have attended more in-depth training. Many pupils are beginning to use sign independently. Sign is used to accompany some songs in assembly.
- PPE used in school caters for all staff and pupils' needs. Staff are using masks with plastic windows for pupils with identified needs as advised by ALN dept and Sencom Hearing Impairment (Torfaen).
- Asking parents and pupils' views through questionnaires and assemblies.
- The toilet area and shower room have been altered to provide access to a disabled toilet in changing rooms.
- Staff have worked closely alongside the LA, external agencies and parents to complete Risks assessments for pupils with identified needs.

**Health and Wellbeing Team  
Outcome**



- At Wellbeing Team Meetings the AOLE pupil voice have been involved in seeking ways to support this.
- Staff put together wellbeing videos for the pupils for reassurance with positive phrases during online learning.
- During online learning classes have used authorised weblinks to physical fitness classes and mindfulness activities to support with wellbeing at home.
- Daily outdoor learning has been incorporated into planning for face to face learning as well as online learning.
- All classes engage in the Daily Mile to develop physical health and develop pupils' positive mindset which in turn has impacted learning.
- The Police liaison officer works closely with the school. In Spring 2021 years 2, 3 and 4. lessons have been delivered online for year groups 2, 3 and 5 as follows:  
Year 2 - 'Who? What? Where?' (medicines lesson)  
Year 3 - 'SMART' (internet safety lesson)  
Year 4 - 'Sinister Substances' (tobacco, alcohol and solvents)
- Pupils are involved in ordering equipment for the school yard. Whole school assembly by headteacher asking for input and School Council meetings.

### **Actions**

- Request a push button door at entrance to school office as the door is very heavy.
- Further develop Equalities pupil voice group to work with staff and governors.
- All year groups to use agreed articles from the UNCRC to promote aspects of equality and the right to be safe.

### **Equality Objective 2- Reduce the gap between groups of learners achieving more able provision.**

#### **Outcome**

- Learning walks by pupils, governors and staff ensuring all pupils have access to resources they need to enhance their learning.
- Staff identified universal provision needed in classes for all learners. All pupils have the opportunity to access these aid & resources to extend learning.
- All classes plan Sparkle challenges across the curriculum. Pupils are able to choose which they would like to complete which in turn challenges their own learning and ensures the curriculum is accessible for all.
- All classes have independent learning zones in class for pupils to explore and challenge.



## **Actions**

- Continue to develop self and peer assessment particularly in Maths & Numeracy so that it is consistent across all classes.

## **Equality Objective 3 - To Reduce the incidents of characteristics name calling and use of inappropriate language in school and in the community.**

### **Anti-Bullying**

#### **Outcome**

- An anti-bullying program called the KIVA project has been introduced to the school since Autumn term 2019. Parents have been involved in the launch. KiVa offers a wide range of concrete tools and materials to report and tackle bullying.
- All classes supported Anti-Bullying Week 2021 in November and teaching and learning activities continue to follow the theme launched in May.
- Staff seek opportunities for active participation of pupils, staff and linked individuals in anti-bullying activities which include online bullying.
- Staff work in partnership with relevant experts.
- Researched incidents of language/behaviour, only two have been followed up as these are the only two that have happened. Apologies/ letters from pupils to the people involved-To continue monitoring pupils.
- Whole school assemblies and class workshops delivered by SLT and PC murphy.
- Discussions when parents have raised concerns with online activity outside of school, including the use of Apps with specific ages.
- Acts of Kindness celebrated during whole school assemblies. Pupils and Staff nominated each other identifying Act of Kindness and how it made them feel.

### **Involvement of Community and extending links:**

#### **Outcome**

- Noddfa Church put together Carols under the Arch via youtube. Pupils contributed towards this and families were encouraged to view this community online event in December 20.



- Pupils put together Christmas videos online for their friends and family during the pandemic lockdown-these were viewable via class dojo.
- Online assemblies delivered by Noddfa Church. Pupils took part in Remembrance service in classrooms.

### **Actions:**

- To monitor bullying incidents to analyse for patterns of behaviours and respond.
- To maintain the daily messages about respecting others.
- Staff and parents learn about the issues around online safety.

**Joint Cluster Equality Objective 3: The curriculum is used to challenge gender prejudice and stereotypes and that pupils understand how prejudice and stereotyping may influence life direction.**

### **Challenging Stereotypes**

#### **Outcome**

- All classes have received additional books and resources which celebrate diversity and through activities, staff and pupils have been able to discuss inequalities, prejudice and discrimination in society.
- Teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Seek to involve all parents in supporting their child's education.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through research projects and links with parents and community leaders.
- School Ambassadors have completed work with pupils' in their class regarding Children's Rights, equality, prejudice and stereotypes.

### **Actions:**

- Extend School Ambassadors work across school in Summer term 21 through online assemblies and presentations.
- Further extend opportunities in our curriculum and in everyday situations to reinforce positive attitudes towards differences.

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to



pupils, and responsive to their needs based on the various protected characteristics.