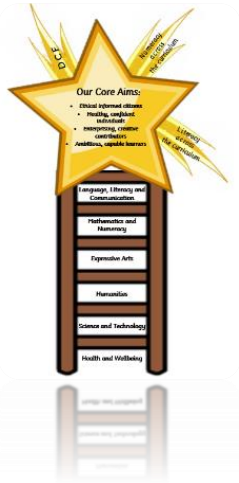


Garnteg School and community are proud to present our  
SEP WRITTEN AND AGREED BY Garnteg Governing body

# Garnteg Primary School

# Strategic Equality Plan

2024-27



Strategic Equality Plan agreed by Governors:

.....Signed by Chair)

.....Date

Scheme due for review:.....

# Contents of our Strategic Equality Plan (SEP)

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# 1. Our distinctive character, priorities and aims

## 1.1 Our School values

At Garnteg Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our school Mission statement is:

### **Live Learn, Succeed Together!**

At Garnteg we aim to: -

- Provide a safe, rich environment to learn about lifelong skills.
- Provide a love of learning, fun and creative opportunities for everyone to succeed.
- Provide a caring, sharing, safe and supportive atmosphere that celebrates achievement at every age.
- Be an active, healthy, and environment friendly school.
- Prepare learners for life and new opportunities through rich technological and community thinking.
- Promote respect, wellbeing and teamwork with high expectations, valuing individuals and celebrating differences.
- Strive to succeed and continually improve.
- Promote wide opportunities to involve parents and the community in all that we do.
- Promote fully inclusive policies and practices that enable equality of opportunity and provision at every level.

Our school based curriculum 'Climb to Sparkle' is in place ensuring pupils have input into their learning as well as real life authentic opportunities. The achievement of pupils will be monitored, and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Garnteg Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics of our school

### General Context

Garnteg Primary School is situated in the small town of Garndiffaith, near Pontypool. The school serves some private, but mostly rented homes. The school admits children to the nursery at the age of three. The entry of children into the nursery is controlled and administered by Torfaen County Borough Council. The school accommodates Flying Start on site in a building next to the main entrance which enables families to access pre-school education.

There are 351 full time pupils on roll and a further 36 children attend the nursery part time. The school is organised into 14 classes. Including the Headteacher, there are 18 full time teachers and one part time teacher. There are fifteen fulltime and six part time Teaching Assistants. The school also has a full time Family Engagement Officer.

Approximately 33% of pupils are entitled to free school meals. This is significantly higher than the local and national averages.

English is the predominant language for 100% of pupils. There are currently 3 (0.7%) pupils identified as having English as an Additional Language. No pupils have Welsh as a first language at home.

## 1.3 Mainstreaming equality into policy and practice

### 1. What sort of school are we?

Garnteg Primary School provides an education for all, acknowledging that the society within which we live is enriched by ethnic diversity, culture and faith of its citizens. At Garnteg Primary School we are committed to providing equality and excellence for all in order to promote the highest standards. The purpose of this Strategic Equality Plan is to fulfil that duty in respect of each of the protected characteristic groups in establishing justice and equality in all aspects of our policies, procedures and practices. The principles of this Strategic Equality Plan apply to all members of the school community.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

#### **1.4 Setting our equality objectives**

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:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- The Torfaen equality objectives in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

## 2. Responsibilities

### 2.1 Governing Body

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.

#### The School's Commitment

The School Curriculum encourages schools to:

*"Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds."*

Garnteg Primary strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience understand and celebrate diversity.

The governing body:

- endorses the inclusive nature of Curriculum For Wales and the opportunities Equality presents for encouraging 'respect for diversity'
- the importance of strong home/school and wider community links
- acknowledges that it has a key leadership role in promoting equality and recognises the need to work with school staff and partnership organisations including the LA
- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils
- ensures that no child is discriminated against whilst in our school

**In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.**

### 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- ensuring the school promotes positive and proactive approaches to valuing and respecting diversity.
- ensuring all the school policies reflect a commitment to equal opportunities, including race equality,

- all staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.
- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- the school leadership will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- additional grants and resources are appropriately targeted and monitored

### **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

#### **Staffing: Recruitment and Professional Development.**

- The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and LEA guidelines.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are informed of it as part of their induction programme.



- The skills of all staff, including support and part time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local wider community

### **3. Information gathering and Engagement**

#### **3.1 Purpose and process**

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 assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

#### **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop

and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### **3.3 Engagement**

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. At Garnteg Primary School we involved stakeholders in the following ways:

- Pupils were given a questionnaire involving set questions which were then analysed by the school council. The school council held meetings to discuss equality issues that were raised from the questionnaires.
- Parents were also sent questionnaire and the results analysed and results collated.
- Governors completed the equalities questionnaires and take up for the equalities group was very good.
- Staff also completed the questionnaires and results were compiled and analysed all staff were invited to join the equalities working group.

## **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## **5.Objectives and Action Plans**

### **Our chosen Equality Objectives are**

Our chosen Equality Objectives are stated in Appendix 2. We have action plans covering all relevant protected characteristics (Appendix 2)

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by March 2025 and annually update based on annual priorities in the School Improvement Plan.

# Appendices

**App. 1 Torfaen Equality Promise Objectives**

**App. 2 School Equality Objectives and Action Plan**

## Torfaen Equality Objectives

### The most important part of the 'Equality Promise'

#### The Council's Equality Objectives:

Torfaen Equality Promise Objectives

**Objective 1** Torfaen County Borough Council is an equal opportunity employer, with a workforce that is aware of and understands the importance of equality and diversity.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

**Objective 2:** Ensure that people and communities have their rights respected and feel safe from violence and abuse.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

**Objective 3:** Work to eliminate the disadvantages and barriers that make it hard for people to access the same opportunities as everyone else.

Protected Characteristics: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation.

**Objective 4:** Involve people and communities in matters that are important to them and the decisions that we make.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

**Objective 5: Ensure the council complies with its statutory equality and Welsh language duties.**

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Appendix 2

Equality Objective 1: Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences.			
Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> <li>Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Results -</li> <li>Gwent research into racism and racist bullying -</li> <li>Cluster Anti-Racism Questionnaire results</li> </ul>	Race Religion <ul style="list-style-type: none"> <li>All other protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>All members of the school community feel safe and valued</li> <li>There is a common understanding in all schools of what zero tolerance towards racist incidents is</li> </ul>	All stakeholders

Actions  What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype	Increased staff awareness of Anti-Racism, stereotypes and prejudice	Professional learning for those working in education to develop an understanding and development of anti-racist practice No Boundaries <a href="#">Courses - DARPL</a>	September 2024 – July 2025  Training to be provided throughout academic year	Planning reviews  Learning walks  Listening to learners  Professional discussions	

				Curriculum Lead/ SLT	
With cluster schools complete Anti-Racism baseline survey	Gather information to analyse a baseline of current knowledge	Microsoft Forms <a href="https://forms.office.com/e/abcChPvdg">https://forms.office.com/e/abcChPvdg</a>	September 2023  Data analysed March 2024	SLT Curriculum Leads	
Create a space for open and honest discussions around Anti-Racism with Senior Leaders	<b>“Honest Conversations”</b> involving Senior Leaders surrounding the topic of Anti-Racism	A safe space to meet Recommended questions from Professor Charlotte Williams recommendations	September 2024 – July 2025	SLT Meetings  HT Meetings	
Review curriculum so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society	Curriculums are inclusive of ethnic minority people and peoples representing the protected characteristics	DARPL  No Boundaries  The Black Curriculum	Ongoing	Curriculum Leaders  Book Looks  Listening to learners  Planning reviews	
Provide age-appropriate Classroom Workshops for all children	All children within the cluster have experienced a workshop on the topic of Anti-Racism and stereotyping	No Boundaries Workshops  Torfaen Cohesion Team	September 24- July 24	Curriculum Lead  Listening to learners	



**Equality Objective 2: All stakeholders will work to eliminate the disadvantage and barriers that make it hard for people to access the same opportunities as everyone else.**

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> <li>• Questionnaires of all stakeholders</li> <li>• Pupil Voice</li> <li>• Individual school data (attendance, performance)</li> </ul>	<ul style="list-style-type: none"> <li>• Sex</li> <li>• Age</li> <li>• All relevant protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• All learners and young people to have the same opportunities regardless of protected characteristic.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>

Actions  What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Raise attainment of identified groups of learners through tracking data of all groups of learners including FSM and low attendees, to address any gaps in attainment and put in place any	Increase 100% staff awareness of barriers to learning and what needs to be addressed. Reduce gaps in attainment and attendance between pupils from protected groups.	Interventions for Numeracy, Literacy & Wellbeing for identified pupils. Nurture provision and classes  ACE awareness training	October 23- July 24	Thrive trained staff  Interventions co-ordinator & SLT Governor Performance & Improvement committee	

appropriate interventions to aid those pupils.					
Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.	Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)	Parent/carer questionnaires to identify workshops needed to support their children.	October 23- July 24 Reviewed annually	Attendance Officer/Family Engagement Officers	
Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.	Raise aspirations of pupils through encouraging them to believe in themselves and their ability to influence their own future.	Pupil questionnaire results for SEP stakeholder Consultation  Visitors to raise aspirations of pupils including past pupils  School & Eco Council and learning teams to write to local industry	October 23- on going reviewed annually	SLT  Curriculum Leads  AOLE teams	
Appropriate use of specialised equipment to benefit individual pupils and staff	Children have appropriate equipment and resources which supports their	Ipads available to support children with difficulties Sloping boards for children with physical	Ongoing	ALN Lead	

	learning and remove barriers to learning	disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions et			
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<b>Equality Objective 3 - Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.</b>			
<b>Evidence</b>	<b>Protected Characteristic</b>	<b>Quantitative Target</b>	<b>Stakeholders</b>
<ul style="list-style-type: none"> <li>• Training records</li> <li>• School policies</li> <li>• Stakeholder survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Race</li> <li>• Sex</li> <li>• Gender re-assignment</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>

<b>Actions</b>  <b>What is it we want to do?</b>	<b>Outcome – What will success look like?</b>	<b>Resources/ External support / Professional learning</b>	<b>Timescale</b>	<b>Monitoring / Responsibility Who is monitoring the action? How?</b>	<b>Actual outcomes</b>
<p>Issue a daily message about respecting others covering all protective characteristics.</p>	<p>Annual Assembly program highlighting topics of inclusivity and equality.</p>	<p>Thought for the day resource pack Assembly resources PSE SOL</p>	<p>Ongoing from September 2023</p>	<p>SLT Wellbeing lead / PSE lead</p> <p>T &amp; L Review / Pastoral reviews</p> <p>Learning walks PSE lead / Wellbeing Co-ordinator</p> <p>Assembly observations</p>	
<p>To use restorative processes to build and embed positive relationships throughout the cluster.</p>	<p>All stakeholders within the cluster to use RA approaches to behaviour management</p>	<p>Restorative approaches paperwork / training - <a href="#">Restorative Justice - Schools &amp; Youth Resources – Why Me? Restorative Justice (why-me.org)</a></p>	<p>Secondary Phase – Ongoing from September 2023.</p> <p>Primary Phase – September 2025</p>	<p>SLT wellbeing lead / SLT behaviour lead</p> <p>T &amp; L Review</p> <p>Learning walks</p> <p>Pupil voice</p>	

Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.	Clear understanding by all stakeholders of the term 'Bullying' to ensure there is accurate recording	LA training session with Health schools officer	Ongoing from November 2023	SLT wellbeing lead / SLT behaviour lead  Anti – bullying policy / relationship policy	Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying
Record, monitor and report bullying incidents relating to race, disability, homophobia, transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based incidences of bullying ensuring consistency and rigour.	Accurate records of all incidents reported to the LA on a termly basis.	LA Anti – Bullying proforma  SIMS  In school records  Termly monitoring data	Termly	SLT  Wellbeing lead	
Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable	Rights respecting school award programme	<a href="https://www.unicef.org.uk/rights-respecting-school">https://www.unicef.org.uk/rights-respecting-school</a>	November 2023 – July 2025	SLT Wellbeing lead / PSE lead  Assembly program  PSE resources	

behaviours within society.				Pupil voice  Learning walks	
Professional Learning VAWDASV to raise awareness and spot signs of violence against women.	All staff to complete the required training resulting in raised awareness	LA online training package	September 2023 - 2025	SLT wellbeing lead / DSO Individual school Staff training records	
Development of a cluster Anti bullying project / joint school council project	Successful cluster project linked to children's rights developed and implemented	<a href="https://www.unicef.org.uk/rights-respecting-school">https://www.unicef.org.uk/rights-respecting-school</a>	Ongoing from September 2025	SLT wellbeing lead / Transition lead School council notes Listening to learners	
Regular follow up observations and listening to learners' activities to assess impact.	Clear program of listening to learners' activities with clear actions implemented into future projects	Online survey packages	Ongoing	SLT wellbeing lead.  Survey results  Results of listening to learner activities	

**Equality Objective 4 - All stakeholders will value and recognise the contributions of everyone and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.**

<b>Evidence</b>	<b>Protected Characteristic</b>	<b>Quantitative Target</b>	<b>Stakeholders</b>
<ul style="list-style-type: none"> <li>• Training records</li> <li>• School policies</li> <li>• Stakeholder survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Race</li> <li>• Sex</li> <li>• Gender re-assignment</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>

<b>Actions</b>	<b>Outcome – What will success look like?</b>	<b>Resources/ External support / Professional learning</b>	<b>Timescale</b>	<b>Monitoring / Responsibility</b>	<b>Actual outcomes</b>
What is it we want to do?					

				Who is monitoring the action? How?	
Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour	<p>Staff are using inclusive language appropriately</p> <p>Improved wellbeing of staff and pupils with incidents reported</p>	Professional Learning	Autumn 2024 – July 2025	<p>Planning reviews / staff survey</p> <p>SLT</p> <p>Wellbeing lead</p> <p>All staff</p>	
Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support	<p>Improved wellbeing of children who identify as transgender</p> <p>Staff to gain an increased knowledge and confidence</p>	Children in Wales training	Ongoing from September 2025.	<p>Planning reviews/ listening to learners</p> <p>SLT</p> <p>Wellbeing lead</p> <p>All staff</p>	
Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable	Schools have resources readily available for children to access linked to 'inclusivity'	<p>Practice sharing across cluster.</p> <p>Books</p> <p>Age-appropriate resources. Dolls /</p>	Sept 2024 ongoing termly	<p>Learning walks</p> <p>SLT</p> <p>ALNCO</p> <p>All Staff</p>	



pupils to represent their own families (books, dolls)		Figurines for primary and SNRB  Release time for leads			
Audit curriculum to ensure access to a variety of suitable resources to ensure contributions of LGBTQ+ people are recognised.	Classroom resources to reflect the contributions of all.	Practice sharing across cluster. Books Release time for leads	Sept 2024 ongoing termly	Learning walk – Audit of resources  Wellbeing Lead	
Gather, and report to all governors, school data on incidents of bullying linked to gender or stereotyping, sharing actions taken and adjusting the curriculum to address emerging themes.	Accurate / up to date information on incidents of bullying shared with stakeholders.  Curriculum adjusted to address emerging themes based on the data collated.	SIMS data  Termly reports for bullying	Sept 2024 ongoing	Listening to learners  Wellbeing Lead	

**Equality Objective 5 - To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.**

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> <li>Annual site visits and reports</li> <li>Duty of care programme</li> </ul>	<ul style="list-style-type: none"> <li>Religion</li> <li>Race</li> <li>Sex</li> <li>Gender re-assignment</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders</li> </ul>

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Share provision for pupil's accessing provision additional or different to aid transition between classes and from Year 6 to Year 7.	Shared pupils one-page profiles OPP shared across the cluster Ensure provision is in place for successful transition between stages / schools ensuring ALP / provision is in place.	EDU Key  ALN Updates from EAS	Spring 2024	ALNCos  Curriculum leads  Network meetings	
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment,	Monitor provision for pupils with ALN and ensure that Staff are trained by relevant agencies which will impact positively on the pupils' wellbeing and	Update First Aid Training  Positive handling / Team Teach training  Care plans	Ongoing	ALN Lead  Phase Leaders / SLT  Impact in class – wellbeing and academic progress	

language/speech therapy, dyslexia, etc.	social and academic progress.  All staff to attend Positive Handling Team Teach Training  Ensure care plans in place and updated			Discussions with parents/carers and professionals, staff discussions etc	
Audit school buildings for accessibility.	For the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	LA Health & Safety Officer to provide input.  LA Senior building surveyor to provide input	Ongoing	School site officer  HT  School site visits	
Ensure emergency and evacuation systems are set up for ALL pupils.	Emergency and evacuation systems established for ALL pupils.	Emergency and evacuation plan  School site plan	Ongoing	Local Authority  School site officer  HT  Termly drills	
Maintain safe access round the interior and exterior of the school	There is safe access throughout the school	Risk assessments	Ongoing	School site officer  HT/ DHT	

Evaluate day and residential trips in light of current cohort	All children are able to access all trips during their time within the cluster schools	Risk Assessments -Time for pre visit if required	Ongoing	HT/ DHT	
All children are visible in the curriculum and resources	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	Books  Display Boards	Ongoing	Curriculum Lead  AOLE leads	