

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

Garnteg Primary School

Strategic Equality Plan

2024-2027



Reviewed March 25

Contents of our Strategic Equality Plan (SEP)

1.	Our distinctive character, values, priorities and aims	6
1.1	School values	
1.2	Characteristics of our school	
1.3	Mainstreaming equality into policy and practice	
1.4	Setting our equality objectives	
2.	Responsibilities	10
2.1	Governing Body	
2.2	Senior Leadership Team	
2.3	Staff – teaching and non-teaching	
3.	Information gathering and Engagement	12
3.1	Purpose and process	
3.2	Types of information gathered	
3.3	Engagement	
4.	Equality Impact Assessment	14
5.	Objectives and Action Plans	15
6.	Publication and reporting	16
7.	Monitor and Review	16

Appendices

App. 1	Torfaen Equality Promise Objectives
App. 2	School Equality Objectives and Action Plan
App. 3	School Access Plan

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 47% 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, which have been agreed as a cluster. 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.

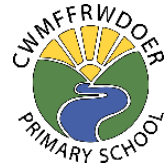
Objective 4: Involve people and communities in matters that are important to them and the decisions that we make.

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"> Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Results - Gwent research into racism and racist bullying - 'Take it seriously' children's experiences of racism within secondary schools - Cluster Anti-Racism Questionnaire results (Increasing number of children attending schools 	<p>Race Religion</p> <ul style="list-style-type: none"> All other protected characteristics 	<ul style="list-style-type: none"> All members of the school community feel safe and valued There is a common understanding in all schools of what zero tolerance towards racist incidents is 	<p>All stakeholders</p>

from Black, Asian and Minority Ethnic			
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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 Courses - DARPL	September 2024 – July 2025 Training to be provided throughout academic year	Planning reviews Learning walks Listening to learners Professional discussions Curriculum Lead/SLT	February 25 In Autumn 24, 100% of staff were trained by 'No Boundaries' Anti Racism team further increasing awareness. In Autumn 24, No Boundaries delivered workshops to all classes opening up frank and honest discussions between the pupils, staff and parents/carers and giving pupils the confidence to be actively anti-racist. HT attained DARPL training in February 25 and disseminated information to staff.
Cluster schools to complete Anti-Racism baseline survey	Gather information to analyse a baseline of current knowledge	Microsoft Forms https://forms.office.com/e/abcChPvdg h	September 2023 Data analysed March 2024	KW SLT Curriculum Leads	January 24 These were completed in order to identify objectives and actions in SEP. These will be completed again in June 25.

<p>Create a space for open and honest discussions around Anti-Racism with Senior Leaders</p>	<p>“Honest Conversations” involving Senior Leaders surrounding the topic of Anti-Racism</p>	<p>A safe space to meet</p> <p>Recommended questions from Professor Charlotte Williams recommendations</p>	<p>September 2024 – July 2025</p>	<p>SLT Meetings</p> <p>HT Meetings</p>	<p>February 25 Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity from these an anti-racism policy and procedures have been put in place for reporting racial incidents.</p>
<p>Develop an Anti-Racist Cluster Vision (Diversify/ Decolonise)</p>	<p>For all schools to have a good understanding of the vision and for it to be imbedded into school’s curriculum</p>	<p>Anti Racist Action Plan- Anti-Racist Wales Action Plan (gov.wales)</p> <p>https://www.gwent.gov.uk/assets/en/documents/Gwent-research-into-racism-and-racist-bullying.-Final-copy.pdf</p>	<p>July 2025</p>	<p>Curriculum Leads</p> <p>Humanities Leads</p> <p>SLT</p>	<p>March 24 All cluster schools have adopted cluster school Equality Plan.</p>
<p>Review curriculum so that schemes of work, lesson plans and</p>	<p>Curriculums are inclusive of ethnic minority people and peoples representing</p>	<p>DARPL</p>	<p>Ongoing</p>	<p>Curriculum Leaders</p> <p>Book Looks</p>	<p>February 25 87.5% of year groups have planned for inclusive literature within the Autumn or Spring term 25. (7 out of 8)</p>

resources are anti-racist and relevant to multicultural society	the protected characteristics	No Boundaries The Black Curriculum		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	February 25 100% of classes received a 'No Boundaries' workshop, focussing on anti racist language and discriminating stereotypes.
Participate in a Gwent Education Minority Service – GEMS Project	For all schools to have taken part in a project delivered by GEMS	https://www.nepport.gov.uk/en/Schools-Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx	September 24- July 24	Curriculum Leads to contact GEMS and book a project	March 25 Year 4 have carried out a celebration topic with GEMS in Spring 25. This enabled pupils to celebrate differences and similarities in beliefs in different cultures in our community. Extend further so that more classes/phases take part in GEMs projects with visitors attending and leading workshops/assemblies.
Take part in a “twinning” project with the Torfaen Cohesion Team	10-week cluster project – creating a links with diverse schools	Torfaen Cohesion Team to deliver to Cluster Heads	September 25	Torfaen Cohesion Team Curriculum Leads Planning review	

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

<p>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 appropriate interventions to aid those pupils.</p>	<p>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.</p>	<p>Interventions for Numeracy, Literacy & Wellbeing for identified pupils. Nurture provision and classes ACE awareness training</p>	<p>October 23- July 25</p>	<p>TIS/Thrive trained staff Interventions co-ordinator & SLT Governor Performance & Improvement committee BITS (Behaviour Intervention Team)</p>	<p>February 25 Throughout the year, groups of learners are identified for intervention in Literacy, Numeracy, Thrive & Elsa. 75 pupils have received these interventions in Autumn 24 and Spring 25. The majority of these learners have made good progress.</p>
<p>Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.</p>	<p>Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)</p>	<p>Parent/carer questionnaires to identify workshops needed to support their children.</p>	<p>October 23- July 24 Reviewed annually</p>	<p>Attendance Officer/Family Engagement Officers</p>	<p>March 25 Parents workshops and groups have taken place including 'Cookstars' cooking sessions and reading cafes. These have allowed parents to partake in school- based activities and provided opportunities for questioning and discussion for parents. In March 25, there has been an increase in attendance by 1.71% form 2023-24..</p>
<p>Staff to arrange visits and visitors</p>	<p>Raise aspirations of pupils through</p>	<p>Pupil questionnaire results for SEP</p>	<p>October 23- on going reviewed annually</p>	<p>SLT Curriculum Leads</p>	<p>February 25 Year 6 have received a Teams call with black female actuary in</p>

<p>from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.</p>	<p>encouraging them to believe in themselves and their ability to influence their own future.</p>	<p>stakeholder Consultation</p> <p>Visitors to raise aspirations of pupils including past pupils</p> <p>School & Eco Council and learning teams to write to local industry</p>		<p>AOLE teams</p>	<p>Autumn 24 improving and raising awareness of aspirations for learners in the year group.</p> <p>Year 4 have worked with GEM's agency and celebrated Chinese New Year through traditional celebrations, this has allowed opportunities for engagement of EAL pupils and further awareness of the culture throughout the cohort.</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Children have appropriate equipment and resources which supports their learning and remove barriers to learning</p>	<p>Ipads available to support children with difficulties Sloping boards for children with physical 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</p>	<p>Ongoing</p>	<p>ALN Lead</p>	<p>February 25</p> <p>All children have access to range of resources which enables them to fully access curriculum. Resources are updated when needed which includes after reviews with ALNCO and classteachers.</p>

Equality Objective 3 - Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.

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

<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 & L Review / Pastoral reviews</p> <p>Learning walks PSE lead / Wellbeing Co-ordinator</p> <p>Assembly observations</p>	<p>February 25 Whole school, phase and class assemblies are held weekly which reinforces inclusivity and equality.</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 - Restorative Justice - Schools & Youth Resources — Why Me? Restorative Justice (why-me.org)</p>	<p>Secondary Phase – Ongoing from September 2023. Primary Phase – September 2025</p>	<p>SLT wellbeing lead / SLT behaviour lead</p> <p>T & L Review</p> <p>Learning walks</p> <p>Pupil voice</p>	
<p>Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.</p>	<p>Clear understanding by all stakeholders of the term 'Bullying' to</p>	<p>LA training session with Health schools officer</p>	<p>Ongoing from November 2023</p>	<p>SLT wellbeing lead / SLT behaviour lead</p> <p>Anti – bullying policy / relationship policy</p>	<p>February 25 Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying.</p>

	ensure there is accurate recording				
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	February 25 SLT and staff continue to monitor issues across the school, reporting as per the school system when necessary. Staff have invited parents in to discuss any issues of racism or religion, sharing the view point of our team as an anti-racist school.
Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society.	Rights respecting school award programme	https://www.unicef.org.uk/rights-respecting-school	November 2023 – July 2025	SLT Wellbeing lead / PSE lead Assembly program PSE resources	February 2025 Curriculum training has expressed importance of cross cutting themes within the curriculum. Spr 25. Summer term topics will place a further importance on the use of diverse literature and themes across topics to ensure there is representation of all.

				<p>Pupil voice</p> <p>Learning walks</p>	
<p>Professional Learning VAWDASV to raise awareness and spot signs of violence against women.</p>	<p>All staff to complete the required training resulting in raised awareness</p>	<p>LA online training package</p>	<p>September 2023 - 2025</p>	<p>SLT wellbeing lead / DSO</p> <p>Individual school Staff training records</p>	<p>February 25 All staff have completed VAWDASV training.</p>
<p>Development of a cluster Anti bullying project / joint school council project</p>	<p>Successful cluster project linked to children's rights developed and implemented</p>	<p>https://www.uni-cef.org.uk/rights-respecting-school</p>	<p>Ongoing from September 2025</p>	<p>SLT wellbeing lead / Transition lead</p> <p>School council notes</p> <p>Listening to learners</p>	
<p>Regular follow up observations and listening to learners' activities to assess impact.</p>	<p>Clear program of listening to learners' activities with clear actions implemented into future projects</p>	<p>Online survey packages</p>	<p>Ongoing</p>	<p>SLT wellbeing lead.</p> <p>Survey results</p> <p>Results of listening to learner activities</p>	<p>March 25 Sparkle Spies have been chosen based on a school based well being survey and will work to develop wellbeing throughout the school. March 25</p>

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.

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • Training records • School policies • Stakeholder survey results 	<ul style="list-style-type: none"> • Religion • Race • Sex • Gender re-assignment 	<ul style="list-style-type: none"> • All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse 	<ul style="list-style-type: none"> • 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
Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour	Staff are using inclusive language appropriately Improved wellbeing of staff and pupils with incidents reported	Timbrell Education Consultancy - Education Training Timbrell Education Wales	Autumn 2024 – July 2025	Planning reviews / staff survey SLT Wellbeing lead All staff	February 25 No Boundaries training carried out with staff discussed the language around racism and stereotypes. Aut 24. Members of SLT have had meetings with parents alongside class teachers to discuss racial incidents and to model challenging

		<p>Stonewall training - Diversity Champions Programme Stonewall</p> <p>Training costs</p>			stereotypes and inappropriate language.
<p>Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support</p>	<p>Improved wellbeing of children who identify as transgender</p> <p>Staff to gain an Increased knowledge and confidence</p>	<p>Children in Wales training - Training and Events Children in Wales</p>	<p>Ongoing from September 2025.</p>	<p>Planning reviews/ listening to learners</p> <p>SLT</p> <p>Wellbeing lead</p> <p>All staff</p>	
<p>Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to represent</p>	<p>Schools have resources readily available for children to access linked to 'inclusivity'</p>	<p>Practice sharing across cluster.</p> <p>Books</p> <p>Age-appropriate resources. Dolls /</p>	<p>Sept 2024 ongoing termly</p>	<p>Learning walks</p> <p>SLT</p> <p>ALNCO</p> <p>All Staff</p>	<p>Focus for Summer term 25.</p>

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	March 25 Further auditing of curriculum resources to be carried out within the summer term to ensure representation for all.
Gather, and report to all governors, cluster 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	March 25 School reports to all governors, incidents of bullying linked to gender or stereotyping on termly basis. School records incidents on SIMS and has started piloting recording bullying on My Concern in March 25.

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"> Annual site visits and reports Duty of care programme 	<ul style="list-style-type: none"> Religion Race Sex Gender re-assignment 	<ul style="list-style-type: none"> All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse 	<ul style="list-style-type: none"> 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
Share provision for pupil's accessing provision additional or different to aid transition between classes and from Year 6 to Year 7.	<p>Shared pupils one-page profiles</p> <p>OPP shared across the cluster</p> <p>Ensure provision is in place for successful transition between stages /</p>	<p>EDU Key</p> <p>ALN Updates from EAS</p>	Spring 2024	<p>ALNCos</p> <p>Curriculum leads</p> <p>Network meetings</p>	<p>March 25</p> <p>Enhanced transition put into place for learners requiring it in Summer term.</p> <p>Meetings planned for Summer 25 to ensure successful transition is put in place for all secondary schools.</p>

	schools ensuring ALP / provision is in place.				
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	<p>Monitor provision for pupils with ALN and ensure that Staff are trained by relevant agencies which will impact positively on the pupils' wellbeing and social and academic progress.</p> <p>All staff to attend Positive Handling Team Teach Training</p> <p>Ensure care plans in place and updated</p>	<p>Update First Aid Training</p> <p>Positive handling / Team Teach training</p> <p>Care plans</p>	Ongoing	<p>ALN Lead</p> <p>Phase Leaders / SLT</p> <p>Impact in class – wellbeing and academic progress</p> <p>Discussions with parents/carers and professionals, staff discussions etc</p>	February 25 Range of services in place to support pupils with ALN.
Audit school buildings for accessibility.	For the school buildings and grounds are accessible for all children and adults	LA Health & Safety Officer to provide input.	Ongoing	<p>School site officer</p> <p>HT</p> <p>School site visits</p>	January 2025 SLT met with PROPERTY & HIGHWAY ENGINEERING & H&S officer to identify work which needs to be completed in Summer 25 term

	and continue to improve access to the school's physical environment for all	LA Senior building surveyor to provide input			ensuring full accessibility for all pupils and staff.
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	February 25 All set up with PEEPs in place for identified pupils.
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	February 25 All children are able to access all trips . Risk Assessments are completed on Evolve for all trips & visits in line with the School's Education Visits policy. These are fully evaluated once completed.
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	Books Display Boards	Ongoing	Curriculum Lead AOLE leads	

	feel seen in the curriculum and resources.				
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