



Strategic Equality Plan **Governing Body Monitoring Report Form**

Reviewed 26th February 2026

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: Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences.

- In November 2025, all staff attended NEU anti racism training, and identified what can be done as individuals and what can be done as a school.
- School have ordered and received a range of diverse books which have been added to planning and linked to topics.
- GEMs have supported EAL pupils in schools and contributed towards topics in the classes. This is to be extended in Summer term 26 to other classes.
- All pupils took part in a project in May 25 called 'How Diverse is My Valley'. This included workshops and talks with visitors from diverse backgrounds. School came first in competition.

Action:

Extend further so that more classes/phases take part in GEMs projects with visitors attending and leading workshops/assemblies.

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.

- In Autumn25/ Spring 26 terms, 82 Rec-Y6 pupils have received Literacy or Numeracy. 85% of pupils improved initial scores. 37 FSM pupils attended interventions and 34 improved initial scores.



- **100% teachers complete termly progress meetings with SLT to discuss progress of learners and complete class action plans to raise standards in next term.**
- **In Spring term 26, 6 weekly art and wellbeing workshops took place with parents/carers and pupils together. 89% (8/9) pupils increased their attendance from beginning of workshops (16/01/26) to end (27/02/26).**
- **There have been a variety of visitors to raise aspirations in the last year including:**
High Sheriff of Gwent delivered aspirations assembly in April 25.
One Day Creative- Science workshops
Torfaen Equalities Team – inclusion workshop
Visitors from Korea lead a KPOP assembly-
- **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 class teachers.**

Action

To continue to invite a range of diverse visitors to school to deliver assemblies and workshops to discuss achievements and raise aspirations for learners.

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

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- **All classes complete discussions and activities through JIGSAW program (a comprehensive, mindful approach to Personal, Social, Health Education (PSHE) and Religion, Values and Ethics (RVE)- including Spring term 26 Celebrating difference.**
- **SLT and staff continue to monitor bullying across the school, reporting as per the school system when necessary. This has included staff having parents in to discuss any issues of racism or religion, sharing the view point of our team as an anti-racist school. School reports and logs any bullying incidents using a robust system each term and in turn report to LA (including zero number of incidents).**
- **Children's Rights are incorporated into assemblies highlighting which Article and how this impacts learners. This was highlighted by Estyn May 2025.**
- **There are many different listening to learner groups, including AoLES, school council and ambassadors. This was included in the school's Estyn Report May 25:**
'Pupils are provided with suitable opportunities to take on leadership responsibilities within the school through pupil voice groups and curriculum teams. As a result, most pupils feel that they are involved in influencing the work and life of the school well'.

Action:



To ensure there is a clear understanding by all stakeholders of the term 'Bullying'

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.

- Members of SLT have had meetings with parents alongside class teachers to discuss racial incidents and to model challenging stereotypes and inappropriate language.
- 100% 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.
- 15 teachers attended 2 sessions of More than Flags and Rainbows cluster training at Blaenavon School. Staff have more awareness and understanding of how to effectively support pupils and families who identify as LGBTQ. As a result of the training we have completed an action plan, identifying priorities and next steps for our school. We have ordered a range of age appropriate books which have been distributed to classes and included in teachers' planning.

Action:

Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour and to deal with difficult conversations with parents.

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.

- Range of services in place to support pupils with ALN. ALNCo monitors provision of pupils and arranges training when needed. Range of support for identified pupils has taken place in school such as SENCOM, SALT, GEMS.
- Care plans are annually reviewed and updated with all parents, pupils and external agencies.
- Staff have worked closely alongside the LA, external agencies and parents to complete Risks assessments for pupils with identified needs.
- Health & Safety walks which include access around the interior and exterior of the school are conducted by lead Governor, premise manager and SLT. Findings are reported to staff and governors and any identified needs are addressed.
- Sports Day ensures all pupils are able to participate with a diverse range of activities.



- **Emergency and evacuation systems established for ALL pupils, which include PEEPs (Personal Emergency Evacuation Plan) in place for identified learners.**
- **Diverse and inclusive range of topics are planned and delivered in all terms by all classes. All pupils have input into planning of topics and ideas are included in weekly activities, individual projects and home learning logs. Range of resources in every classroom ensure all children are able to identify and feel seen in the curriculum.**

Action:

Continue to ensure all children are able to feel seen in the curriculum and resources used, through them being able to identify with characters in stories, historical figures and illustrations.