

LLANTARNAM COMMUNITY PRIMARY SCHOOL

Nurture, Inspire, Achieve

—

To be the best we can be



Strategic Equality Plan

Agreed by Governors: 15/5/2020

Signed D Phillips

Reviewed (Annually)

Signed: D Phillips Date:- 4/2/21

Signed: D Phillips Date:- Reviewed – 17/2/22

Signed: D Phillips Date:- Reviewed -30/3/23

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1. distinctive character, priorities and aims

1.1 School values – motto, vision and aims

School Vision -

Nurture, Inspire, Achieve

–

To be the best we can be

Nurture

–

At Llantarnam Community Primary School caring and looking after each other and ensuring wellbeing is central is at the core of all we do.

Inspire

–

enthuse all our pupils and our staff with the love and desire for lifelong learning

Achieve

–

the embodiment of our aims, The Four Purposes
To be the best we can be – always striving for the be

We aim for all children:-

We will develop and practice our literacy, numeracy and technology skills needed throughout our lives

We learn in a secure and exciting school

We feel happy, safe and confident with our friends and teachers.

We learn to make lifestyle choices to enjoy a happy, healthy and active life.

We learn to understand and celebrate differences and appreciate that we are all equal in our multicultural society and world.

School Aims

We aim for all children to be:-

**Ambitious, capable learners
Who are ready to learn throughout their lives**

**Enterprising, creative contributors
Who are ready to play a full part in life and work.**

**Ethical, informed citizens
Who are ready to be citizens of wales and the world.**

**Healthy, confident individuals
who lead fulfilling lives as valued members of society**

We are becoming adventurous, imaginative learners who seek challenge

Working with our community inspires us to learn new things

We know and respect our Rights

We are proud to live in Wales and embrace all that is Welsh

Our parents and teachers work together to help us learn at home and school using online platforms.

At Llantarnam Community 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.

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 Llantarnam 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

What are Protected Characteristics?

We all have protected characteristics and it's important that no one is disadvantaged because of them. The Equality Act offers protection from discrimination in relation any characteristics a person may have. Those characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



We are a Rights Respecting School. Our Rights Respecting Pupil Council and staff teach all pupils, parents, Governors and members of our community about the Rights of the Child, how we ensure they are received and the promising required in order to respect them. This policy reflects the spirit of the act and will not be limited to specifics that could be used to discriminate



At Llantarnam where there is difference in achievement and attainment we provide the required provision to ensure equity and every opportunity to close the gap.





The school has effective practice in place to identify children who have additional educational needs and as a school we work closely with parents and other agencies who support children requiring additional support.

At Llantarnam in accordance with the school's Relationships policy we ensure all stakeholder treat each other with respect and kindness.

We recognise and celebrate differences



Relationships Policy









1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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 identified 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

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 governing body:

- 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:

- 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

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 in accordance with our relationships policy.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of diversity information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. Diversity data helps us review our performance and undertake accurate impact assessments to identify which of the school's aims have been achieved and what we need to do better. It also helps us to ensure we engaged with and understand the needs of the whole 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 actively seeks to involve all **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 regardless of protected characteristics are genuinely taken into account when we set priorities.

The curriculum will be appropriate to all children and differentiated accordingly to accommodate diversity of needs. Parent and pupil questionnaires are used to ascertain the general consensus of key areas in school for example homework, behaviour and above all safety and wellbeing of pupils and staff.

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:-

EQUALITY OBJECTIVE 1: Ensure all learners have positive role models to inspire aspiration and confidence and that diversity is celebrated and supported.

EQUALITY OBJECTIVE 2: Recognise, welcome, include and support all learners and families.

EQUALITY OBJECTIVE 3: Ensure pupils have the opportunity to have a say on issues that affect them (Article 12 UNCRC) in school, Torfaen and beyond.

Our plans are cross referenced within the School Development Plan which ensures that they are checked, monitored and evaluated systematically. The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school can provide 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 2024.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Appendices

Appendix A

Torfaen Equality 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.

Link to Equality and Human Right's Commission theme: All

- 1a Develop a suite of training on equality and diversity topics.
- 1b. Develop the staff induction process and ensure that the values detailed in The Way We Work (including fair behaviour) are embedded in supervision and annual work appraisals.
- 1c. Explore best practice in recruitment processes and conduct a review to ensure that we are recruiting as fairly as possible.
- 1d. Develop our knowledge of our workforce by improving the collection of workforce data to enable us to eliminate any inequalities.
- 1e. Promote Welsh Government's vision and principles of the Gender Equality Review to strive for the equal sharing of power, resources and influence for all women, men and non-binary people.
- 1f. Gender Pay Gap – progress gender equality in pay within the workforce.
- 1g. Implement the Mental Health Strategy.
- 1h. Develop and implement the Workforce Strategy.
- 1i. Promote awareness campaigns linked to Protected Characteristics.
- 1j. Continue to be a Stonewall Diversity Champion and strive to be an inclusive workplace for Lesbian, Gay, Bi-sexual and Transgender staff.
- 1k. Develop and implement a Disability Confident action plan.

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.

Link to Equality and Human Right's Commission theme: All

- 2a. Increase awareness of individual's rights.
- 2b. Provide support to schools to embed fairness and equality in their school plans and policies.
- 2c. Ensure all Torfaen schools have a clear strategy for improving the quality of teaching and learning, particularly in secondary schools, to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time.
- 2d. Improve reporting of identity based abuse, bullying and harassment in schools and take appropriate action as necessary.

- 2e. Monitor the levels of hate incidences / crime in Torfaen via the Community Safety Hub. Implement any necessary actions.
- 2f. Provide staff training that raises awareness of equalities and Welsh language issues, empowering staff to identify and tackle discrimination and stereotyping.
- 2g. Work with local and regional partners on existing violence against women, domestic abuse and sexual violence issues to identify and tackle incidents. This include issues of domestic abuse and sexual violence against men.
- 2h. Work with partners to prevent and raise awareness of violent extremism.
- 2i. Advocate community diversity.
- 2j. Monitor community tensions.
- 2k. Engage with EU nationals with regards to the EU Settlement Scheme.
- 2l. Continue the LA's engagement with the UK Refugee Resettlement Scheme.
- 2m. Undertake a Gypsy and Traveller Accommodation Assessment.

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.

Link to Equality and Human Right's Commission theme: Education, Work, Living Standards, Health, Participation.

- 3a. Improve the Torfaen community's built environment and the wider accessibility of the Council's public buildings and places of work within affordable means.
- 3b. Continue the prioritisation process so that improvements will be made within the available resources and that the improvements are targeted to provide the greatest community and inclusive benefit.
- 3c. Continue the prioritisation process to be operational and address accessibility issues within the Council's renovation and repair programme.
- 3d. Continue implementation of a number of schemes. Typically, these will be the removal of physical barriers to access buildings across the Council's building asset. Also apply to community settings effecting the mobility and access of disabled people on public highways and public walkways. For example, the introduction of dropped crossings using the Council's own capital funding and via other funding sources for schemes including Safe Routes in Communities.
- 3e. Through building physical accessibility improvements into the standard estate management process.
- 3f. Monitor young people who are not in education, employment or training (NEET), or who are "at risk" of becoming NEET and provide support programmes to help individuals secure employment, education or training.
- 3g. Deliver economic development and regeneration interventions which have a focus on creating socio-economic opportunities for younger residents and for our most deprived communities.
- 3h. Deliver a comprehensive library service which increases young people's access to quality learning materials, supports the most vulnerable to manage their own health and wellbeing, and supports vulnerable job seekers to access opportunities online and access skills development and job opportunities.

- 3i. Support, protect and enable vulnerable people to achieve positive outcomes and wellbeing.
- 3j. Promote safeguarding issues and engage more widely with disabled and vulnerable children.
- 3k. Integrate consideration of the socio-economic duty into strategic decision making processes.
- 3l. Reduce the economic disadvantage and poverty faced by those with a specific protected characteristic (e.g. disability, age) as a result of reduced access to the opportunity for work and insufficient welfare support.
- 3m. Assist individuals facing financial hardship to access appropriate benefits and secure income with a view to enabling them to sustain accommodation.
- 3n. Assist individuals to access suitable affordable accommodation based on their needs and requirements.
- 3o. Ensure individuals faced with homelessness are provided with support and assistance to prevent homelessness where practicable to do so.
- 3p. Ensure that those in need of accessible accommodation have assistance to secure accommodation suitable for their needs.
- 3q. Seek to provide positive outcomes for rough sleepers in addressing their accommodation, support, social and health needs.
- 3r. Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliments and supports regional provision.
- 3s. Work productively with partners to ensure our communities are Dementia Friendly.
- 3t. Work to support various individuals and groups with disabilities i.e. Motor neurons disease.

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.

Link to Equality and Human Right's Commission theme: Education, Work, Living Standards, Health, Participation

- 4a. Ensure that all consultations are communicated as widely as possible.
- 4b. Carry out a mapping exercise of the make-up of groups that share a specific protected characteristic. E.G. Older people, LGBT people.
- 4c. Improve engagement with groups that share a specific protected characteristic. E.G. Older people, LGBT people.
- 4d. Ensure young people have the opportunity to have a say on issues that affect them (Article 12 UNCRC).
- 4e. Encourage services working with children and young people to adopt the National Participation Standards for Children and Young People in Wales.
- 4f. Increase engagement of seldom heard young people in local authority and partnership consultations to improve our understanding of their needs and values.
- 4g. Develop the Youth Parliament for Torfaen.
- 4h. Implement the Children's Right's Impact Assessment tool.
- 4i. Develop further opportunities for involvement in decision making.

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.

- 5a. Publish annual reports on time, after due internal consideration and scrutiny.
- 5b. Embed the socio-economic duty into the Well-Being Impact Assessments.
- 5c. Ensure that sufficient consideration is consistently given to equalities aspects within Well-Being Impact Assessments.
- 5d. Equalities team to advise on practices and clauses (including their evaluation) that advance equality that can be incorporated into procurement exercises and also monitor their compliance in conjunction with the relevant service managers managing the ongoing contracts following a procurement exercise.
- 5e. Assess the number of complaints that contain an Equalities or Welsh Language element.

Appendix 2

Llantarnam Community Primary School

Appendix B

Llantarnam Community Primary School Strategic Equality Plan 2021 – 2024

RAYG audit conducted with Llantarnam rights Respecting council, Llantarnam Staff and Llantarnam Governing Body. *Comments by School Council – March 2023.*

<p>EQUALITY OBJECTIVE 1:</p> <p>Ensure all learners have positive role models to inspire aspiration and confidence and that diversity is celebrated and supported.</p>							
<p>Rationale:</p> <p>There are limited texts within the school that document the achievements of black and minority ethnic individuals, women, persons with disabilities and persons identifying as LGBTQ+.</p> <p>All of these groups are represented within the school community.</p> <p>Less than 4% of the population of Torfaen identify as non-white. At Llantarnam 7% of the school population represent as ‘other’ than white British.</p> <p>Torfaen has higher proportions of working age people with no qualifications (9.1%) than both Wales (8.6%) and Great Britain (7.8%).</p> <p>The majority of pupils within our school identify as having no or Christian religion. A small percentage of other faiths are represented.</p>							
<p>Priority Lead: TBC</p> <p>Lead Governor Link: TBC</p>				<p>Staff involved in priority:</p> <p>Link Governors:</p>			
Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
					March 2022	March 2023	March 2024

<ul style="list-style-type: none"> Provide all pupils with access to texts that document the achievements all genders and minority groups. 	<ul style="list-style-type: none"> All classes have readily available appropriate texts for pupil use. Texts are accessed in book corner / class library and used by a range of learners. 	<p>½ termly budget for each class: £100. Additional money through fundraising events.</p>		<p><i>All actions will be specifically reviewed annually in Feb / March. Reviews will draw on evidence from Curriculum</i></p>	<p>Audit taken place. Numbers of diverse texts increased throughout the year. Continue to build.</p>		
<ul style="list-style-type: none"> Share and discuss class texts with all learners to raise awareness of positive role models. 	<ul style="list-style-type: none"> All teacher planning includes termly focus on a text / texts which document the achievements of a diverse range of individuals and groups over the course of a year. 	<p>As above.</p>		<p><i>Reviews and Peer Reviews. Monitoring will be conducted by Link Governors, SLT and School Council.</i></p>	<p>Use of new texts has increased through LLC and theme learning. Continue to build and monitor through planning.</p>		
<ul style="list-style-type: none"> Develop small world and role play resources and areas in Lower and Middle to allow pupils to role play as a variety of positive role models. Staff scaffold and prompt during play to challenge stereotypes. 	<ul style="list-style-type: none"> Role play areas enable children to enact a variety of roles including those that they may not previously have considered. Children play with a range of small world figures representing a diverse range of groups. Learning walks demonstrate staff using play to effectively challenge stereotypes and raise aspiration. 	<p>£500 budget per financial year.</p>			<p>Increased diversity within small world and home corner toys. Continue to increase.</p>		
<ul style="list-style-type: none"> Develop staff understanding of the new curriculum for Wales. Utilize staff and phase meetings 	<ul style="list-style-type: none"> Relevant CPD opportunities for all staff. Staff using the new curriculum for 	<p>See SDP for costings.</p>			<p>Diversity has been</p>		

<p>to develop understanding and share practice.</p> <ul style="list-style-type: none"> Develop the new Religion, Values and Ethics area of learning and experience across the school. 	<p>Wales to effectively plan teaching and learning which celebrates diversity within Wales and the Wider World.</p> <ul style="list-style-type: none"> What matters is taught across the school. New statutory legislation and guidance shared with staff and parents RVE taught effectively in all classes. Teacher planning and pupil work evidences a focus on understanding and respecting all faiths and those with no faith 		<p>Increased focus from September 2022.</p>		<p>incorporated into and led Themes Staff have been introduced to new RVE leg and guidance</p> <p>Next step – audit for breadth and depth</p>		
<ul style="list-style-type: none"> Develop the school’s universal provision to support and celebrate difference within all classrooms. 	<ul style="list-style-type: none"> Annual calendar of special days, weeks and events embedded into life of the school Improved provision to teach diversity and PSED skills Universal provision in all classes is inclusive. Learner voice indicates that learners feel included and agree that they have unlimited opportunity. 	<p>See SDP for costings.</p>	<p>From March 2021.</p>		<p>Annual calendar of special days and events Introduced Jigsaw continued to embed Rights of the Child Further development of universal provision and pupil voice</p>		

EQUALITY OBJECTIVE 2:

Recognise, welcome, include and support all learners and families.

Rationale:

- There are limited texts within the school that document the achievements of black and minority ethnic individuals, women, persons with disabilities and persons identifying as LGBTQ+.
- All of these groups are represented within the school community.
- Less than 4% of the population of Torfaen identify as non-white.
- All pupils within the school identify as having no religion or Christian religion. No other faiths are represented within the school community.
- Parents and carers have been unable to physically enter the school site or be included in face to face events since February 2020.
- The school community consists of a variety of different family groupings. A third of all children within the school live in blended, split or different from birth household.
- 2% of the school community live in households with adults who identify as LGBTQ+ and have shared this information with the school.

Priority Lead: TBC

Lead Governor Link: TBC

Staff involved in priority:

Link Governors:

Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
					March 2022	March 2023	March 2024
<ul style="list-style-type: none"> • Develop family and community engagement 	<ul style="list-style-type: none"> • An effective family engagement officer • Achieve FAcE recognition • Effective vulnerable learners tracker and team • Parents and carers indicate that they feel a sense of belonging to the school community. 	N/A	From September 2022.	<i>All actions will be specifically reviewed annually in Feb / March. Reviews will draw on</i>	Role of Family engagement officer embedded and successfully supporting identified		

	<ul style="list-style-type: none"> • Vulnerable learners supported to achieve positive outcomes and wellbeing – evidenced in pupil voice and progress data. • Range of successful community projects. 			<i>evidence from Curriculum Reviews and Peer Reviews.</i> <i>Monitoring will be conducted by Link</i>	families. Successful community projects – cook with us / kindness in the community		
<ul style="list-style-type: none"> • Ensure equality of opportunity for all pupils regardless of gender, age or ability through work with pupil groups. 	<ul style="list-style-type: none"> • A range of groups of learners represented on pupil councils • Learner voice evidences that all learners feel that they have equitable opportunities. • Learners understand and respect why some peers may need additional support or different opportunities at times. • Vulnerable learners supported to achieve positive outcomes and wellbeing – evidenced in pupil voice and progress data. 	See SDP, Provision Map and grant planner: Music / Outdoor Adventurous Activity funding. ALN funding.	Developed in line with ALN Reform.	<i>Governors, SLT and School Council.</i>	Range of pupil councils offered. All pupils included in all activities Universal and targeted provision continues to develop. Intervention programmes offered and continue to improve.		
<ul style="list-style-type: none"> • Social and emotional interventions and other activities to build understanding of one another and differing needs among learners. 	<ul style="list-style-type: none"> • Improved social and emotional skills evidenced • Achieved individual BESD targets through targeted intervention • Learners understand and respect why some peers may need 	N/A	From March 2021.		Range of nurture provision embedded and continually		

	<p>additional support or different opportunities at times.</p> <ul style="list-style-type: none"> Learners are able to support one another. 				evaluated and improved.		
<ul style="list-style-type: none"> Develop the school profile (learning areas, website, entrance area, grounds) to make it clear to all that the school is inclusive and welcoming. 	<ul style="list-style-type: none"> Equality statement and plan on website. Outdoor entrance area (grounds) judged to be welcoming in parent / carer surveys. 	Expressive Arts grant funding.	Reviewed annually.		Ongoing development of communal areas, website and areas of learning.		
<ul style="list-style-type: none"> Develop the school's universal provision to support and celebrate difference within all classrooms. 	<ul style="list-style-type: none"> Universal provision in all classes is inclusive. Learner voice indicates that learners feel included and agree that they have unlimited opportunity. 	ALN funding. See SDP.	Developed in line with ALN Reform.		ALNCo supporting and training staff to continually provide effective universal provision Next steps – evaluate schools approaches to differentiation/ review RADY		

EQUALITY OBJECTIVE 3:

Ensure pupils have the opportunity to have a say on issues that affect them (Article 12 UNCRC) in school, Torfaen and beyond.

Rationale:

Learner voice is established within the school but pupils have had limited opportunity to engage with issues beyond the school.

Priority Lead: TBC
Lead Governor Link: TBC

Staff involved in priority:
Link Governors:

Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
					March 2022	March 2023	March 2024
<ul style="list-style-type: none"> Further enhance the roles of pupil voice groups within the school. 	<ul style="list-style-type: none"> All pupils involved in a pupil voice groups/roles of responsibility throughout their time in school and able to have a say on issues that affect them. All pupil voice groups discussing both in-school issues and out of school issues. 	N/A	Re-establish following pandemic. Full capacity from Sept 22.	<i>All actions will be specifically reviewed annually in Feb / March. Reviews will draw on evidence from Curriculum Reviews and Peer Reviews. Monitoring will be conducted by</i>	Pupil councils established. Roles and responsibilities created and pupils are chosen weekly. Continue to develop feed back to classes and discussing out of school issues.		
<ul style="list-style-type: none"> Increase the roles and responsibilities 	<ul style="list-style-type: none"> School Council liaising with community groups including the community council and ministry area representatives. 	N/A	Re-establish following pandemic. Full capacity from Sept	<i>Link Governors, SLT and School Council.</i>	School councils meet with School Governors and Ministry		

			22.		representative. Continue to develop.		
<ul style="list-style-type: none"> Engage with national issues through continuing engagement with Children's Commissioner for Wales. 	<ul style="list-style-type: none"> Youth Ambassadors appointed and taking an active role regarding children's rights within the school. Youth Ambassadors engaging with Children's Commissioner online events. 	N/A	From March 2022.		Rights Respecting School Council established. Assemblies and half termly meetings. Members take an active role in school. Developed guidance for playground rules. Continue to develop roles within the school and wider school community with BBB.		
<ul style="list-style-type: none"> Engage with international issues through Curriculum Wales. 	<ul style="list-style-type: none"> Upper Phase pupils aware of global summits and engaging in meaningful debate both in school, with other schools and through written communication to world leaders. 	N/A	From September 2023.		Developing global awareness through planning. Continue to develop and		

					engage in international issues.		
Review							

3 – Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which learners with disabilities can participate in the school curriculum;
- improving the environment of the school to increase the extent to which learners with disabilities can take advantage of education and associated services;
- improving the delivery to learners with disabilities of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed every three years.

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken by regularly by the Local Authority. It will not be feasible to undertake all the works during the life of the Accessibility Plan and therefore items will roll forward into subsequent plans. The audit is reviewed at the end of each three-year plan period in order to inform the development of a new plan for the following period.

Information about the Accessibility Plan will be published in the Governors’ Annual Report to Parents. The Accessibility Plan will be referenced in the School Prospectus and forms part of the Strategic Equality Scheme. Information about the plan will be monitored through Students and Learning Committee and the

Premises Committees of the Governors. The school will work in partnership with the Local Authority in developing and implementing the plan. The plan will be monitored by Estyn as part of their inspection cycle.

Action Plan

We take advice on support needed for learners with disabilities and work with extended services to ensure they have the support necessary to fully include them in the life of the school.

The Action Plan ensures that:

the school draws on the expertise of external agencies to provide specialist advice and support;

the ALNCo has an overview of the needs of learners with disabilities;

there are high expectations;

there is appropriate deployment and training of learning support staff;

successful practice is shared within the school and appropriate training opportunities offered;

the school works with feeder pre- schools to support transition;

learners with disabilities have access to curriculum areas;

learners with disabilities have access to extra-curricular activities.

The plan aims to:

improving the physical environment of the school, adding specialist facilities as necessary (this includes physical access and physical aids to access learning);

increasing access to the curriculum for students with a challenging, expanding the curriculum as necessary to ensure students are prepared for life;

improve the delivery of written information to students, staff, parents and visitors with disabilities (examples may include hand-outs, timetables, textbooks and information about the school and school events).

Existing Facilities to assist access to the school by learners with disabilities:

disabled toilet facilities;

ramped access to buildings;

provision of appropriate number of disabled parking bays;

signs throughout the site which direct users with physical challenges.

We continually look to improve facilities for people with physical challenges, to provide improved access.

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
All staff to meet the needs of all learners	Provide on-going information, coaching, professional development and support to staff	All staff are able to more fully meet the requirements of the needs of learners with disabilities and the additional learning needs with regard to accessing the curriculum through ensuring effective universal provision	On-going	Increase access to the curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all pupils with disabilities
Inclusion of students with disabilities in Physical Education lessons	Work with external agencies to develop suitable curriculum approaches where required	All students with disabilities accessing forms of Physical Education	On-going	All learners participation in PE lessons unless appropriate reason not to physically take part.
Physical accessibility to all curriculum areas	All pupils included, appropriately catered for and succeeding in all areas of curriculum learning.	Access for students with disabilities to all curriculum learning	On-going	Inclusion of students with physical disabilities in accessing all curriculum lessons

Improving the delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available written material in alternative formats if required	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information improved
Make available if requested	Review all current school	All school information	As required	Delivery of information to

school brochures, school newsletters and other information in alternative formats if required	publications and promote the availability in different formats for those who request this	available for all.		parents and the local community improved
Review documentation as required with a view of ensuring accessibility for students with visual impairments if required	Gain advice on alternative formats, as required, and use of IT software to produce customised materials	All information available for all	As required	Delivery of school information to pupils and parents with visual challenges improved

