



Strategic Equality Plan

Reviewed March 16

Next Review March 17

Strategic Equality Plan 03 16

Contents of our Strategic Equality Plan (SEP)

1. Our distinctive character, values, priorities and aims
 1. School values
 2. Characteristics of our school
 3. Mainstreaming equality into policy and practice
 4. Setting our equality objectives

2. Responsibilities
 - 2.1 Governing Body
 - 2.2 Senior Leadership Team
 - 2.3 Staff - teaching and non-teaching
 - 2.4 Learning and Teaching
 - 2.5 School Curriculum
 - 2.6 Admissions, attendance, behaviour, discipline and exclusion
 - 2.7 Attainment, progress and assessment.

 - 2.8 Partnerships with parents and the community.

3. Information gathering and Engagement
 - 3.1 Purpose and process
 - 3.2 Types of information gathered
 - 3.3 Engagement

4. Equality Impact Assessment

5. Objectives and Action Plans

6. Publication and reporting

7. Monitor and Review

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 School Access Plan (use current plan for 2010-2013)

1. Our distinctive character, priorities and aims

1.1 School values

At Penygarn 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 Penygarn Community 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

Penygarn Primary School is a community school, which serves the areas of Trevethin, Penygarn and St Cadoc's on the outskirts of Pontypool. The catchment area has been designated a 'Communities First Area' by the Welsh Assembly Government (WAG) and there are high levels of social deprivation and unemployment. Around 43 % of pupils are eligible for free school meals, which is well above the local education authority (LEA) and national averages.

Around 21 % of the pupils have been identified as having additional learning needs (ALN) and 2 pupils have a statement of special educational need. There are two classes from Crownbridge Special School located in the school and pupils from Crownbridge are included with pupils from Penygarn for lessons and activities when appropriate. A tiny minority of pupils speak English as an additional language (EAL). No pupils speak Welsh as a first language. 24 pupils are 'looked after' by the local authority. Less than 1% of pupils are from ethnic minorities. There are currently 16 full time teachers and 1 part time teacher and 25 learning support assistants.

1.3 Mainstreaming equality into policy and practice

At Penygarn Community 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.

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, e.g. attainment data of boys v. girls; FSM

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
- 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.

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

2.4 Learning and Teaching

- All pupils have access to the mainstream curriculum in accordance with Welsh Government guidelines.
- All classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and that their contributions are valued.
- Teaching styles include collaborative learning and AFL practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.
- All classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of a range of people living in the United Kingdom. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.
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2.5 School curriculum

- Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum experience for pupils of all backgrounds.

- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.
- Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all pupils. The school gives due regard to parental preferences and concerns.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

2.6 Admissions, attendance, behaviour, discipline and exclusion

- In line with Welsh Government guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils
- Comprehensive information regarding pupils' ethnicity, home language, religion, physical needs, diet, known allergies etc. is included in all admission forms
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.
- Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils
- Absence is always followed up by appropriate personnel in compliance with agreed procedures stipulated within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Anti-bullying, Behaviour and Discipline, Anti-Homophobic Bullying, Inclusion, Disability discrimination, Gender and Anti-Sexist, Race Equality) are all linked to this Strategic Equality Plan.
- Appropriate provision is made for leave of absence for religious observance for pupils and staff.

2.7 Attainment, progress and assessment.

- Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.
- The monitoring and analysis of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this
- Staff use a range of methods and strategies to assess pupil progress. The school ensures that all formative and summative assessment is free of gender, racial, cultural and social bias.
- Self-evaluation and peer assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process

2.8 Partnerships with parents and the community

- The school endeavours to provide information materials for parents in accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community languages and alternative formats upon request.
- Progress reports to parents are provided in a range of formats in order to ensure that all parents/carers have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all.
- Parental involvement is monitored to ensure the participation of parents from all groups whose children are at the school. Actions are included in the schools Strategic Equality objectives to address any inconsistencies. When appropriate the school will

take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

- The school works in close partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times may target minority or marginalised groups.
- The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.
- The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

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 accurately assess the impact of action 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.

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

1. to ensure our learners are not disadvantaged by poverty.
2. to ensure the curriculum reflects diversity in terms of race, gender and disability.
3. to ensure that all children feel safe when at school

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.

Our action plans are incorporated into the School Improvement 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 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 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 September 2016.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.
This Will Be Demonstrated Through Equality In Pay And Pay
Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an on-going process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an on-going process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. -
(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an on-going process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Improve Access To Council's Buildings And Services.

(Executive Member For Resources)

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an on-going process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an on-going process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an on-going process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an on-going process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an on-going process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an on-going process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.



Penygarn Community Primary School
Strategic Equality Plan 2014 - 2017
Equality Objectives and Action Plan

Equality Objective 1.

To ensure our learners are not disadvantaged by poverty

Our Research:

Data scrutiny has identified a gap between attainment of pupils who are eligible for free school meals and those who are not. This gap is evident in both the FP and KS2

Information from Engagement:

See Core Data

Data Development:

Termly data to be collected and scrutinised in all core subjects in both FP and KS2.

Data on pupils identified as vulnerable or under achieving to be updated and scrutinised half termly.

This objective will be judged to be successful if the gap in attainment between FSM and Non FSM pupils is reduced in FP and KS2

Actions:				
	Description	Responsibility	Start date	Evaluation / Impact
1.1	FSM pupils to be identified on planning	Class teacher / DHT curriculum to monitor	March 2014	All planning clearly identifies FSM children and this has raised the profile of these children with all staff COMPLETE
1.2	Individual pupil progress meetings (IPPM) to be conducted three times a year to identify pupils vulnerable to underachievement and agree remedial action	Class teacher / DHT inclusion	March 2014	IPPMs have been held each term. Remedial action has been agreed and implemented. Impact has been measured see 1.3 IPPMs have been held and remedial action implemented. Impact has been measured see 1.3 March 16

1.3	IPPM meetings for those pupils identified in 1.2 to take place half termly.	Class teacher / DHT inclusion	March 2014	<p>IPPM have taken place each half term. Provision has been implemented - booster classes, intervention, LAC support worker.</p> <p>Analysis of data at the end of Spring 2 shows that in the FP 8 LAC pupils and are on track to achieve the end of FP Outcome in LLC, 6 in MD and 7 in PSE</p> <p>Analysis of data at the end of Spring 2 shows that in KS2 4 LAC pupils are on track to achieve the expected end of key-stage level in English and 2 in maths</p> <p>Of the pupils not making expected progress behaviour has been identified as the hindering factor in all but 1 of the pupils-</p> <ul style="list-style-type: none"> • 6 are currently accessing Play Therapy • 3 are accessing the Nurture Group • All have individual behaviour charts or an EBP • 3 are on a modified day <p>The gap between FSM and Non-FSM has narrowed in the foundation phase but not in KS2</p> <p>IPPM have taken place each half term. Provision has been implemented - booster classes, intervention, LAC support worker.</p> <p>Analysis of data at the end of Spring 2 shows that in the FP 4 LAC pupils are on track to achieve the end of FP Outcome in LLC, 4 in MD and 4 in PSE</p> <p>Analysis of data at the end of Spring 2 shows that in KS2 7 LAC pupils are on track to achieve the expected end of key-stage level in English and in maths</p> <p>Of the pupils not making expected progress behaviour has been identified as the hindering factor in all but 1 of the pupils-</p> <ul style="list-style-type: none"> • 6 are currently accessing Play Therapy • 2 are accessing the Nurture Group
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Equality Objective 2.

Ensure the curriculum reflects diversity in terms of race, gender and disability

Our Research:

1% of our pupils have an ethnic background other than White British. Although incidents of racial bullying are very infrequent the curriculum currently does not reflect racial diversity.

Information from Engagement:

Data Development:

This objective will be judged to be successful if the curriculum reflects diversity in terms of race, gender and disability through promoting role models and heroes that young people positively identify with. Pupils will have a greater awareness and understanding of different communities and issues relating to race, disability, religion and gender.

Actions:

	Description	Responsibility	Start date	End date
1.1	Curriculum audit. Ensure coverage of cultural events e.g. Diwali, Eid, Black History Month, One World week.	DHT curriculum / PSHE subject leader	March 14	RE curriculum reflects Christianity and other world religions. ACTION: audit other curriculum areas e.g. PSHE A whole school curriculum audit of topics has been undertaken
1.2	Audit of assembly themes. Update assembly rota to celebrate cultural events throughout the year to increase pupil awareness and to reflect Christianity and other world religions.	RE subject leaders.	March 14	Assembly rota clearly identifies a range of cultural events for Christianity and other world religions.

Additional Target (March 16)

<p>Equality Objective 2. To reduce the gap in the level of attendance in different protected groups</p>				
<p>Our Research: Analysis of attendance data and records of consultations with the EWO have shown that there is a gap between the attendance of children in receipt of FSM and those not.</p>				
<p>Information from Engagement:</p>				
<p>Data Development: Identification of pupils where attendance is less than 90% analysed against protected groups Weekly analysis of the attendance of identified pupils Targets identified</p>				
<p>This objective will be judged to be successful if the gap in attendance between children in receipt of FSM and those not in receipt is reduced.</p>				
<p>Actions:</p>				
	Description	Responsibility	Start date	End date

1.1	To work closely with the Educational Welfare Officer to identify pupils within protected groups. Identified pupils will be given targets for improved attendance	Deputy Head teacher Inclusion Education Family Support Worker Education Welfare officer Attendance Officer	March 2016	
1.2	To work closely with the Educational Welfare Officer to monitor the attendance of pupils within protected groups.	Deputy Head teacher Inclusion Education Family Support Worker Education Welfare officer Attendance Officer	March 2016	

Penygarn Community Primary School

Strategic Equality Plan

2014 – 2017

Strategic Equality Plan agreed by *Governors*:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(*date*)

Policy Review Dates:

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....