

Equality Objective 2 : All young people, staff and other adults respect each other and that school is a safe and happy place to learn and work

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> ● Specific comments within consultation ● School Improvement plans ● School ALN policies ● School Equality Policy and SEP ● Examples of specific and on-going disrespectful behaviour to certain groups ● Listening to learners ● Listening to teachers ● Racist Incident monitoring ● Recording of bullying incidents ● Parental complaints ● Hate crime data Gwent ● LA bullying data ● National surveys 	<p>Public Duty:</p> <ul style="list-style-type: none"> ● advance equality of opportunity ● Eliminate discrimination ● Foster good relations between different groups <p>Protected characteristics:</p> <ul style="list-style-type: none"> ● race ● religion and belief ● disability ● sexuality ● gender 	<ul style="list-style-type: none"> ● attendance data ● reduction in recorded bullying incidents ● reduction in racist incidents ● increased well-being ● listening to learners ● reduction in parental complaints <p>All members of the school community feel safe and valued and that there is a common understanding of a zero tolerance of bullying or discrimination</p>	<p>Pupils, parents/carers, governors, grandparents, staff, visitors</p>

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
<p>Anti-bullying week undertaken- cluster involvement</p>	<p>All cluster schools in the Anti-Bullying Alliance Network Reduction in the number of bullying incidents within cluster schools</p>	<p>All staff - Anti-Bullying Alliance resources http://www.anti-bullyingalliance.org.uk/get-involved/join-the-anti-bullying-alliance/school-and-college-network/</p>	<p>13th – 17th November 2017 12th – 16th November 2018 11th -15th November 2019 16th - 20th November 2020 15th - 19th November 2021</p>	<p>Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines</p>	<p>Anti-bullying week undertaken involving assemblies and activities – FP classes focussed friendship, KS2 on specific aspects of bullying. Evidence collated and displayed in whole school display.</p> <p>Regular circle time discussing any concerns and issues. Well-being team have created new Anti-bullying policy and to be shared with all staff and pupils.</p>

<p>Themed weeks in curriculum undertaken such as cultural diversity weeks</p>	<p>Range of themed weeks celebrated and studied throughout the school year: Special assemblies Class topics Stories / books RE / PSHE lessons Increased understanding and awareness Increased opportunities for groups within the school community to have their voices heard</p>	<p>RE coordinator All staff www.awarenessdays.co.uk Visits and visitors Community work – Older Person’s Day</p>	<p>Examples: Holocaust Memorial Day Chinese New Year International Women’s Day World Autism Awareness Week Deaf Awareness Week Diabetes Awareness Week European Day of Languages Black History Month Dyslexia Awareness Week</p>	<p>Listening to learners Stakeholder questionnaires Assembly themes School Council minutes</p>	<p>FACE team collaborating between Penygarn and the local Home to encourage links between the young and old. Pupils now attend weekly.</p> <p>Black History month has been held to celebrate the famous figures over time and how they have been instrumental in affecting life today.</p> <p>Topical assemblies related to all key events e.g. Chinese new year. Ramadam, Easter – resurrection of Christ etc.</p> <p>Virtual assemblies have take place during 2020-2022 due to COVID restrictions</p>
<p>Outside training for staff and pupils, e.g. Stonewall, SRTRC</p>	<p>Staff capable and confident when dealing with incidents of homophobic bullying Reduction of racist incidents</p>	<p>Stonewall – all staff</p> <p>STTRC – all staff</p> <p>Gypsy Traveller support (Lynne Robinson)</p>	<p>Annual – show racism the red card activities.</p>	<p>Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines</p>	<p>Show racism the red card day previously undertaken involving assemblies, activities and information for parents.</p>
<p>Celebration of religious festivals, link to RE and assemblies</p>	<p>RE topics covering a range of religious festivals Class RE assemblies linked to religious festivals</p>	<p>http://www.reonline.org.uk/supporting/festivals-calendar/</p> <p>Re subject leader to audit RE curriculum (Cornerstones)</p>	<p>Timetable of assemblies each half term Curriculum enrichment day each academic year Subject leader release days</p>	<p>RE subject leader MER: planning scrutiny book looks FADE forms XLence system</p>	<p>Relevant year group packs have been printed from cornerstones and distributed to each class teacher. To ensure awareness of their RE topics. The humanities team has continued to provide resources, support and monitoring of the teaching of RE consistency throughout the school Use of cornerstones Maestro to support planning</p>

Visits to religious places of worship	RE topics to include range of visits	Examples include: Penygarn Baptist Church St Cadocs CIW Cardiff Reform Synagogue Shri Swaminarayan Mandir, Cardiff	From Autumn 2017	RE subject leader MER: planning scrutiny book looks FADE forms	Mrs Roynon visits the school though the year delivering assemblies focussing on themes of Christianity. Religious themes are included in assemblies. 2020/2022 - Due to Covid restriction and school closures visits have not taken place
Visitors invited into school	RE topics to include range of visitors		Termly	RE coordinator planning scrutiny; book looks	
Engagement with outside agencies, e.g. GEMS, SRTRC	GEMS resources being used in classes SRTRC resources being used in classes	All staff www.theredcard.org http://www.newport.gov.uk/en/Schools-Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx	Termly from September 2017	SLT planning monitoring Book looks PSHE / Wellbeing coordinator and governor FADE activities	GEMS are used to support where necessary with individual pupils.
Extra-curricular activities enhanced	SRTRC activities in use in sporting clubs All pupils able to access all clubs offered to their classes Range of clubs chosen by pupils	www.theredcard.org All staff Language Club / Culture Club looking at European cultures during Golden time	Clubs and Golden Time activities reviewed termly	Listening to learners Stakeholder questionnaires School Council minutes	Torfaen Play after school club for FP children. Rugby, netball, hockey and multi skills after school clubs run by Play Sports leader. Weekly dance club provided and participation in competitions. After school choir provided and regular performances at different events including St David's Hall. 2020/2021 - Due to Covid restriction and school closures extra-curricular activities have been unable to take place 2021/2022 – Extracurricular activities resumed this year – Playsports and Brainstorm education – Minecraft. These are inclusive to all pupils

<p>Enhance global citizenship</p>	<p>Pupils and staff aware of the wider world and their own roles within it</p>	<p>www.oxfam.org.uk www.compassionuk.org</p>	<p>Annual awareness raising and fundraising activities</p>	<p>Listening to learners Stakeholder questionnaires Pupil Equalities Group evidence PSHE / Wellbeing coordinator and governor FADE activities</p>	<p>The school has taken part and discussed various charities and how their lives compare to our daily lives. We have held non-uniform days/awareness days where we have raised money to support others. These include: Sport Relief, Children in Need, Genes for Jeans and donated to various foodbank donations over the Christmas/Harvest period. The choir has also visited the local Nursing Homes to encourage links between the young and old. There is also a golden time group going on weekly to strengthen this link.</p> <p>Workshops have also been held, such as: recycling workshops and anti-bullying in order to improve understanding with their relationship with the environment – looking at how actions have consequences.</p> <p>Teacher employed to teach forest school activities to all pupils. Schools Eco committee working towards maintaining platinum flag – school taken part in RSPB week, Fairtrade Fortnight 2020.</p>
<p>National E Safety week</p>	<p>Pupils aware of how to stay safe online and where to get help if they are concerned</p> <p>360 e safety audit complete</p> <p>Safeguarding action plan updated</p>	<p>PC Murphy – E-safety talks to pupils and parents Digital leaders & Digital Competency Coordinator – Training and guidance for staff and pupils</p>	<p>Feb 22</p>	<p>Digital Leaders – Listening to learners DC subject leader file Safeguarding action plan</p>	<p>Digital Leaders becoming more established and regular meetings ensuring consistency across the school. DCF TLR holder completed planning packs of opportunities to teach DCF within cornerstones topics, including e-safety aspects.</p> <p>DCF skills taught on INCERTS monitored by DCF TLR holder.</p> <p>DCF colour highlighted on medium and short term planning and evidenced in books and on seesaw.</p>

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Chair of Governors _____