



Strategic Equality Plan

2025 – 2028

“Nurturing the Hearts and Minds of the Future”

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Our distinctive character, priorities and aims

1.1 School Values

Our Mission Statement:

“Nurturing the hearts and minds of the future”
"Magu'r galon a'r meddwl o'r dyfodol"

Our School Aims:

At Penygarn we aim to **CHALLENGE** our pupils.

- C** is for capable learners
- H** is for health both mentally and physically
- A** is for being ambitious
- L** is for leading and playing different roles in a team
- L** is for learning to take risks
- E** is for expressing ideas and emotions
- N** is for new thinking
- G** is for grasping opportunities
- E** is for enterprising and engaging citizens

Staff and children alike are all engaged in learning and committed to success. We are constantly being innovative, striving to find and create better ways of pursuing our goals. We realise the importance of our community, bound by strong values and involve governors, staff, parents, children and our community in creating a caring, happy school which helps everyone achieve success.

Our Values:

Penygarn Community Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We pride ourselves in delivering an education that supports our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people, as well as continuing to tackle issues of disadvantage and underachievement of different groups

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, sex, pregnancy & maternity, marriage, and civil partnership. We aim to develop a culture of inclusion and diversity through purposeful partnerships, 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 Community Primary School serves the areas of Trevethin, Penygarn and St Cadoc's, situated to the north of Pontypool in Torfaen. Our school was opened as a new school in September 2007 following the amalgamation of Penygarn Infant School and Penygarn Junior School, with the addition of the Integrated Children's Centre located on our site. The ICC provides preschool education through the "Flying Start" initiative with the vast majority of our children having accessed this in addition to a community hub that offers a wealth of wide ranging clinics to support early childhood development.

Pupils are drawn from a well-established residential area and overall serves an economically disadvantaged area with above average levels of unemployment. It is within a designated Community First area, so is one of the top 10% disadvantaged areas in Wales. Our community is supportive and we consider ourselves to be a community school with good relationships with the people in our vicinity.

The majority of children come from the notional catchment area with approximately 60% of children entitled to free school meals and 14 % children on the ALN register. There are currently 437 pupils on roll; 304 full-time pupils together with 43 part-time nursery children. Pupils are organised into 11 mixed ability classes and one nursery class. Most of our Nursery pupils stay on to full time education as well as receiving pupils from other state nurseries and private establishments. In addition to the Penygarn Community Primary School classes, there are three 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.

Most of our pupils are of British, white ethnic backgrounds, we currently have less than 1% of pupils from ethnic minorities. A very small minority of pupils speak English as an additional language (EAL) and we have no pupils who speak Welsh as a first language. 6 of our pupils are 'looked after' by the local authority.

Our school currently employs 1 Headteacher, 1 Deputy Headteacher, 15 full time teachers, 4 part time teachers, 21 learning support assistants and 5 support staff. We also employ a full time Education and Family Support Worker and a full time Play Therapist.

The school's achievements include the Basic Skills Quality Mark, the Eco Schools Platinum Award, the ICT Mark, the Primary Science Quality Mark (gold standard), five leaves in the Welsh Network of Healthy Schools Scheme, the Autism Friendly award and the National Nurturing Schools Award.

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 age, 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 in

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 stipulates 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.

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 equality's 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.

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.

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.

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.

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 annually.

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.

Equality Objective 1: To ensure equality of experience within the school

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • UNCRC • National Participation Standards • School Senedd • Pupil voice planning for curriculum and enhanced/continuous provision • Listening to Learners • Self-Assessment • Questionnaires • Statementing reviews/annual reviews • Health and Safety audits • Accessibility plans and planning • School Improvement plans • School ALN policies • Equality Policy and previous SEP 	<ul style="list-style-type: none"> • All protected characteristics. • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation • Welsh language in Wales 	<ul style="list-style-type: none"> • Increased satisfaction expressed by pupils and families during PCPs • Increase in well-being • Children recognise that they are valued. • Children feel as though their opinions and views are important and are considered when decisions are being made. • Increase in attendance • Assessed through feedback from questionnaires. • Increase in involvement and achievement of disabled pupils in the school 	<p>Pupils, parents/carers, governors, PTFA, grandparents, staff, visitors</p>

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Intended outcomes
Staff and pupil training	<p>Staff and pupils more aware of the pupil participation standards and the UNCRC document</p> <p>The school will develop the UN Right of the Child throughout the school, with all stakeholders, to gain the UNCRC/bronze award.</p> <p>All children given responsibility within the school (not just the school senedd)</p>	In school training – all staff	<p>Termly- Senedd</p> <p>Annually- Questionnaires</p>	<p>Listening to learners</p> <p>Wellbeing survey and baselines</p> <p>SDS and training day minutes</p>	<p>Staff and children more aware of their roles within the school community.</p> <p>Pupils will tell us that they feel listened to; they will show excellent understanding of their rights and those of others.</p>

	<p>Pupils will tell us that they feel listened to; they will show excellent understanding of their rights and those of others.</p> <p>Audit of accessibility including physical and other disabilities- All opportunities considered for disabled pupils/stakeholder through appropriate risk assessments.</p> <p>Improved accessibility for any stakeholders with a disability</p> <p>Recognising, adjusting and adaptations to meet the needs of pupils, including those in deprivation. All pupils able to access provision, experience and resources as necessary.</p>	<p>Wellbeing Lead/Head teacher</p> <p>ALNCO/SLT</p> <p>ALNCO, Wellbeing Lead, SLT, all staff</p>	<p>Termly- ongoing during meetings</p> <p>Ongoing as needed or as directed by LA</p> <p>Termly</p>	<p>Senedd minutes and pupil voice activities</p> <p>PCP meetings Parental feedback</p> <p>Senedd minutes and pupil voice activities</p> <p>PCP meetings Parental feedback</p>	<p>Provision will be aligned to meet the needs of pupils</p> <p>PCP meeting minutes will reflect the adaptations that have been made.</p> <p>School to be ASD friendly School</p> <p>PDG plan and funding for trips is used to support identified families.</p> <p>Heart of the Community Award to be achieved</p>
<p>Senedd Groups</p>	<p>Participation in Pupil Voice Projects – cluster</p> <p>School Cabinet to meet with all Senedd groups to collate evidence and give feedback</p> <p>HT and Wellbeing Lead to monitor events and initiatives suggested by pupils</p> <p>Pupil led events and initiatives to be monitored in staff meetings</p>	<p>Staff and pupil allocation to pupil voice group</p> <p>Fundraisers – run by groups and they will decide what school purchases need to be made for the Senedd group</p>		<p>Timetabled Senedd sessions</p> <p>Listening to learners</p> <p>Wellbeing survey and baselines</p> <p>Senedd Books</p> <p>Pupil led events and initiatives to be monitored in staff meetings.</p>	<p>Staff and children will be more aware of how their decisions have had an impact on the school’s plans.</p> <p>Pupils and staff should feel as though they are a part of the school’s improvement process. Pupils will be well informed of the decisions made within the school.</p> <p>All staff to feel well informed of the activities going on in the school so that they are able to express their thoughts and to also be able to communicate effectively with the pupils</p> <p>Up to date information provided so that</p>

					<p>children and staff understand that they have a responsibility and are being heard</p> <p>All staff to feel well informed of the activities going on in the school so that they are able to express their thoughts and to also be able to communicate effectively with the pupils.</p>
Voice of Penygarn	<p>All children participate and contribute to the learning in their classes</p> <p>Visitors invited in to school to enhance the curriculum</p> <p>Pupils and parents contribute to the planning of school trips</p> <p>Pupils engaged and involved in ensuring equality of opportunity within the school.</p>	<p>All staff and pupils</p> <p>Voice of Penygarn Books</p> <p>Visitors</p> <p>Parent Council</p>		<p>Voice of Penygarn Books</p> <p>Planning and books</p> <p>Listening to learners</p> <p>Senedd Books</p> <p>Parent/pupil Questionnaires</p>	<p>Pupils feel valued and can contribute to their learning</p> <p>Parents feel involved and heard in part of their children's education and school life</p>

Equality Objective 2: The curriculum is used to challenge all prejudice (including gender) and stereotypes and that pupils understand how prejudice and stereotyping may influence life direction.

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • UNCRC • National Participation Standards • School Senedd • Pupil voice planning for curriculum and enhanced/continuous provision • Listening to Learners • Self-Assessment • Questionnaires • Statementing reviews/annual reviews • Health and Safety audits 	<ul style="list-style-type: none"> • All protected characteristics. • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation • Welsh language in Wales 	<ul style="list-style-type: none"> • Increased satisfaction expressed by pupils and families during PCPs • Increase in well-being • Children recognise that they are valued. • Children feel as though their opinions and views are important and are considered when decisions are being made. • Assessed through feedback from 	<p>Pupils, parents/carers, governors, PTFA, grandparents, staff, visitors</p>

<ul style="list-style-type: none"> • Accessibility plans and planning • School Improvement plans • School ALN policies • Equality Policy and previous SEP 		questionnaires.	
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Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Reinforce positive attitudes towards difference	<p>Maintain and further extend opportunities in our curriculum and in everyday situations to reinforce positive attitudes towards difference</p> <p>Ensure that all staff use ideas to challenge stereotyping and to promote positive attitudes towards diversity.</p> <p>Ensure that we do not inadvertently reinforce stereotypical attitudes</p> <p>To increase pupils' awareness of diversity in society</p>	<p>All staff and pupils</p> <p>AOLE Leads</p>		<p>Planning and books</p> <p>Listening to learners</p> <p>Parent/pupil Questionnaires</p> <p>FADE Form</p>	<p>Pupils will continue to show positive and strong understanding of issues relating to harassment and bullying on the basis of any protected characteristic and on the basis of appearance, etc.</p> <p>To ensure that the school has sufficient resources to promote diversity across the school</p> <p>Pupils have an increased awareness of the contribution people from ethnic minorities make to life in Wales</p>
Disability and ALN	<p>To ensure that pupils have a greater understanding of people with a disability and additional learning needs</p> <p>All classes to complete Autism Awareness Pledge</p> <p>Further widen and strengthen links with Crownbridge- outreach and inclusion into lunchtimes assemblies as well as lessons</p>	<p>All staff and pupils</p> <p>AOLE Leads</p> <p>ALNCO</p>		<p>Planning and books</p> <p>Listening to learners</p> <p>Parent/pupil Questionnaires</p>	<p>Pupils have a broader understanding of the topic of disability and the rights and wellbeing of those with personal experience of disabilities.</p>

Sexual Orientation	<p>To ensure that children have a greater understanding that using homophobic language can be hurtful and offensive</p> <p>Staff to talk to the children about how using homophobic language is wrong and unacceptable.</p> <p>Children to report each incident of homophobic language they here.</p> <p>After each incident staff to remind the perpetrator about unacceptable language</p> <p>Monitor number of incidents each term to evaluate the success of the actions</p>	<p>All staff and pupils</p> <p>AOLE Leads</p>		<p>Planning and books</p> <p>Listening to learners</p> <p>Parent/pupil Questionnaires</p> <p>FADE Form</p>	<p>Incidents of homophobic language being used are reduced</p>
RSE	<p>Rollout the schools' Relationship and Sexuality policy and procedures in light of the new curriculum development</p>	<p>All staff and pupils</p> <p>AOLE Leads</p> <p>Jigsaw</p>		<p>Planning and books</p> <p>Listening to learners</p> <p>Parent/pupil Questionnaires</p> <p>FADE Form</p>	<p>School has high quality provision for RSE as part of a whole school approach</p>

Equality Objective 3: To ensure that all pupils, 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 Equality Policy and SEP Examples of specific and on-going disrespectful 	<p>Public Duty:</p> <ul style="list-style-type: none"> advance equality of opportunity 	<ul style="list-style-type: none"> attendance data reduction in recorded bullying incidents reduction in racist incidents 	<p>Pupils, parents/carers, governors, grandparents, staff,</p>

behaviour to certain groups <ul style="list-style-type: none"> • Listening to learners • Listening to teachers • Racist Incident monitoring • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • LA bullying data • National surveys 	<ul style="list-style-type: none"> • Eliminate discrimination • Foster good relations between different groups Protected characteristics: <ul style="list-style-type: none"> • race • religion and belief • disability • sexuality • gender 	<ul style="list-style-type: none"> • increased well-being • listening to learners • reduction in parental complaints 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	visitors
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Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Anti-bullying week	All stakeholders will be able to detect and identify bullying around the protected characteristics Show Racism the Red Card event annually Anti-bullying survey analysis of results and action by the wellbeing lead to address any concerns Less incidents for identified pupils due to social/emotional difficulties	Relationships Policy All staff and pupils		Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines FADE Form	Anti-bullying week undertaken involving assemblies and activities Evidence collated and displayed in whole school display. Regular circle time/Jigsaw sessions discussing any concerns and issues. Recorded incidents will decrease for identified children; children will present as less anxious or aggressive
Improve pupil awareness and understanding	Pupils will improve their understanding of name calling/ harassment and the impact this has on each other	Relationships Policy All staff and pupils		Listening to learners School bullying incidents data	Pupils will demonstrate positive thinking and actions relating to equalities issues; incidents will be monitored to assess impact

	Teachers will plan activities and engage pupils in discussion and thinking skills			Attendance data PASS survey Wellbeing survey and baselines FADE Form	
Assemblies and RSE lessons to include Equality and diversity issues	<p>Range of themed weeks celebrated and studied throughout the school year including assemblies</p> <p>Increased understanding and awareness of equality, diversity and inclusion</p> <p>Regular Assemblies that cover values and issues like diversity, equality</p> <p>LA SRE scheme which explores different relationships</p> <p>There is a systematic approach to the teaching of diversity through the use of Jigsaw</p> <p>Celebration of religious festivals</p>	<p>AOLE Teams</p> <p>All staff</p> <p>Visits and visitors</p> <p>Jigsaw</p> <p>RVE policy</p> <p>RSE policy</p>		<p>Listening to learners</p> <p>Stakeholder questionnaires</p> <p>Assembly themes</p> <p>School Senedd minutes</p> <p>FADE Form</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</p> <p>Evidence collated and displayed in whole school displays</p>
Wellbeing	<p>The school's policies reflects the needs of all pupils, staff and governors</p> <p>All pupils, staff employed at school and serving governors are enabled to perform to the highest level</p>	<p>AOLE Teams</p> <p>All staff and pupils</p>		<p>Listening to learners</p> <p>School bullying incidents data</p> <p>Attendance data</p> <p>PASS survey</p>	<p>All members of the school community are consulted on the Wellbeing policy and associate provision Information relating to 'What's Working & What's Not Working 'are gathered and reflected on by leaders</p>

				Wellbeing survey and baselines FADE Form	
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