



Cwmffrwdroer Primary School

Strategic Equality Plan

2017 – 2020



Contents of Strategic Equality Plan (SEP)

1. Our distinctive character, values, priorities and aims	4
1.1 School values	
1.2 Characteristics of our school	
1.3 Mainstreaming equality into policy and practice	
1.4 Setting our equality objectives	
2. Responsibilities	9
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff – teaching and non-teaching	
3. Information gathering and Engagement	12
3.1 Purpose and process	
3.2 Types of information gathered	
3.3 Engagement	
4. Equality Impact Assessment	15



5.	Objectives and Action Plans	16
6.	Publication and reporting	17
7.	Monitor and Review	16

Appendices

App. 1	Torfaen Equality Promise Objectives
App. 2	School Equality Objectives and Action Plan



1. Our distinctive character, priorities and aims

1.1 School values

Our Mission Statement

Happy, together, learning and caring

At Cwmffrwdoler 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 Cwmffrwdoler Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



Characteristics of our school

Cwmffrwdoer Primary School is situated on the outskirts of Pontypool. The school caters for approx. 200 pupils aged between 4 and 11 years. The catchment area is a mix of relatively prosperous and economically disadvantaged families. Approximately 27% of its pupils are entitled to free school meals. At present there are four looked after children.

The school has seven classes, three in the Foundation Phase and four in Key Stage two. The school is currently being extended to include a nursery and 4 more KS2 classes for September 2018.

At Cwmffrwdoer we believe that every pupil is equally important and we have high expectations of them all. Our children need to feel valued and to know that their contribution is very important.

We expect our children to work hard and to enjoy life at school. Above all, we aim to provide a happy school where children will be cared for sensitively.

Some of our pupils come from families with different religious beliefs. A minority of our pupils are of ethnic origin. Cwmffrwdoer Primary School building has been modified to meet the needs of pupils with disabilities.

A strength of the school is the close partnerships with other agencies which enhance pupils' life experiences eg. Hearing Impairment, Physiotherapist, ASD support and other services.



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** and the Cluster Plan which was written collectively.
- 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;

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



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 do accurate impact assessment 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:

- 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.
- 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.

All staff have been consulted during meetings and had time to reflect on the SEP individually. Pupils have been asked how we can involve all pupils in every aspect of school life in assemblies and in class. The initial SEP was shared with parents/carers and their comments/opinions were requested.



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 stated in Appendix 2.

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.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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 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.

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;

The second full review of our SEP will be undertaken in 1919.



Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action 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 ongoing 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 ongoing 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 ongoing 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 ongoing 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 ongoing 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 ongoing 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)



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 ongoing 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 ongoing 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 school					
Evidence		Protected Characteristic	Quantitative Target		Stakeholders
<ul style="list-style-type: none"> •Specific comments within consultation •Verbal comments from visitors to schools •Increasing number of pupils with disability within school •Statemnting reviews, annual reviews •Health and Safety audits •Accessibility plans and planning •School Improvement plans •School ALN policies •Equality Policy and previous SEP 		Public Duty <ul style="list-style-type: none"> •Advance equality of opportunity Protected Characteristics <ul style="list-style-type: none"> •Disability •Age 	<ul style="list-style-type: none"> •Increased attendance at school events due to better access and more accessible environment •Increased satisfaction expressed by pupils and families during PCPs •Increase in well-being •Increase in involvement and achievement of disabled pupils within schools 		Pupils, parents/carers, governors, grandparents, staff,visitors
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Appoint 'Equalities Leaders' to form a Pupil Equalities Group / Use school council members from Y6.	Pupils engaged and involved in ensuring equality of opportunity within the school: half termly meetings; activities to develop empathy / understanding; presentations to classes and during assemblies; presentations to governing body	DHT School Council Link Teacher	Appointed - 4/3/2017 Meetings weekly from 11/3/2017 Reports to School Council and other stakeholders half termly from May 2017	School Council to receive half termly updates Y6 pupils from May 2017	
Audit of accessibility including physical and other disabilities Involvement of school council / Pupil	All opportunities considered for disabled pupils/stakeholders through appropriate risk assessment	ALNCO - Audit of communication, advice from relevant agencies ALNCO - Review adaptations for ALN and	4/3/17 ongoing	SLT - termly monitoring starting Summer 017 FADE forms from ALNCO observations/activities;	

Equalities Group considering accessibility of school Y6	Improved accessibility for any stakeholders with a disability Pupil voice listened to and acted upon to improve accessibility	disabilities e.g. SpLD, Dyslexia, H.I. Pupil Equalities Group - Audit of accessibility with Caretaker. DHT and Caretaker - Health and Safety walk- Governor and Pupil Group.	Summer 2017 Summer term 2017	Pupil Equalities Group minutes and evidence file Listening to learners	
Recognising making adjustments and adaptations to meet needs of pupils	All pupils able to access provision and resources as necessary	ALNCO – to be aware of all accessibility needs All staff - Making adaptations for pupils where appropriate ALNCO - Use of counselling service	When required. Termly from - As identified from March 2017	Lesson observation forms Listening to learners (Wellbeing)	
Staff training	Staff equipped to meet needs of learners with additional needs Improved achievement, wellbeing and engagement for pupils with ALN Increased participation / understanding of needs for governors and staff (PCP for governors and staff)	All staff - Autism friendly schools- CD training Attachment and Anxieties training – Ed Psy. PCP training COMIT Social skills training SPLD training ALNco Forum	From spring term 2017 DHT to train other staff as appropriate Since spring term 2017 DHT attends termly	Lesson/intervention observations IEPs	
Audit of resources	Quality resources to enable pupils to access the curriculum Wide range of texts in the school library	Lit Co - Audit of library to order suitable texts ALNCO, Pupil Equalities Group - Audit of ALN resources within classes	Summer term 2017 Termly from – 4/3/17	LANGCO – English / LLC planning for use of texts ALNCO – FADE form Listening to learners	
Sharing knowledge across cluster	Positive transition experiences for pupils	Y6 Teachers, Secondary Transition Leader,	Ongoing throughout year.	HT Cluster meetings Listening to learners	



	with additional needs to increase wellbeing and reduce anxiety Termly Cluster Equalities Group meetings	ALNCO - Enhanced transition School Cluster Leads - sharing of resources and events			
Make adjustments and adaptations to meet needs of parents and carers Involving parents and carers	Increased attendance and / or engagement for school events: performances; celebrations; pupil progress meetings; parent group meetings	DHT - to be aware of needs All teachers / School Clerk - Other arrangements for parents/carers e.g. phone calls instead of attending parent's evenings DHT / School Clerk - Communicating accessibility to all stakeholders DHT, ALN Link Governor (AM) - Parenting courses	When required When required Termly updates - From Autumn 2017	DHT - Parent attendance data Comments in future stakeholder questionnaires	
Audit of extra-curricular activities and suitable adaptations made	All pupils able to access clubs that are offered to their classes	DHT - Role models (inc with disability) to be identified with each year group. PE Coordinator, Art & DT Coordinator, Pupil Equalities Group - Opportunities for sports and creative Arts KS2 Leader, FP Leader, Pupil Equalities Group - Audit extra -curricular activities and access to for all pupils	By March 2017	SLT - Curriculum Role Model displays in every class from Summer term Club registers Listening to learners	

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 leaners • 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>Key staff trained.</p>	<p>All cluster schools in the Anti-Bullying Alliance Network</p> <p>Reduction in the number of bullying incidents within cluster schools</p>	<p>All staff - Anti-Bullying Alliance resources</p> <p>http://www.anti-bullyingalliance.org.uk/get-involved/join-the-anti-bullying-alliance/school-and-college-network/</p> <p>ALNco/DHT and Pupil Voice</p> <p>Lead attend Anti-Bullying</p>	<p>13th – 17th November 2017</p> <p>3 sessions – Summer term 2017</p>	<p>Listening to learners & stakeholder</p> <p>Range of questionnaires</p> <p>School bullying incidents data</p> <p>Attendance data</p>	



Happy, Together, Learning and Caring.

		training provided by Torfaen			
Themed weeks in curriculum undertaken such as cultural diversity weeks	<p>Range of themed weeks celebrated and studied throughout the school year:</p> <p>Special assemblies</p> <p>Class topics</p> <p>Stories / books</p> <p>RE / PSHE lessons</p> <p>- Increased understanding and awareness</p> <p>- Increased opportunities for groups within the school community to have their voices heard</p>	<p>RE coordinator</p> <p>All staff</p> <p>www.awarenessdays.co.uk</p> <p>Visits and visitors</p> <p>Community work – Older Person’s Day (links with Creative Project)</p> <p>Visits to Sheltered Housing/Local foodbank</p> <p>Teachers to use calendar of religious events on GEMS website, (log on as guest)</p> <p>Multi cultural boxes to be accessed through GEMs</p>	<p>STARTING IN 2017 - 2020</p> <p>Holocaust Memorial Day – January 27th 2017</p> <p>Chinese New Year – January 28th 2017</p> <p>International Women’s Day – March 8th 2017</p> <p>World Autism Awareness Week – March 27th 2017</p> <p>Deaf Awareness Week – May 1st 2017</p> <p>International Day of Families – May 15th 2017</p> <p>Diabetes Awareness Week – June 12th 2017</p> <p>Gypsy Roma Traveller History Month – June 1st 2017</p> <p>European Day of Languages – September 26th 2017 & World Tourism Day – September 27th 2017</p> <p>Black History Month – 1st October 2017</p> <p>International Day of Older Persons – 1st October 2017</p> <p>Dyslexia Awareness Week – 2nd October 2017</p>	<p>Listening to learners</p> <p>Stakeholder questionnaires</p> <p>Assembly themes</p> <p>Pupil Equalities Group evidence</p>	



Happy, Together, Learning and Caring.

Outside training for staff and pupils, e.g. Anti-Bullying training, Mindfulness, Show Racism the Red Card, Hafan Cymru (gender/ diversity)	Staff capable and confident when dealing with incidents of different types of bullying Reduction of racist incidents	Anti Bullying Policy and ALNco and Pupil Voice Lead disseminate to all staff Other training as appropriate	June 2017	Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data	
Celebration of religious festivals, link to RE and assemblies	RE topics covering a range of religious festivals Class RE assemblies linked to religious festivals	http://www.reonline.org.uk/supporting/festivals-calendar/	Timetable of assemblies from September 2017, linked to SEAL and multicultural	RE coordinator planning scrutiny; book looks	
Visits to religious places of worship	RE topics to include range of visits	Ebenezer Church The Mission Church, Pontypool Upper Trosnant Cardiff Reform Synagogue Shri Swaminarayan Mandir, Cardiff	From Summer term 2017	RE coordinator planning scrutiny; book looks	
Visitors invited into school	RE topics to include range of visitors	Pastor Richard Miles, Mrs Roynon - Christianity Pete Cole - Christianity / Judaism	Termly	RE coordinator planning scrutiny; book looks	
Engagement with outside agencies, e.g. GEMS, SRTRC, Hafan Cymru,	GEMS resources being used in classes SRTRC resources	All staff www.theredcard.org http://www.newport.gov.uk/en/Schools-	Termly from September 2017	SLT planning monitoring Book looks PSHE / Wellbeing	



Happy, Together, Learning and Caring.

	being used in classes	Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx		coordinator and governor FADE activities	
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	Clubs reviewed termly	Listening to learners Stakeholder questionnaires Pupil Equalities Group evidence	
Enhance global citizenship	Pupils and staff aware of the wider world and their own roles within it	www.oxfam.org.uk www.compassionuk.org Mother Janet Orphanage partnership Links to geography curriculum	Annual awareness raising and fundraising activities	Listening to learners Stakeholder questionnaires Pupil Equalities Group evidence PSHE / Wellbeing coordinator and governor FADE activities	
Promote e-safety	Pupils aware of how to stay safe online and where to get help if they are concerned Staff aware of CEOPs	PC Murphy – E-safety talks to pupils and parents Digital leaders & Digital Competency Coordinator – Training and guidance for staff and pupils	Annually during the Summer term	Digital Leaders – Listening to learners DC Coordinator file	



Equality Objective 3 : The curriculum is used to challenge gender prejudice 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"> • Specific comments within consultation • School Improvement plans • School ALN policies • School Equality Policy and SEP • Examples of specific and on-going disrespectful behaviour • Listening to learners • Listening to teachers • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • LA bullying data • National surveys • Pupil tracking, use of PDG, raise aspirations • Gender imbalances in achievement 	<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"> • sexuality • gender 	<ul style="list-style-type: none"> • narrowing of gender gap in achievement,, use of • reduction in recorded bullying incidents • offering equality of opportunity to all pupils • increased well-being • listening to learners • reduction in parental complaints <p>All pupils regardless of gender, have equal opportunities freedom of choice</p>	<p>Pupils, parents/carers, governors, grandparents, staff, visitors, EAS</p>

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
<p>Enrich curriculum STEM activities</p>	<p>All pupils to take part in a British science week activity – increased enthusiasm for science increased enthusiasm for</p>	<p>https://www.britishscienceweek.org/plan-your-activities/activity-packs/ http://www.crestawards.org/run-for-awards/crest-star/</p>	<p>British Science Week – March 2018 Formula 1 Challenge – 2017/18</p>	<p>SLT RW & SH - Science & Technology Coordinators Listening to learners Teachers’ planning</p>	



	technology Increased science and technological skills	http://www.f1inschools.co.uk/aboe-challenge/ Science & Technology Coordinators			
Visits re: job talks, role models, Careers Wales input Engage with University, Colleges Links with Enterprise Week	Raise aspirations Greater awareness of job opportunities Increased ambition All classes aware of role models in society.	https://www.internationalwomen.com local MP; jobs talks by parents, other stakeholders and Careers Wales; visit to council offices Visit to local university	2017-18	SLT	
Use curriculum to raise aspirations	Ensure history lessons include local and female achievements Role model for each class	Possible activities to include research on female scientists; local scientists Research on gender achievements MAT Coordinator - Recognising and meeting the needs of the MAT pupils Lit. Co & all staff - Targeted opportunities in e.g. curriculum, improving boy's writing Reading challenges, use of iPads	Beginning 2017 Termly monitoring	Humanities Coordinator - FADEs MAT coordinator FADEs Lit Co - FADEs	
Expand, refresh extra-curricular activities	Equality of opportunity	Extra-curricular activities, expand range music service, sports; sports clubs; coding club	Summer 2017 review	SLT	
Consider expanding sports on offer	Equality of opportunity	Pupil Equalities Group - Sports for disability (raise awareness within the school and wider community)	When appropriate	PE / Wellbeing coordinator Pupil Equalities Group Evidence	



Happy, Together, Learning and Caring.

Transition activities linked to extra-curricular activities, sport and Stem	Raised aspirations; increased achievement of girls	Transition activities around sport and music, science, maths, engineering	Annually from Summer 2017	Secondary Transition Coordinator; Y6 Teachers Secondary Core Subject Heads of Department; Y6 Teachers	
Publicise around cluster	Increased awareness re opportunities for all pupils and stakeholders	Include in cluster newspaper project	Annually from Summer 2017	HTs	



Happy, Together, Learning and Caring.
