



Strategic Equality Plan 2022-2025



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1. Our distinctive character, priorities and aims

1.1 School values

Our Mission Statement

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At Cwmffrwdoer 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 and progress 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 Cwmffrwdoer Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our curriculum promotes diversity and our values are: equality, respect, kindness, empathy, teamwork, happiness, creativity, honesty, positivity, patience.

Characteristics of our school

Cwmffrwdoer Primary School is situated on the outskirts of Pontypool. The school is a 45 entry school with capacity for up to 315 pupils aged from 3-11 years. There are currently 232 FT pupils as well as 28 PT nursery pupils. The catchment area is a mix of relatively prosperous and economically



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disadvantaged families. Approximately 33% of pupils are entitled to free school meals. In 2022 there are 7 Looked After Children (LAC) pupils. The school currently has 11 classes including a nursery.

At Cwmffrwdoer we believe that every pupil is equally important and we have high expectations of all. Everyone's contribution is important in Cwmffrwdoer. We expect our children to work hard and enjoy life at school. Above all, we aim to provide a happy school where children will be cared for sensitively. We are a Silver Rights Respecting School and are in the process of becoming a Trauma Informed School (TIS) and our relationships and behaviour policies have been updated in 2021/22 to reflect current practices.

Some of our pupils come from families with different religious beliefs. A minority of our pupils are of ethnic origin. Despite this we strongly believe that educating our pupils on matters of race is very important and this forms part of our personalised IGNITE (Inspiring, Growing, Nurturing, Imaginative, Thriving, Enjoyment) curriculum. Cwmffrwdoer Primary School has building modifications to meet the needs of pupils with disabilities. We work closely with other agencies which enhance pupils' life experiences. Eg Educational Psychologists, Torfaen Counselling Service, Torfaen Outreach, Torfaen ASD Support Officer, Families First, Lego Therapy and Social Skills groups through Torfaen Play Service.

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 a range of progress and 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, local community and Wales as a country, 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

Who is protected under the Equality Act 2010? It is against the law to discriminate against someone because of their protected characteristic. This is the term used in the Equality Act 2010 to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them, they are:



Our SEP and Equality Objectives are set in the light of:

- The Torfaen equality objectives identified in **Appendix 1** and school priorities
- 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. pupil survey, attainment data of boys v. girls, racism/diversity work

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. 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;
- exclusion 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 an annual 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:



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- 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 next full review of our SEP will be undertaken in 2023/24



Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan



Torfaen Equality Promise Objectives

Objective 1 Torfaen County Borough Council is an equal opportunity employer, with a workforce that is aware of and understands the importance of equality and diversity.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 2: Ensure that people and communities have their rights respected and feel safe from violence and abuse.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 3: Work to eliminate the disadvantages and barriers that make it hard for people to access the same opportunities as everyone else.

Protected Characteristics: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 4: Involve people and communities in matters that are important to them and the decisions that we make.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 5: Ensure the council complies with its statutory equality and Welsh language duties.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Cwmffrwdroer Primary School Equality Objectives

Equality Objective 1 : To ensure equality of experience within school

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • comments within consultation and questionnaires •Increasing number of pupils with disability within school • reviews of pupils •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, local community

Action	Outcome/ what will success look like?	Resources/ who is involved?	Timescale	Monitoring Arrangements	Actual Outcomes
Involve all pupil voice groups eg School Council, Curriculum Criw and Heddlu Bach in decision-making re equalities. Previously the Equalities Group did this, however now this is the collective responsibility of all pupil groups.	Pupils engaged and involved in ensuring equality of opportunity within the school: meetings; activities to develop empathy / understanding; presentations to classes and during assemblies;	Pupil voice group leads. DHT SLT	Annually	Minutes of pupil groups.	Through assemblies/ class work on children's rights all pupils are aware that they can speak to any of the groups or staff about issues arising/they are concerned with.

	presentations to governing body				
Audit of accessibility including physical and other disabilities Involvement of school council / Pupil Voice Groups considering accessibility of school	All opportunities considered for disabled pupils/stakeholders through appropriate risk assessment Improved accessibility for any stakeholders with a disability Pupil voice listened to and acted upon to improve accessibility	ALNCO - Audit of communication, advice from SIS, RNID, RNIB ALNCO - Review adaptations for ALN and disabilities e.g. SPLD, Dyslexia, Cerebral Palsy.	Ongoing termly	SLT – termly monitoring Pupil Voice minutes Listening to learners	The Site Manager, GB rep and DHT carry out a termly learning walk of school site to consider accessibility for everyone.
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 and governors kept up to date with new ALN Bill updates. Consistency across the LA for the assessment of Highly Complex, complex and SA+ learners Improved knowledge and confidence and a tool kit of	ALNCO to attend Torfaen and SEWC ALN training/ meetings Cluster ALNCo ALNCO/SEWC Training for governors LA Moderation of ALN files for Highly Complex, Complex and Sa+ learners – using ALN Matrix Achieve the Nurture UK Award - ALNCO/ Nursery Lead Teacher / interventions Lead to	ALNCO to attend ALN Bill update training and feedback to SLT/staff in staff meetings Ongoing Training for ALN link governor to keep up to date with ALN Bill	LA moderation – to ensure consistency of judgement for complex, highly complex and SA+ pupils ALNCO and AM to feed back to Wellbeing Committee	ALNCO attended ALN training/ meetings <ul style="list-style-type: none"> • Torfaen ALN forum • Torfaen ALN Contingency funding group , • SEWC ALN Bill Ready • Cluster ALNCo ALNCO feedback ALN updates at SLT meetings, staff meeting and governor Well Being Committee meetings. ALNCO has continued with in-house training; all class teachers are included in the PCP and Iscan referral processes.

	<p>strategies to use with learners who have autism.</p> <p>Consistency across the LA for the assessment of Highly Complex, complex and SA+ learners Improved knowledge and confidence and a tool kit of strategies to use with learners who have autism.</p> <p>Increased knowledge and awareness for staff about the importance of looking after their own wellbeing as well as the wellbeing of the learners.</p>	complete Nurture uk training			<p>All moderated ALN folders were agreed by moderation group. Many staff completed ALN training courses including – anxiety, dyslexia, dyspraxia. Families Connect, family engagement programme - delivered in 2019/20</p> <p>Nicola Crawley (In Reach Mental Health practitioner) delivered two Well- being training sessions for staff - 5 Wells and Managing Trauma and Distress Autumn Term 2022 Staff well- being and mindfulness training was delivered through INSET Day</p>
Sharing knowledge across cluster	Positive transition experiences for all pupils and enhanced transition plans in place for pupils with additional needs to increase wellbeing and reduce anxiety	Y6 Teachers, Secondary Transition Leader, ALNCO - Enhanced transition School Cluster Leads – sharing of resources and events	Half termly	HTs/ ALNCOs Listening to learners ALNCO cluster meetings to be updated by ALNCO Cluster Lead ALNCO to attend SEWC training in readiness for	Positive arrangements in place for pupils in Year 4,5, to visit Abersychan and West Mon schools to support transition Virtual platforms have been used prior to this year e.g. virtual tours of schools.



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	Termly ALNCO cluster meetings to prepare for implementation of new ALN Bill			implementation of ALN Bill Regular feedback to SLT and all staff at staff meetings Review and up- date cluster action plan	Enhanced transition meetings take place with staff from both schools to ensure that relevant information is shared and arrangements can be made for pupils who will benefit from an enhanced transition
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 Communicating accessibility to all stakeholders	DHT - Translation and interpretation when required School Clerk – DHT, Link Governor (AM)	Termly updates Annually	DHT/ EWO/ School Support Officer - Parent attendance data stakeholder questionnaires	School Support officers /DHT/termly meetings with EWO / we make alternative arrangements for parents/carers to attend meetings when needed - e.g. phone calls/ virtual meetings, help parents/carers to access parenting courses through Families First/ School Nurse During lock down teachers made regular check in phone calls to parents/ carers ALNCO made regular phone calls to vulnerable pupils All teachers to support their parents/ carers to access blended learning and interventions e.g. basic skills and SPLD



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<p>Audit of extra-curricular activities and suitable adaptations made</p>	<p>All pupils able to access clubs that are offered to their classes</p>	<p>DHT/ ALNCO to give advice regarding inclusion and disability, and liaise with Health and Well Being and Expressive Arts Leads, Pupil Voice Groups and School Council to ensure equal opportunities for sports and creative Arts KS2 Leader, FP Leader, Pupil Equalities Group - Audit extra -curricular activities and access to for all pupils</p>	<p>Termly from summer term 2022</p>	<p>SLT - Curriculum Listening to learners</p>	<p>Pre- Covid: Pupil survey to establish pupil interest in a range of after school clubs All pupils were able to attend the club of their choice. When clubs were over-subscribed, staff divided the time to allow all children to attend. Full range of clubs to be offered from September 2022</p>
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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 <p>National surveys</p>	<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
Anti-bullying week undertaken annually–	All cluster schools in the Anti-Bullying Alliance Network.	All staff - Anti-Bullying Alliance resources	Ongoing	Listening to learners Stakeholder pupil/ parent questionnaires	The School Motto – ‘See it! Say it! Stop



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					<p>Cycle continues annually.</p> <p>Through assemblies and class visits Heddlu Bach promoted key messages to their peers including safety and anti-bullying. They let the children know that they can talk to them if they are worried or upset about anything at school. Heddlu Bach take a lead role in Anti-Bullying Week and help to remind their peers about the school motto- See it! Say it! Stop it!</p> <p>Autumn 2022 – Heddlu Bach worked on campaign to stop dangerous parking outside school.</p>
Themed weeks in curriculum undertaken such as cultural diversity	Cultural Calendar in place from September 2022.	Humanities AoLE team All staff www.awarenessdays.co.uk Visits and visitors	Ongoing from September 2022 Cultural Calendar activities in place:	Listening to learners Stakeholder questionnaires Assembly themes	Whole school participation in cultural calendar Pre- Covid - classes



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<p>weeks, annual Cultural Calendar for N-Y6</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 of a range of cultures. Increased opportunities for groups within the school community to have their voices heard. Visitors from different cultures to talk to pupils.</p>	<p>Community work – to include inter-generational project</p>	<p>World Mental Health Day Shwmae Day Show Racism the Red Card Wear Red Day <i>World Religion Day</i> <i>Martin Luther King Day</i> <i>St. Dwynwen’s Day</i> <i>International Remembrance Day Holocaust</i> <i>LGBT History Month</i> <i>Chinese New Year starts</i> <i>Welsh language music day</i> <i>Children’s mental health week</i> <i>St David’s Day</i> <i>Shrove Tuesday</i> <i>World Book Day</i> <i>International Women’s Day</i> <i>British Science Week</i> <i>International Day of remembrance for victims of slavery</i> <i>Mathematics Awareness Month</i> <i>World Autism Awareness Day</i> <i>Jeans for Genes Day</i> <i>Black History Month</i> <i>Dyslexia Awareness Week</i> <i>Comic Relief. Sports Relief</i></p>	<p>Pupil voice group evidence</p>	<p>shared their learning with parents/ carers through parent events. Annually pupils from all year groups enter a creative anti-racism competition. Pre Covid - Year 6 pupils took part in the annual Holocaust memorial service in a local chapel. Link with Muslim schools Cardiff – Y6 sent Eid cards Memorials days are recognised in assemblies All staff are trained in autism awareness and autism week is acknowledged in the whole school assembly.</p>
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<p>Outside training for staff and pupils, e.g., SRTRC, No Boundaries</p>	<p>Staff capable and confident when dealing with incidents of homophobic bullying Reduction of racist incidents</p>	<p>No Boundaries – series of training for all staff through autumn and spring term 2021/22 STTRC – all staff training SLT – DARPL training</p>	<p>Ongoing</p>	<p>Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data</p>	<p>PL for all staff on anti-racist policy – No Boundaries. Very useful in supporting the development of anti-racist culture.</p> <p>All staff have completed PREVENT training Staff and pupils have attended Show Racism The Red card training</p> <p>HT/ DHT/ SLT took part in an Estyn Thematic review about Welsh culture and approaches to the teaching of B.A.M.E in November 2020. DHT/HT work with DARPL</p>
<p>Celebration of religious festivals, link to RE and assemblies</p>	<p>RE topics covering a range of religious festivals RE assemblies linked to religious festivals</p>	<p>http://www.reonline.org.uk/supporting/festivals-calendar/</p>	<p>All classes follow RE syllabus through Discovery RE</p>	<p>AOLE Humanities Team - planning scrutiny; book looks Discovery RE KS2 and FP resources</p>	<p>Assembly timetable of Christian and multi-cultural festivals is followed throughout the year Discovery RE files are used for reference when</p>



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					<p>planning Christianity and Multi- Cultural faith lessons in FP and KS2.</p> <p>The files include – age appropriate, thought provoking ‘Big Questions’ to challenge children’s thinking.</p> <p>Teachers ensure that age-appropriates black history events and local and Welsh (Curriiculum Cymreig) links are made when possible.</p>
<p>Visits to religious places of worship</p>	<p>RE topics to include range of visits from representatives from different churches and religions</p>	<p>Noddfa Baptist Church Victoria Methodist Church Saint Paul’s Church Cardiff Reform Synagogue Shri Swaminarayan Mandir, Cardiff</p>	<p>Termly</p>	<p>Humanities AOLE Lead - planning scrutiny; book looks</p>	<p>Pre- Covid - annual visit to Ebenezer Church to celebrate Harvest Festival.</p> <p>Virtual visits to religious buildings used in lessons when possible</p> <p>School choir took part in a virtual carol service Pre-Covid:</p> <p>Muslim school from Cardiff visited us for</p>



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					a sports event. These links are now developing once again following Covid.
Visitors invited into school	RE topics to include range of visitors	Mrs Roynan/Pastor Richard (also School Governor) - Christianity Pastor John Funnell – Christianity Series of visitors of Multi-cultural faiths / Judaism/	Termly	RE coordinator planning scrutiny; book looks	Regular visits to school assemblies from local clergy . Class visits from multi- cultural visitors to develop themes
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	Ongoing	SLT planning monitoring Book looks PSHE / Wellbeing coordinator and governor FADE activities	GEMs consulted re pupils in FP. 'Show Racism the Red Card' workshops have taken place for staff and pupils and the resources are used regularly in all classes. SLT took part in in- house anti - racism discussions during Black History month. Staff have attended anti- racism virtual training sessions from - 'No Boundaries' Anti-



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					Racism as a PL programme.
Extra-curricular activities enhanced	Language Club looking at European cultures All pupils able to access all clubs offered to their classes Range of clubs chosen by pupils	www.theredcard.org All staff	Pupil voice input into extra curricular clubs on offer	Listening to learners Stakeholder questionnaires Pupil Voice Groups evidence	One teacher has completed training to teach Spanish after school club. All teachers have access to Power Language resources. School Support Officer has completed training to coach netball. Pre-Covid: School Council have been involved in making choices Sports tournaments resume in May 2022.
Enhance global citizenship	Pupils and staff aware of the wider world and their own roles within it	www.oxfam.org.uk www.compassionuk.org	Annual awareness raising and fundraising activities	Listening to learners Stakeholder questionnaires Pupil Voice Group evidence PSHE / Wellbeing coordinator and link governor	Cultural calendar in place for all classes. Multicultural festivals are explored in assembly. School takes part in Comic and Sport relief to raise money for global issues.



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					<p>Eco School Officer has led whole school assemblies linked to global issues e.g. wasting water.</p> <p>Eco Committee have attended Eco schools (Keep Wales Tidy) courses that highlight global issues e.g. water, pollution, refugees.</p> <p>Eco Committee have highlighted global issues to whole school- e.g. raised money for refugees British Red Cross.</p> <p>Eco Committee raise awareness of Fair Trade and celebrate Fair Trade week through whole school through assemblies.</p> <p>Global Eco issues are addressed through class topics in FP and KS2 classes when appropriate e.g. recycling and wind farms.</p>
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					Platinum status maintained since 2018.
Promote e-safety	Pupils aware of how to stay safe online and where to get help if they are concerned	<p>School Police Liaison Officer – E-safety talks to pupils and parents</p> <p>Digital leaders & Digital Competency Coordinator – Training and guidance for staff and pupils</p> <p>ICT Leads HD and CP to attend identified training and supported by LNS school.</p> <p>DCF lead and DHT hold parental workshops.</p>	Annually	Digital Leaders – Listening to learners DC Coordinator file	<p>DCF activities completed regularly in all classes and ICT/DCF leads have led whole school assemblies and parent/carer sessions.</p> <p>Police liaison officer has led a parent training session.</p> <p>The School Motto is re-visited regularly.</p> <p>Ongoing visits from Police liaison officer to all year groups.</p> <p>Digital leaders After School Club run by ICT Lead.</p> <p>Digital leaders support classes when needed.</p> <p>ICT Lead provided training for staff for Microsoft Teams including promoting safety.</p>

Equality Objective 3 : 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"> • 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 <p>Gender imbalances in achievement</p>	<p>Public Duty:</p> <ul style="list-style-type: none"> • Advance equality of opportunity • Eliminate discrimination <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 PDG • 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 and 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>School to take part in Science Week and Enrich curriculum STEM activities</p> <p>STEM projects to take place in identified year groups</p>	<p>All pupils taking part in a British science week activity – increased enthusiasm for science</p> <p>Y4, 5, 6 take part in termly STEM projects with outside agencies sharing expertise.</p>	<p>https://www.britishscienceweek.org/plan-your-activities/activity-packs/</p> <p>http://www.crestawards.org/run-crest-awards/crest-star/</p> <p>http://www.f1inschools.co.uk/ab-out-the-challenge/</p> <p>Science & Technology AoLE team</p>	<p>British Science Week – Annually</p> <p>Links to authentic STEM work throughout year through curriculum work.</p>	<p>SLT Science & Technology AoLE leads</p> <p>Listening to learners Teachers’ planning</p>	<p>All Year groups take part in British Science week and Stem activities are compulsory.</p> <p>STEM After School club in place from May 2022</p>
<p>Visits re: job talks, role models, Careers Wales input Engage with University, Colleges</p>	<p>Raise aspirations Greater awareness of job opportunities Increased ambition</p> <p>Cwmffrwdroer Alumni established 2022/23</p>	<p>https://www.internationalwomensday.com</p> <p>Nick-Thomas Symonds MP; job talks by parents, other stakeholders and Careers Wales; 2022 – 2023</p> <p>Arrange visits to:</p> <ul style="list-style-type: none"> • Torfaen Council Chambers • Cardiff and The Senedd • London and Houses of Parliament (June 2022) • University of Wales 	<p>ongoing</p>	<p>SLT</p>	<p>Pre-Covid: Cluster MAT visits have taken place to Oxford and Exeter Universities.</p> <p>MAT Cluster projects have included a newspaper project run by The Argus and distributed to the local community; and writing poems which were</p>



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					<p>collaborated by MAT pupils and made into a cluster poetry book. In 2020 Year 6 corresponded with an MP linked to their topic and received a reply.</p> <p>June 2022 – Pupil Voice groups visiting Houses of Parliament.</p>
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
<p>Use curriculum to raise aspirations</p> <p>KW to lead Professional Learning.</p>	<p>Updated history links in curriculum to include local and female achievements Role models for each class in place.</p> <p>KW to attend training related to the implementation of Curriculum for Wales. KW to feedback to colleagues and governors.</p>	<p>Humanities AoLE team to ensure curriculum includes research on female scientists; local scientists, research on gender achievements</p> <p>ARR/MAT Coordinator - Recognising and meeting the needs of the MAT pupils</p> <p>LLC AoLE lead & all staff - Targeted opportunities in e.g. curriculum, improving boy's writing</p>	<p>2022-2023</p> <p>Termly monitoring</p>	<p>Humanities AoLE lead to work with ARR/MAT and LLC AoLE lead.</p>	<p>Annually all classes Adopt role models of all races/cultures ARR/MAT lead to analyse school data and identify MAT pupils with teachers annually. Parent/ pupil questionnaires are analysed to identify talents. MAT Register and MAT</p>



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	SLT to work closely to develop personalised curriculum with all staff	LLC AoLE lead & all staff - Reading challenges, electronic books, kindles			<p>Plans are in place where appropriate. MAT pupils identified in planning. Progress against targets is closely monitored by ARR /MAT lead who works closely with teachers and ALNCO.</p> <p>Our Cwmffrwdor IGNITE curriculum was launched in Autumn Term 2020 with characters chosen by the pupils to represent the Four Purposes from the New Curriculum. Planning across the curriculum now has an emphasis on real life learning experiences. Staff endeavour to link history topics to Wales and or the local area. Class topics throughout the school now prioritise authentic learning. SLT have previously viewed good practice in Wingate Nursery</p>
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					and Pembroke Dock Primary School. Teachers and LSAs are visiting identified places this year 2021/22.
Expand, refresh extra-curricular activities	Equality of opportunity	Extra-curricular activities, expand range music service, sports; chess club; coding club	Summer 2022 review	SLT	Offer a wider range of clubs for September 2022
Consider expanding sports on offer	Equality of opportunity Ensure staff have sporting expertise when recruiting	Pupil Equalities Group - Sports for disability (research availability and raise awareness within the school and wider community)	Pupil Voice groups 2021/22	Health and Wellbeing AoLE Pupil Voice groups Evidence	Pupil voice to identify clubs to be offered. Explore links in LA and beyond for rugby and other sports events Explore cluster link with Garnteg to use climbing wall.
To become a Creative Lead School	Equality of opportunity To develop cultural knowledge and diverse projects through collaboration with creative agents	Bid for £10,000 for WG grant – June 2022	SLT	Expressive Arts AoLE team	



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