West Mon Cluster

Strategic Equalities Plan
2025 - 2028

Cluster Vision: Happy, healthy and confident young people, able to contribute positively to their communities, and with the skills and aspirations to succeed and thrive.

Date: March 2026

Introduction

The Equality Act 2010 requires schools to develop and publish Equality Objectives and a Strategic Equality Plan with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and detail what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.
Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Head teachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider all guidance previously distributed. Similarly, schools are advised to work in their clusters in the preparation of their SEP.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

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1. Our distinctive character, priorities and aims

1.1 School values

West Mon Cluster 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. West Mon Cluster 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

West Mon Cluster is situated in the small town of Pontypool in Torfaen.

Griffithstown Primary School caters for pupils aged between 3 and 11 years. At present there are 350 pupils on roll, including 31 pupils attending Nursery.

Pupils are drawn from a well-established residential area and around 25% are eligible for free school meals. Around 7% of our children are supported by an IDP. There are 55 pupils identified as 'Pre Basic Skills' who are supported with a One Page Profile (OPP) for Literacy. There are 12 pupils with a OPP for Maths. There are 22 learners identified as Most Able with an Individual Action Plan (IAP) for reading. In Writing there are 5 IAP pupils and in Maths there are 12 IAP learners.

Most of our pupils are of British, white ethnic backgrounds. We have around 7% of pupils (25 learners) from other ethnic groups. The school also has a small number of Children Looked After (0.31%)

Most of our Nursery pupils stay on to full time education and we receive pupils from home and other settings.

All staff are committed to promoting high levels of pupil well-being and developing social and emotional aspects of learning. We consider ourselves to be a caring school with good relationships with the whole community.

1.3 Mainstreaming equality into policy and practice

West Mon Cluster is 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;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
    a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
    b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

- The Torfaen equality objectives identified in **Appendix 1;**
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. 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

- 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)

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 cluster'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 cluster 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 cluster'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 WG 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.

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 schools within the cluster monitor and evaluate 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 cluster 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 WG 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 cluster'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 cluster 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 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, 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 cluster 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 cluster ensures that action is taken to counteract this
- Staff use a range of methods and strategies to assess pupil progress. The schools within the cluster 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 schools endeavour to provide information materials for parents in accessible, user-friendly language and formats. Where appropriate, the cluster will endeavour to provide information in community languages and alternative formats upon request.
- Progress reports to parents are provided in a range of formats to ensure that all parents/carers can participate in the dialogue. The schools work towards a 100% engagement level of all parents/carers in consultations about pupil progress
- 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 schools. 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 cluster 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 cluster school's premises and facilities are available for use by all groups within the community. The schools endeavours to address accessibility difficulties.
- The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to 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 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 cluster involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the schools in relation to all equalities duties. We consider 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 considered when we set priorities.

- Meeting times vary to accommodate needs of individuals and groups.
- Schools send out annual questionnaires to parents and carers to seek viewpoints.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies 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 the cluster's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. *Strategic Pupil Leadership and Rights-Based Culture*
2. *Safety, Respect, and Eliminating Discrimination. A zero-tolerance approach to bullying and harassment ensures a safe learning environment*
3. *Inclusive Curriculum and Raising Aspirations. The curriculum will be used to actively challenge prejudice and expand life directions for all pupils regardless of background or gender.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are acting to fulfil both the general and specific duties.

Our action plans are incorporated into our School Improvement Plans which ensure that they are checked, monitored and evaluated systematically.

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 cluster provides a copy of its SEP and its action plans 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 prospectuses includes a reference to the SEP and the values underpinning it.

The cluster schools report 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 schools or local authority. Such information will be stored separately from personal information which identifies the individual. To protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- Revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- Using 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;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by March 2027

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Appendix 1

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)

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 ongoing 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 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.

Appendix 2

West Mon Cluster
Strategic Equality Plan 2025-2028
Equality Objectives and Action Plan

This unified strategic plan integrates the objectives of the West Mon Cluster —West Mon Comprehensive, George Street Primary, Penygarn Primary, New Inn Primary and Griffithstown Primary—into a single, cohesive framework. The plan focuses on four pillars: Empowered Pupil Voice, Representation in the Curriculum, Zero-Tolerance for Discrimination, and Total Accessibility.

Equality Objective 1: Strategic Pupil Leadership and Rights-Based Culture			
Evidence	**Protected Characteristics**	**Quantitative Target**	**Stakeholders**
•Specific comments within consultation and surveys •Verbal comments from visitors to schools •Equality Policy and previous SEP	All protected characteristics	• Increase in pupils agreeing that staff ask for their opinion • All classes engaged in rights-based learning sessions	Pupils, parents/carers, governors, grandparents, staff, visitors

Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Integrated Leadership Groups: Formalise pupil-led bodies such as the School Council, Wellbeing Champions to influence school improvement plans	Pupils feel valued and recognize that their opinions are considered during decision-making. Increased awareness of children's rights	SLT, Wellbeing Lead, Pupil Voice group leads, and all staff	Termly and annually	Wellbeing surveys, pupil-led groups minutes, stakeholder questionnaires, and Listening to learners activities	2027 - 2028
Embed the UN Rights of the Child across the school Whole school assemblies and class sessions on children's rights.	Pupils demonstrate an excellent understanding of their rights and the rights of others. A culture of mutual respect is established	SLT, Wellbeing Lead, Pupil Voice group leads, and all staff	Termly and annually	UNCRC accreditation reports, assembly themes, Jigsaw planning and pupil voice activities	
Cluster Collaboration - Organise visits to other schools in the cluster to share resources, ideas, and events. Participate in	Enhanced transition experiences and a unified cluster approach to wellbeing and equality	Y6 Teachers, ALNCos, Cluster HTs, Pupil Voice group leads, staff Pupil Voice group leads	Termly and annually	Cluster wellbeing group minutes and transition meeting notes	

cluster-wide Pupil Voice Projects.					
Communication & Influence - Pupil groups update stakeholders via school gazette, website, and assemblies. Pupil Voice groups meet with leads to evaluate the impact of their work and update action plans	Stakeholders are well-informed of decisions; pupils see the tangible impact of their decisions on school plans	Pupils, Parents/Carers, Staff, Community	Termly and annually	Newsletter archives, website content audits, and stakeholder questionnaires	
Commentary 2025-2026 Most pupil leadership groups, including the School Council and Wellbeing Champions, are well established and actively contribute to school improvement planning. Pupils confidently share views, identify priorities, and influence decision-making across the school. RMC to begin 'Active Allies' through 26/27 academic year. Children's rights are embedded throughout the school. Whole-school assemblies and classroom activities regularly promote understanding of the UNCRC, enabling most pupils to confidently discuss their rights and responsibilities. Limited opportunities have been provided for collaboration with cluster schools. Planning is required to establish shared projects, visits, and pupil voice initiatives. Most Pupil Voice groups effectively communicate their work through assemblies, the school gazette, or the school website. However, all pupil voice groups need to be part of the evaluation and updating actions plans/summative reports.					
Commentary 2026-2027					

Equality Objective 2: Safety, Respect, and Eliminating Discrimination. A zero-tolerance approach to bullying and harassment ensures a safe learning environment			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• School Improvement plans • School ALN policies • School Equality Policy and SEP • Listening to learners • Listening to teachers • Racist Incident monitoring • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • LA bullying data • National surveys	Public Duty: • advance equality of opportunity • Eliminate discrimination • Foster good relations between different groups Identified Protected characteristics: • Race, religion and belief • age • disability • gender	• measurable reduction in recorded bullying and racist incidents, as well as a reduction in parental complaints, reduction in racist incidents • Achieve 100% participation in themed weeks (e.g., Anti-Bullying Week, Show Racism the Red Card) and an increase in listening to leaners knowledge of diversity, equality and inclusion.	Pupils, parents/carers, governors, staff, visitors

Action	**Outcomes/what will success look like?**	**Resources/who is involved?**	**Timescale**	**Monitoring arrangements**	**Actual outcomes**
Robust Incident Recording & Response	All members of the school community feel	Pupils, parents/carers, governors, staff,		Analysis of "My Concern" logs, termly racist incident	

	safe and valued, with a common understanding that bullying and discrimination are robustly addressed for both victims and perpetrators	and visitors		monitoring, and review of school bullying data	
Targeted diversity, equality and inclusion awareness experiences/ assemblies	Teachers will ensure there are experiences related to protected characteristics, leading to an increased understanding of cultural diversity to ensure all children/ stakeholders feel represented.	Pupils, parents, governors, grandparents, and staff		Stakeholder questionnaires, "Listening to Learners" sessions, assembly theme reviews, and attendance data	
Preventative Curriculum & Staff Training - Themed days/weeks in curriculum undertaken such as cultural diversity weeks	Staff feel capable and confident dealing with identity-based incidents (e.g., racial bullying, discrimination), while pupils develop emotional regulation and	Wellbeing leads, Humanities lead, all staff, pupils Visits and visitors www.awarenessdays.co.uk http://www.reonline.org.uk/supporting/festivals-calendar/	Ongoing from Cultural Calendar activities in place: *Shwmae Day* *Show Racism the* *St. Dwynwen's Day* *International* *Remembrance Day* *Holocaust* *St David's Day*	Planning scrutiny, book looks, Self-evaluation forms, and wellbeing surveys/baselines, Pupil voice group minutes	

	healthy relationship skills. Increased understanding and awareness of a range of cultures and religions		*Shrove Tuesday* *World Book Day* *World Autism Awareness Month* *Black History Month* *Week Comic Relief.* *Sports Relief*		
Enhance global citizenship	Pupils and staff aware of the wider world and their own roles within it	PSHE / Wellbeing lead, all staff, pupils www.oxfam.org.uk www.compassionuk.org BBC Newsround	Ongoing throughout the year	Pupil voice group minutes, listening to learners Pupil	
Promote e-safety	Pupils aware of how to stay safe online and where to get help if they are concerned	School Police Liaison Officer – E-safety talks to pupils and parents Digital leaders & DCF lead – Training and guidance for staff and pupils	Annually	Digital Leaders minutes and prepared resources, listening to learners	
Commentary 2025-2026 Clear and effective systems are in place for recording, monitoring, and responding to incidents. Nearly all staff follow agreed procedures consistently, enabling timely interventions, appropriate support, and the identification of trends to inform future action. Nearly all learners have experienced a wide range of assemblies, workshops, and awareness activities promote diversity, equality, and inclusion. Most pupils demonstrate respect for differences and an increasing understanding of the importance of an inclusive community.					

The curriculum includes few planned diversity and inclusion experiences, staff training has begun to support this. Further opportunities will be provided to ensure these themes are embedded consistently across all areas of learning through celebrating special events from other faiths. Most pupils are provided with meaningful opportunities to explore global issues, different cultures, and their role as responsible citizens. Most pupils demonstrate an understanding of local and global responsibilities and show empathy towards others. E-safety is embedded in the majority of classes and regularly reinforced through assemblies, lessons, and awareness campaigns. Many pupils confidently identify online risks and know how to stay safe and seek support when needed.
Commentary 2026-2027

Equality Objective 3 : Inclusive Curriculum and Raising Aspirations. The curriculum will be used to actively challenge prejudice and expand life directions for all pupils regardless of background or gender.			
Evidence	Protected Characteristic	Quantitative Target	Stakeholders
• Specific comments within consultation/surveys • School Improvement plans • School Equality Policy and SEP • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • Bullying data	Public Duty: • Advance equality of opportunity • Eliminate discrimination Identified Protected characteristics: • Race, religion and belief • age • disability • gender	• narrowing of gender gap in achievement, use of PDG • reduction in recorded bullying incidents • 100% access to off-site trips and extra-curricular clubs through risk assessments and 1:1 support increased well-being	Pupils, parents/carers, governors, staff, visitors

• National surveys • Gender achievement data • PDG tracking		• all pupils receive explicit equality education	

Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Challenging Stereotypes - Ensure provision, including role play areas include opportunities/resources for pupils to question/challenge gender stereotypes	Pupils recognise that their gender does not dictate their career or life path; they develop the confidence to challenge societal norms	Pupils, Parents, Careers Wales, visitor	Annually	Learning Walks, "Listening to Learners," and RSE curriculum evaluations	
Diversified Representation – Long/medium-term planning to include local, Welsh, female, and Black achievements (e.g., Lucy Thomas, Eloise Williams, Bronwyn Lewis and Lady Charlotte Guest). Audit library and	Pupils have an increased awareness of the contributions made by Global Majorities to life in Wales and the wider world	AoLE Leads, Strategic Equality Lead, Literacy Lead, Community Leaders, families, visitors	Termly and annually	Self-evaluation forms, Skill coverage trackers, book looks, and termly monitoring of curriculum impact	

literacy resources to ensure they promote positive images of diversity and disability					
Community & Citizenship - Develop intergenerational links with care homes for ICT workshops/musical performances/reading. Jigsaw curriculum embedded to teach healthy relationships.	Stronger community bonds and a school culture defined by zero tolerance for homophobic or racist language	Wellbeing Lead, Elderly citizens, Hafan Cymru	Termly and annually	My Concern" logs, attendance data, and stakeholder satisfaction questionnaires	

Commentary 2025-2026

Resources and provision are beginning to challenge gender stereotypes, with few opportunities for pupils to explore and question traditional roles. Further development is needed to ensure this is embedded consistently throughout the school.

Planning includes a growing range of diverse role models and achievements. An audit of library and literacy resources has begun, with further work required to ensure representation is fully embedded across all areas of learning.

Initial links with community groups and care homes have been established, with some intergenerational activities taking place. The Jigsaw curriculum is embedded, supporting pupils to develop healthy relationships, empathy, and responsible citizenship.

Commentary 2026-2027

Accessibility Action Plan					
A. Gathering Information					
Action	**Outcomes/what will success look like?**	**Resources/who is involved?**	**Timescale**	**Monitoring arrangements**	**Actual outcomes**

Maintain a register of children with ALND (additional learning needs and disabilities)	A monitoring system is implemented and maintained to support pupils with a disability.	ALNCo Inclusion lead	Ongoing	Analysis of attendance data	
B. Increasing the extent to which disabled pupils can participate in the school curriculum.					
Review curriculum to ensure disability awareness is taught effectively across all areas of learning. Purchase books and other resources that promote positive images of disability. Invite disabled visitors/speaker to school assemblies, events.	Children's awareness of disability is embedded in school.	ALNCo Inclusion lead Assessment and Progression lead Teachers	Ongoing throughout the year	Planning scrutiny Listening to learners Tracking of visitors	

Risk assessment prior to trips. Plan trips and activities to ensure access. Provide support for pupils to ensure they can access after school clubs.	All pupils have full access to trips and extra-curricular activities	Teachers ALNCo Inclusion lead Headteacher Leads running after school clubs	Ongoing throughout the year	Monitor trips being booked. Auditing registers for after school clubs.	
Ensure teachers, support staff and governors have access to specific training for disability issues in our school. Ensure that all staff can differentiate the curriculum appropriately including through changes to teaching and learning style and are aware of ALN resources.	Staff to have a good awareness of the curriculum needs of pupils with: ASD Language and communication difficulties Severe learning difficulties Physical disabilities Hearing impairments Visual impairments	Teachers ALNCo Inclusion lead Headteacher	Ongoing throughout the year	Planning scrutiny. Listening to learners. Audit the training needs of staff. Monitor Intimate Care Plan at a timely manner. PCP meetings.	

Train identified staff to administer medication. Accommodate toileting and care needs of incontinent pupils – ensure individual care plans are up to date.					
Up to date provision maps provide a key part of the planning process and highlight the needs of individual children with ALN / disabilities	All children on ALN register have a provision map in place	Teachers ALNCo Inclusion lead Headteacher	Annually and when needed throughout the year	PCP meetings. Transition meetings with staff.	
C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Seek information on the needs of users and pupils. Incorporation of appropriate colour schemes when	Provide appropriate access to all users.	Headteacher Lead H&S Governor Site Manager All staff	Throughout the year	Staff to use the environment ASD checklist annually.	

refurbishing/decorating to benefit pupils with VI, ASD. Review annually all areas of the school to ensure there are no physical barriers for pupils with a range of disabilities.					
To welcome all applicants for teaching, TA, admin and Mid-day posts. To encourage all members of the community to consider becoming a governor.	Ensure adults with a disability are considered equally with others for posts in the school.	Headteacher Deputy Head teacher Recruitment Governors	When needed.	All applications and notes from interviews are kept for auditing.	
D. Making written information accessible to pupils and families in a range of different ways.					
Ask parents/Carers about access to information in review meetings. Discuss with parents/Carers their child's access	Information to parents/carers to is accessible for all.	Headteacher Deputy Headteacher ALNCo Inclusion Lead FLO Gypsy Traveller service	Throughout the year	Audit the responses of parents' views. Audit the needs of children from PCP meetings.	

needs when admitted to the school. Ensure, when appropriate, that written material is available in alternative formats.					
The school prospectus can be viewed on the school website as well as paper copies being offered to new parents when they visit the school. Information from the school prospectus is verbally discussed during face-to-face meetings. The school prospectus explicitly welcomes	Available support for parents of children with an ALN/ disability	Headteacher ALCNo Inclusion lead FLO Teachers	Throughout the year	PCP meetings. Community events such as ASD events held at school. Parent consultations. Views received on social media and website.	

children with ALN and disabilities. Information to parents is shared via school website, newsletters, messaging services, Class Dojo (written and/or verbal). Ensure parents of children with ALN and disabilities are invited to review meetings and their views are gathered.					
School to produce large print materials as required by pupils with a VI. School to produce pictorial support materials such as visual timetables, choice boards etc for pupils with ASD.	Delivery of teaching material to pupils is appropriate to their needs.	ALCNo Inclusion lead Teaching staff, including TAs	Throughout the year	PCP meetings. Paren consultations. Staff training. Auditing school environment. Listening to learners.	

School to provide alternative ways to record learning including the use of ICT for pupils with dyslexia and / or physical difficulties with fine motor control.					