Pontnewydd
PRIMARY SCHOOL

Nurture, Inspire, Achieve

Strategic Equality Plan
2024-2028

Agreed by Governors: 28th March 2025
Signed
Reviewed (Annually)
Signed: A Maloney Date:- 28/3/25
Signed: A Tait Date:- 28/3/25
Signed: Steve Evans Date:- 3/2/26

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1. Our distinctive character, priorities and aims

1.1 School values – motto, vision and aims

Our school motto is: **Nurture, Inspire & Achieve.**

Our vision: At Pontnewydd Primary School our vision is to create a learning community that:

Nurtures all our children to ensure that their emotional wellbeing is at the heart of all that we do. Ensuring our children are safe, happy and have self-belief. To develop children who feel valued and are healthy and confident. Children who are respectful and compassionate towards themselves and others.

Inspires all children to dream big. To set themselves high expectations. Children who are adaptive to change and resilient when faced with challenges. Children who have high aspirations of themselves and others.

Encourages all children to **achieve** their individual full potential and become positive citizens who contribute to their community, society and the wider world. Children who are innovative, creative and critical thinkers. Children who have a love for learning throughout their lives

We aim for all children:-

We will develop and practice our literacy, numeracy and technology skills needed throughout our lives

We learn in a secure and exciting school

We feel happy, safe and confident with our friends and teachers.

We learn to make lifestyle choices to enjoy a happy, healthy and active life.

School Aims

We aim for all children to be:-

Ambitious, capable learners
Who are ready to learn throughout their lives

Enterprising, creative contributors
Who are ready to play a full part in life and work.

Ethical, informed citizens
Who are ready to be citizens of wales and the world.

Healthy, confident individuals
who lead fulfilling lives as valued members of society

We learn to understand and celebrate differences and appreciate that we are all equal in our multicultural society and world.

We are becoming adventurous, imaginative learners who seek challenge

Working with our community inspires us to learn new things

We know and respect our Rights

We are proud to live in Wales and embrace all that is Welsh

Our parents and teachers work together to help us learn at home and school using online platforms.

At Pontnewydd Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Pontnewydd Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

What are Protected Characteristics?
We all have protected characteristics and it's important that no one is disadvantaged because of them. The Equality Act offers protection from discrimination in relation any characteristics a person may have. Those characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are a Rights Respecting School. Our Rights Respecting Pupil Council and staff teach all pupils, parents, Governors and members of our community about the Rights of the Child, how we ensure they are received and the promises required in order to respect them.

This policy reflects the spirit of the act and will not be limited to specifics that could be used to discriminate against.

At Pontnewydd Primary School where there is difference in achievement and attainment we provide the required provision to ensure equity and every opportunity to close the gap.

The school has effective practice in place to identify children who have additional educational needs and as a school we work closely with parents and other agencies who support children requiring additional support.

At Pontnewydd in accordance with the school's Relationships policy we ensure all stakeholders treat each other with respect and kindness. We recognise and celebrate differences

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

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

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

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

1, Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2, Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
A, removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
B, taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
C, encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

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

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

- The Torfaen equality objectives identified in **Appendix 1;**
- 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

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 in accordance with our relationships policy.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of diversity information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. Diversity data helps us review our performance and undertake accurate impact assessments to identify which of the school's aims have been achieved and what we need to do better. It also helps us to ensure we engage with and understand the needs of the whole community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;

- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school actively seeks to involve all **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 regardless of protected characteristics are genuinely taken into account when we set priorities.
The curriculum will be appropriate to all children and differentiated accordingly to accommodate diversity of needs. Parent and pupil questionnaires are used to ascertain the general consensus of key areas in school for example homework, behaviour and above all safety and wellbeing of pupils and staff.

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: -

EQUALITY OBJECTIVE 1: To create ethically informed citizens ensuring our school curriculum and daily practices teach and raise awareness of diversity and equality.

EQUALITY OBJECTIVE 2:. Further develop the whole school approach to family and community engagement supporting development of equity and inclusion.

EQUALITY OBJECTIVE 3: To create a cluster-based approach to anti-bullying reducing incidents involving protected characteristics.

EQUALITY OBJECTIVE 4:
Develop and create an environmentally sustainable community.

Our plans are cross referenced within the School Development Plan which ensures that they are checked, monitored and evaluated systematically. The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school can provide a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

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 2026.

Appendices

App. 1 **Torfaen Equality Promise Objectives**
App. 2 **School Equality Objectives and Action Plan**
App. 3 **Current school Access Plan**

Appendices

Appendix A

Torfaen Equality Objectives Plan 2024-2028
Draft Goals
1, To provide equal job opportunities. To have people working for us who:
• respect people's rights
• treat people fairly
• understand we are all different and may need different help
• get a good outcome for everyone.
2, To make sure everyone can use all of our:
• services
• buildings
• green spaces
• town centres and local shopping area
• roads and paths

3, Make sure our communities are safe and include everyone.

4, To support all Welsh Government plans about treating people equally and fairly.

5, To meet our duties under the law about:
• equality
• and treating the Welsh language equally

Appendix 2 Welsh Government

Long-term aim: to create a Wales based on equity, non-discrimination, and inclusion

Social Justice is at the heart of all Welsh Government work. We want a Wales where all people have equal access to human and civil rights, resources, and opportunities in all areas of life. We want a fair Wales that is free from

discrimination, an inclusive Wales where all individuals feel valued, respected, and included.

National equality objective 1

We will create a Wales where everyone has opportunities to prosper in line with our organisational goal to reduce poverty.

To help achieve this, we will aim to:

- create multi and accessible pathways out of poverty
- mitigate the risks of more people falling into poverty
- improve outcomes for those most at risk and who live in low-income households using the levers available to the Welsh Government

National equality objective 2

We will create a Wales where everyone can be aware of their human rights, where they are protected, promoted, and underpin all public policy.

To help achieve this, we will aim to:

- identify and utilise all levers possible to protect, strengthen and advance equality and human rights in Wales
- work to ensure that people are aware of their rights and know where to find appropriate intersectional advice and support
- work to ensure that human rights considerations are embedded in all policy and strategic planning across Welsh Government and encourage a similar approach across our public sector partners

National equality objective 3

We will create a Wales where everyone can be aware of and has equitable access to high quality public services.

To help achieve this, we will aim to:

- work to ensure that the lived experience, rights, wants and aspirations of service users, are at the heart of all Welsh public service design and delivery
- adopt an approach based on the measuring of the impacts and outcomes of the services experienced by the people of Wales

- address the policy implementation gap by improving delivery and removing the barriers which prevent people from accessing and benefitting from public services. This will include all Welsh public services
- work to ensure discriminatory attitudes are tackled in the public service system, including education and workplaces

National equality objective 4

We will take action to prevent discrimination, victimisation, harassment, abuse, hate crime and/or bullying against all people, including violence against women, domestic abuse and sexual violence.

To help achieve this, we will aim to:

- ensure that all support services are aware of how these issues affect our different communities, for instance disabled people are far more affected by domestic abuse and sexual violence
- ensure that all people have access to appropriate intersectional advice and support to help them live without fear, prejudice, and protect their health and wellbeing
- to help direct our work, we will create Welsh National Indicators regarding violence against women, domestic abuse, and sexual violence

National equality objective 5

We will create a Wales where everybody is able to participate in the workplace, have access to public transport and see themselves as reflected in the leadership of our public services.

To help achieve this, we will aim to:

- identify areas where further action is needed to ensure greater diversity among elected representatives and identify and investigate mechanisms to redress inequality
- take steps to significantly increase the diversity of decision-makers in public life and public appointments
- seek to highlight the success of entrepreneurs from all communities
- build on the work undertaken through our pilot Access to Elected Office Fund by exploring what further steps can be taken to support disabled people standing for elected office

- explore how we can provide support for individuals seeking to stand for election from other protected characteristic groups and socio-economic circumstances

National equality objective 6

We will create a Wales with fair and equal opportunities to gain employment and for fair and equal treatment in the workplace.

To help achieve this, we will aim to:

- increase workplace diversity by being an exemplar employer, and attracting, retaining, and supporting a diverse staff group at all organisational levels, thus addressing the under-representation that exists within senior management
- take concrete steps to pursue pay parity at all levels within Welsh Government,
- remove all employment-based barriers that prevent staff from all backgrounds from reaching their potential

National equality objective 7

We will create an environmentally sustainable Wales with the capacity to both ensure our journey to net zero is fair and to respond to the inequitable impacts of climate change.

To help achieve this, we will aim to:

- continue to develop our understanding of the risks and challenges around the transition to net zero alongside those posed by our rapidly changing climate
- take positive action to ensure a fair transition to net zero and mitigate the impacts of climate change on all people
- work to support and build capacity in our villages, towns and cities across Wales, to empower communities to transition fairly, and adapt to impacts of climate change. recognising that those who are most disadvantaged are likely to experience its worst impacts
- plan the transition in a way that helps to reduce the inequalities associated with socio-economic disadvantage and reduce vulnerability and lessen the threats posed by the known climate change risks

Proposed principles of approach

Three broad "Principles of Approach" will apply to all National Equality Objectives and supporting actions to drive forward the commitments in the distinct action plans and policies.

These Principles are how we propose to practicably implement the Equality Objectives across Welsh Government policy and interventions, working alongside policy colleagues and our stakeholder groups.

These principles of approach are:

Mainstreaming equality in the design and delivery of Welsh Government interventions and policy development

- Embedding Mainstreaming Equality across the organisation, including through the use of meaningful Equality Impact Assessments (EqIA). This aims to ensure that our policies and interventions meet the diverse needs of people across Wales, remove barriers and support people to flourish and reach their full potential.
- Supporting policy colleagues to ensure engagement with equality teams and stakeholders at the outset of policy development.

Delivering an intersectional approach to policy development and delivery

- Taking an intersectional approach to delivering the Strategic Equality Plan 2024 to 2028 helps us to better understand how the different equalities plans and policies intersect and how they consider different protected characteristics. Further policy development will need to consider how interventions support individuals with multiple protected characteristics and respond to the Socio-economic Duty.
- Working in an intersectional framework is complex and will need continual review and engagement with stakeholders and partners; feedback on our proposed intersectional approach has to date been positive.

Appendix 3

Pontnewydd Primary School

Pontnewydd Primary School Strategic Equality Plan 2024-2028

EQUALITY OBJECTIVE 1: To create ethically informed citizens ensuring our school curriculum and daily practices teach and raise awareness of diversity and equality.
Rationale: Embedding curriculum for Wales to ensure a broad and balanced teaching of diversity, equity and inclusivity taking account of recent training of ways to develop diversity through the curriculum and life of the school. Torfaen Draft Equality Plan 2024-28 1, To provide equal job opportunities. To have people working for us who: respect people's rights, treat people fairly, understand we are all different and may need different help, get a good outcome for everyone. Welsh Government -National equality objective 2 We will create a Wales where everyone can be aware of their human rights, where they are protected, promoted, and underpin all public policy National equality objective 3

We will create a Wales where everyone can be aware of and has equitable access to high quality public services. National equality objective 4 We will take action to prevent discrimination, victimisation, harassment, abuse, hate crime and/or bullying against all people, including violence against women, domestic abuse and sexual violence								
Priority Lead: AMM/SR **Lead Governor Link:**		**Staff involved in priority: All staff** **Link Governors:**						
Action/Professional Learning	**Success Criteria**	**Resources including use of grant funding**	**Timescale**	**Monitoring arrangements *Who, what, where, when***	**Progress against actions**			
					24/25	**25/26**	**2026/27**	**27/28**
• Evaluate and improve school practices to ensure we promote diversity and equality.	• Diversity, inclusivity and equity radiates through the school's ethos, culture and welcome. Through displays and daily provisions (first tier of wellbeing)	No boundaries audit and plan Grant allocated via SDP2 – resources such as texts toys	Summer 25 – audit Actions built into SDP 2 3 year plan	Built into SDP action 2 Wellbeing, Equity and Inclusion				
•Ensure awareness, teaching and understanding the importance of diversity, equity and inclusion is built into curriculum – through concepts, special events, days and weeks	• Diversity, inclusivity and equity build broadly and progressively into planning, teaching and learning through school spiral curriculum							

EQUALITY OBJECTIVE 2:

Develop a whole school approach to Family and community engagement supporting development equity and inclusion.

Rationale:

- All of these groups are represented within the school community.
- Less than 4% of the population of Torfaen identify as non-white.
- All pupils within the school identify as having no religion or Christian religion. No other faiths are represented within the school community.
- The school community consists of a variety of different family groupings. A third of all children within the school live in blended, split or different from birth household.
- 2% of the school community live in households with adults who identify as LGBTQ+ and have shared this information with the school.

Priority Lead: KS/LH **Lead Governor Link:**	**Staff involved in priority: All staff. Identified roles and responsibilities** **Link Governors:**

Action/Professional Learning	**Success Criteria**	**Resources including use of grant funding**	**Timescale**	**Monitoring arrangements** ***Who, what, where, when***	**Progress against actions**			
					24/25	**25/26**	**2026/27**	**27/28**

FCE Heart of the community work	• Achieve heart of the community Gold by the 2028	SDP	Bronze summer 25 Silver – summer 26 Gold summer 27 Heart of the community Summer 28	external accreditation				
Grow family and community engagement through coaching and mentoring support	• An embedded and flourishing family and community engagement with involvement and representation of all our community	SDP	Summer 25-Summer 26	Monitoring and evaluation cycle				
Further enhance family engagement work through role of family engagement officer and family and community engagement events	• Effective whole school approach to family engagement led by our family engagement officer.	SDP	3 year plan					
To establish a Big bocs Bwyd	• AMM to contact bigbocsbwyd for information and the setting up of it for the local community.	SD SDP 3	3 year plan		No longer available			

EQUALITY OBJECTIVE 3: To create a cluster-based approach to anti-bullying reducing incidents involving protected characteristics.
Rationale: Embedding curriculum for Wales to ensuring a broad and balance of teaching of diversity, equity and inclusivity taking account of recent training of ways to develop diversity through the curriculum and life of the school. Torfaen Draft Equality Plan 2024-28 5. Involve people and communities in matters that are important to them and the decisions that we make Welsh Government -National equality objective 2 We will create a Wales where everyone can be aware of their human rights, where they are protected, promoted, and underpin all public policy National equality objective 3 We will create a Wales where everyone can be aware of and has equitable access to high quality public services. National equality objective 4 We will take action to prevent discrimination, victimisation, harassment, abuse, hate crime and/or bullying against all people, including violence against women, domestic abuse and sexual violence

Priority Lead: AMM/SR **Lead Governor Link:**	**Staff involved in priority: All staff** **Link Governors:**

Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements *Who, what, where, when*	Progress against actions			
					24/25	25/26	2026/27	27/28
Understanding the School Context and Needs	**Conduct a Needs Assessment**: Begin by collecting data on current bullying incidents, focusing on how they relate to protected characteristics. This can include surveys, interviews with staff, students, and parents, and an audit of past bullying incidents. **Engage Stakeholders**: Involve key stakeholders in the process, including school leadership, teachers, parents, students, local authorities, and potentially external experts (e.g., anti-bullying charities or diversity specialists). **School Demographics**: Consider the cultural, racial, and socio-economic background of the students. Wales has a unique linguistic and cultural environment, so a culturally responsive approach is crucial	Supply costs AM	Autumn term 2025 Spring Term 2026 Spring Term (after PLASC) Autumn Term 2026	AMM/AM/SR				

***Objective*:** Establish clear, inclusive, and protective policies against bullying that specifically address protected characteristics.	**Review Existing Policies**: Audit current anti-bullying policies to ensure they cover all protected characteristics (e.g., race, gender, disability, sexual orientation, etc.). **Create Inclusive Policy Guidelines**: Develop a detailed anti-bullying policy that includes specific protections and protocols for incidents involving protected characteristics. **Implement Anti-Bullying Reporting System**: Develop an easy-to-use, anonymous, and accessible reporting system where students or staff can report bullying incidents. **Develop a Zero-Tolerance Statement**: Craft a clear statement reinforcing zero tolerance for bullying, harassment, and discrimination, emphasizing its impact on individuals with protected characteristics.							
EQUALITY OBJECTIVE 4: Develop and create an environmentally sustainable community.								
Rationale: Welsh government - National equality objective 7								

We will create an environmentally sustainable Wales with the capacity to both ensure our journey to net zero is fair and to respond to the inequitable impacts of climate change.

Local authority
Working to reduce energy usage and costs

School due to renew Eco Green flags

Priority Lead: TBC
Lead Governor Link: TBC

Staff involved in priority:
Link Governors:

Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements *Who, what, where, when*	Progress against actions			
					24/25	25/26	2026/27	27/28
Eco committee reevaluate school practices against Green flag	• Achieve Green flag accreditation	SDP grant allocation	Autumn 25	SDP termly monitoring and evaluating				
Eco committee annual action plan	• Achieve all actions on annual action plan	SDP	Annually					
Continue to develop school grounds to support learning, environmentally friendly practices and bio diversity,	• High effective provision within grounds to support environmentally friendly practices and biodiversity • Effective provision for environmental studies	SDP2 SDP 1	3 year plan					

	built into school curriculum • Forest Schools provision for ks 2 pupils.							
Continue to work with our local community to improve environmentally friendly practices	• Strong partnership with appropriate community groups and organisations supporting improved provision within the community. • Effective involvement in community events	SDP 2	3 year plan					

3 – Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
not to treat disabled pupils less favourably for a reason related to their disability;
to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
increasing the extent to which learners with disabilities can participate in the school curriculum;
improving the environment of the school to increase the extent to which leaners with disabilities can take advantage of education and associated services;
improving the delivery to leaners with disabilities of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed every three years.

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken by regularly by the Local Authority. It will not be feasible to undertake all the works during the life of the Accessibility Plan and therefore items will roll forward into subsequent plans. The audit is reviewed at the end of each three-year plan period in order to inform the development of a new plan for the following period.

Information about the Accessibility Plan will be published in the Governors' Annual Report to Parents. The Accessibility Plan will be referenced in the School Prospectus and forms part of the Strategic Equality Scheme. Information about the plan will be monitored through Students and Learning Committee and the Premises Committees of the Governors. The school will work in partnership with the Local Authority in developing and implementing the plan. The plan will be monitored by Estyn as part of their inspection cycle.

Action Plan

We take advice on support needed for learners with disabilities and work with extended services to ensure they have the support necessary to fully include them in the life of the school.
The Action Plan ensures that:
the school draws on the expertise of external agencies to provide specialist advice and support;
the ALNCo has an overview of the needs of learners with disabilities;
there are high expectations;
there is appropriate deployment and training of learning support staff;
successful practice is shared within the school and appropriate training opportunities offered;
the school works with feeder pre- schools to support transition;
learners with disabilities have access to curriculum areas;
learners with disabilities have access to extra-curricular activities.

The plan aims to:

improving the physical environment of the school, adding specialist facilities as necessary (this includes physical access and physical aids to access learning);
increasing access to the curriculum for students with a challenging, expanding the curriculum as necessary to ensure students are prepared for life;
improve the delivery of written information to students, staff, parents and visitors with disabilities (examples may include hand-outs, timetables, textbooks and information about the school and school events).

Exiting Facilities to assist access to the school by learners with disabilities:
disabled toilet facilities;
ramped access to buildings;
provision of appropriate number of disabled parking bays;
signs throughout the site which direct users with physical challenges.

We continually look to improve facilities for people with physical challenges, to provide improved access.

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
All staff to meet the needs of all learners	Provide on-going information, coaching, professional development and support to staff	All staff are able to more fully meet the requirements of the needs of learners with disabilities and the additional learning needs with regard to accessing the curriculum through ensuring effective universal provision	On-going	Increase access to the curriculum
All out-of-school activities are planned to ensure the participation	Review all out of school provision to ensure	All out-of-school activities will be conducted in an inclusive environment with	On-going	Increase in access to all school activities for all pupils with disabilities

of the whole range of pupils	compliance with legislation	providers that comply with all current and future legislative requirements		
Inclusion of students with disabilities in Physical Education lessons	Work with external agencies to develop suitable curriculum approaches where required	All students with disabilities accessing forms of Physical Education	On-going	All learners participation in PE lessons unless appropriate reason not to physically take part.
Physical accessibility to all curriculum areas	All pupils included, appropriately catered for and succeeding in all areas of curriculum learning.	Access for students with disabilities to all curriculum learning	On-going	Inclusion of students with physical disabilities in accessing all curriculum lessons

Improving the delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available written material in alternative formats if required	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information improved
Make available if requested school brochures, school newsletters and other	Review all current school publications and promote the availability in	All school information available for all.	As required	Delivery of information to parents and the local community improved

information in alternative formats if required	different formats for those who request this			
Review documentation as required with a view of ensuring accessibility for students with visual impairments if required	Gain advice on alterative formats, as required, and use of IT software to produce customised materials	All information available for all	As required	Delivery of school information to pupils and parents with visual challenges improved