



CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** | BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

Caradog Primary School

SCHOOL STRATEGIC EQUALITY PLAN
2022-2026



Date of approval by the governing body: October 2024

Date of annual review: October 2024

Date of full review: July 2026

Caradog Primary School
STRATEGIC EQUALITY PLAN
2022-2026

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Section 1: Foreword

At Caradog Primary School, we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 - 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Mrs Rhian Derrick
HEADTEACHER

Mr Mark Strong
CHAIR OF GOVERNORS

Section 2: Introduction

In Caradog Primary School, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission is aligned with the principles of the Equality Act (2010): ‘Young minds, Big dreams!’ and ensures that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity. Caradog Primary School ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority’s mission of ‘Achieving Equity and Excellent in Education and enhanced wellbeing for all’.

Section 3: Our School Context

Our school is a primary school in Aberdare. There are currently 204 learners on roll, including 18 part-full-time Nursery learners. This number will increase as we welcome rising three children in January and April. We also have 5 children in our KS2 Learning Support Class for Complex Needs. 2022 -2023 is the final year this class will be at our school.

In total, around 96 of learners are eligible for free school meals, which equates to 47% of the school community. Approximately 14 learners have an additional learning needs. Around 7 pupils have statements of special educational needs, which is significantly lower than the maximum guidance of 10% for Wales as a whole.

Approximately 19 of pupils come from a minority ethnic background and speak English as an additional language. Over 8 different languages are spoken within the school community, however, 0 speak Welsh as a first language.

As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

Section 4: Integrating Equality into Statutory and Non Statutory Policies

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the: Behaviour and Relationships Policy, Anti-Bullying Policy; ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

Section 5: Aims of the Strategic Equality Plan

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

Section 6: Equality Act (2010) and Public Sector Equality Duties in Wales

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- Self-evaluate effectively and decide on specific and measurable Equality Objectives that are published and actively pursued over a four-year interval to secure positive outcomes; and
- Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

Section 7: Roles and Responsibilities

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, 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 learners; and
- Ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, 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 Strategic Equality Plan and Equality Objectives;
- Ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility.

All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- 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 local authority and school's policies, e.g., reporting of racial incidents; and
- Supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Section 8: Engagement

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

Section 9: Data Analysis and Evaluation

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- Pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- An analysis of curriculum access and choices according to vulnerable groups and protected characteristics;

- Attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate;
- Engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- Data on the recruitment, development and retention of employees; and an
- Evaluation of historical actions and outcomes in relation to equality.

Section 10: Equality Impact Assessments

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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 school's compliance with 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 Strategic Equality Plan itself.

Section 11: Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 12: Equality Objectives

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).

Please see Appendix 1 for the details of the Strategic Equality Plan for 2022-2026 and the Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities. The Strategic Education Plan does cover all the relevant protected characteristics as defined by the Equality Act (2010).

The actions detailed in Strategic Equality Plan are aligned with our School Development Plan and both plans are cross referenced so that they are inextricably linked.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Lead responsibilities for identified actions;
- Resource implications; and
- Specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

Section 13: Gender Pay Objective

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

Section 14: Publishing and Monitoring Results

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

Section 15: Strategic Leadership

The lead for the Strategic Equality Plan in Caradog Primary School is Miss Katie Llewellyn.

Further information can also be provided by the Headteacher if required.

**Caradog Primary School
STRATEGIC EQUALITY PLAN FOR 2022-2026**

Date of Issue: Autumn 2022
First review of the Strategic Equality Plan: Autumn 2023
Formal review of Strategic Equality Plan: Summer 2026

Equality Objective 1 (please link to protected characteristics)

Continue to develop a whole-school commitment to equality through policy and practice.

Protective Characters covered: All.

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)

Listening-to-learners (2021) showed that children weren't aware of current school rules, felt that the consequences / card system was inconsistent. Therefore, school rules / values were created with children and whole-stakeholders.

Listening-to-learners (2022) shows that most children now know our succinct rules / values.

Listening-to-learners (2021) showed inconsistency in the language used, associated with anti-bullying. - Requiring reviewing and revisiting, in line with WG documentation.

Renewal of school vision during 2021-22 to include 'Inclusive, Diverse and Equitable' as a school aim. - Developed by all stakeholders.

Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)

Policies which have been reviewed include reference to equality, however some are outdated and therefore need updating / including.

Policy Cycle to be revised and agreed by Governors in Aut 2022. -Agree Sum 2023.

Further data required in future

Pupil questionnaires. - Spring terms.

Data on number of exclusions. - On-going.

Policy renewal, in line with timetable set by Governors.

Annual survey to Parents / Carers about their awareness of the Equality Policy, objectives and how to find it.

Pupil progress data, by group.					
Success criteria All relevant Policy updates to reflect equality. Policies implemented consistently. Incidents of behaviour / bullying reported and acted upon appropriately.					
Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Embed and reflect our recently reviewed Behaviour and Relationships Policy through school culture and practice, so that approaches are consistently used in school.	Behaviour and Relationships Policy. When the Adults Change, Everything Changes, by Paul Dix. (Book) Reviewed School rules and values.	R.D, SLT.	Sept 2022	July 2026 Regular revision.
1.2	Embed and reflect our recently reviewed Anti-Bullying Policy through school culture and practice, so that approaches are consistently used in school. Finalise our Child Friendly version of this Policy, with Year 6 / pupil voice groups.	Anti-Bullying Policy. Rights, Respect, Equality: Guidance for Schools. Pupil Voice groups - Pupil friendly material. Anti-Bullying Resources and provision.	R.D SLT, H&WB Team.	Sept 2022	July 2026 Regular revision.

1.3	Ensure all relevant school policies reflect equality/ the Equality Act 2010, by aligning to our Strategic Equality Plan, updated accordingly, through our planned cycle.	<p>School policy cycle, agreed by GB.</p> <p>School Policies - including ALN, T&L, Anti-Bullying, Behaviour & Relationship, Safeguarding, Complaints, etc.</p> <p>WG guidance on key policies.</p> <p>Guidance on Strategic Equality - RCT / WG.</p>	RD, ALNCo, SLT, Governors.	Sept 2022	July 2026
1.4	Publish and promote the Equality Policy and targets, through the School Website and staff meeting.	Include a question in the annual survey to parents / carers, regarding their awareness of the Policy and how to find it.	HT, SLT, GB.	Aut 2022	July 2026
1.5	Monitor and analyse pupil progress by race, gender, ALN, etc and act on any trends or patterns in the data that require additional support for pupils.	School Tracking systems.	DHT - ARR Lead. ALNCo.	Dec 2022	Termly on-going to July 2026

Equality Objective 2 (please link to protected characteristics)

Ensure our Caradog Curriculum is fully representative of our ‘pupil offer aim’: ‘Inclusive, diverse and equitable’.

Protective Characters covered: All.

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)

- Whole stakeholder engagement during 2021-22, to review our school vision and aims, in readiness for Curriculum Reform. This resulted in one of our four school aims now being ‘Inclusive, diverse and equitable’. Children, adults, governors and parents / carers agreed that this was extremely important to us. Therefore, this forms part of our pupil offer in school and needs to permeate through culture and curriculum.

Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data analysis)

- Whole stakeholder engagement during 2021-22, to review our school vision and aims, in readiness for Curriculum Reform. This resulted in one of our four school aims now being ‘Inclusive, diverse and equitable’. Children, adults, governors and parents / carers agreed that this was extremely important to us. Therefore, this forms part of our pupil offer in school and needs to permeate through culture and curriculum.

Further data required in future

- Surveys for pupils and parents to see if they recognise how we are realizing our aim of being ‘inclusive, diverse and equitable’. Including any further improvements.
- Listening-to-learners.
- Book looks.
- Learning walks.

Success criteria

- School is able to demonstrate we are inclusive, diverse and equitable, evident in policy, practice , monitoring activities.

Actions	Description	Resources	Lead Officer	Start Date	End Date
2.1	Create our ‘Diversity Calendar’ of events, celebrations and which are marked in school. - Ensuring we have equality in terms of	Diversity Calendar	KL, RD	Sept 2022 - created	Implemente d from end of Sept

	representation. Including role models, people in history, heroes, etc that young people identify with positively.				2022, on-going and evolving until July 2026
2.2	Develop our Caradog Curriculum to represent and celebrate a diverse and inclusive range of people, events and teachings. - From different cultures, religions, backgrounds, ethnicities, sexualities and circumstances. Plan for and audit fair representation of opportunities, across the AOLEs and Cross Cutting Themes.	Medium term planning. Curriculum overview.	KL, RD	March 2022	Initial draft - July 2023, Then on-going until 2026
2.3	All staff to consistently model expectations, terminology, positive attitudes, and inclusive behaviour towards all members of our school community.	Staff training from No Boundaries to develop understanding. Engagement in whole-school Behaviour and Relationships and Anti-bullying Policy and refreshers. Annual Safeguarding training. Staff Handbook / expectations.	RD SLT.	Sept 2022	July 2026
2.4	Ensure displays and resources promote diversity in terms of race, gender, ALN, disability, ethnicity, sexuality..	Provision for classrooms and school.	DHT, Teachers	Autumn 2022	Ongoing until July 2026

<p>Equality Objective 3 (please link to protected characteristics) Develop School as an anti-racist community, where the culture and ethos is explicitly anti- racist.</p> <p>Protective Characters covered: Race, Religion or belief.</p> <p>Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)</p> <ul style="list-style-type: none"> Monitoring (2019-21) shows that there is minimal representation of different cultures and races in school. - Resources, displays, books, provision. <p>Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data analysis)</p> <ul style="list-style-type: none"> Monitoring (2019-21) shows that there is minimal representation of different cultures and races in school. - Resources, displays, books, provision. <p>Further data required in future</p> <ul style="list-style-type: none"> Listening-to-learners. Book looks. Planning. Questionnaires. <p>Success criteria</p> <ul style="list-style-type: none"> School is visibly more diverse. (Displays, provision, resources) Diversity calendar is implemented and children are able to recognise and celebrate a greater range of important events and teachings. Medium term planning and monitoring evidence shows a range of representation, across AOLEs. All communities, however small, feel valued and part of our school. 					
Actions	Description	Resources	Lead Officer	Start Date	End Date
3.1	Build longevity from the initial whole-staff training (2022) from ‘No Boundaries Consultancy’ on Anti-	New Boundaries Consultancy.	RD KL	2023	2026

	Racism, by arranging for the workshop to take place again, for Governors and new staff.				
3.2	Identify further opportunities for New Boundaries to regularly visit, working with PS3 children, linking in with concepts and topics, as appropriate.	New Boundaries Consultancy. Curriculum Planning tools.	HT KL	2022	2026
3.3	Create our 'Diversity Calendar' of events and celebrations, which are marked in school. - Ensuring we have diversity in terms of representation.	Diversity Calendar. Links to BAME histories.	KL HT	Sept 2022 - created	Implemented from end of Sept 2022, ongoing and evolving until July 2024.
3.4	Develop our Caradog Curriculum to represent and celebrate a diverse and inclusive range of people, events and teachings. - Different cultures, religions, backgrounds, and ethnicities, as well as Black, Ethnic History teachings. Plan for and audit fair representation of opportunities, across the AOLES and Cross Cutting Themes. - Diversity needs to filter through all AOLES and our culture in school, not be an add on or a separate subject.	Curriculum for Wales. Concept Planning tools, developed in school and with the Cluster. School-to-school working. Pupil Voice.	KL HT	March 2022	Initial draft - July 2023, Then ongoing.
3.5	Celebrate cultural events to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range	Our Diversity Calendar. Pupil Voice.	KL HT KS	Sept 2022	July 2026

	of different groups, to participate in our celebrations.	Community links.			
3.6	A more conscious, high priority representation to be given in school, to displays, resources and provision. - With visualisation of children and adults of different races and ethnicities.	Display materials Purchasing of new materials and resources. Pupil voice	SLT, all staff.	Initiated Dec 2022	July 2026
3.7	Ensure any racial incidents are reported, monitored and acted upon effectively.	LA advice and reporting forms. SIMs	HT, DHT	Sept 2022	July 2026
3.8	Governors to become involved to help us develop our community- receiving training as staff have had. Funding to then be sought for community projects to develop knowledge of BAME history amongst our parents and carers.	No Boundaries Consultancy. Community Champions Group / links.	HT KS to arrange.	Sept 2023	July 2026

<p>Equality Objective 4 (please link to protected characteristics) Ensure the school continues to promote gender equality. Gender.</p>
<p>Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)</p>
<p>Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative analysis of information)</p> <ul style="list-style-type: none"> • Improvement in the number of girls taking up sporting after school clubs. - Ensure this continues. • Limited resources and provision for children which represent the varying relationships, sexualities, etc.
<p>Further data required in future</p> <ul style="list-style-type: none"> • Pupil questionnaires / listening-to-learners.

- Book looks, lea
- Parent questionnaires.
- Evidence from club participation.
- Recruitment processes.
- Monitoring of curriculum planning / evidence of learning / engagement.

Success Criteria

- Equal opportunities in school for both boys and girls - across our curriculum.

Actions	Description	Resources	Lead Officer	Start Date	End Date
4.1	Reflect positive role models in school, both male and female.	Curriculum planning and tools. Diversity calendar.	HT, DHT. All teachers.	Sept 2022	July 2026
4.2	Continue to create engaging learning opportunities that promote achievement of boys and girls.	Curriculum planning and tools. Pupil voice.	HT, DHT. All staff.	Sept 2022	July 2026
4.3	Promote and ensure that both girls and boys have equal opportunities to sports, clubs and events.	Clubs / registers. Pupil voice activities	Ht, DHT all staff.	Sept 2022	July 2026
4.4	Apply the principles of equal opportunities and gender equality to recruitment procedures at all times.	HR support / appointment procedures.	HT, Govs.	Sept 2022	July 2066
4.5	Continue to monitor relationships between children, boys and boys, boys and girls, girls and girls. Support, intervene and challenge where appropriate.	PSE activities, H&WB activities. Anti-Bullying / Behaviour and	HT & DHT All teachers.	Sept 2022	July 2066

		Relationships Policy / strategies.			
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Equality Objective 5 (please link to protected characteristics)

Ensure that school is fully accessible for children / parents with disabilities / ALN.

Disability

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)

- No allocated parking for disabled visitors in school.
- Our Policies and information for parents / carers is only available in written, printed format.

Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data analysis)

- Approximately 60% of parents / carers respond to surveys and forms we send home.

Further data required in future

- Evidence of improvement in engagement from parents / carers - questionnaires, forms, etc.
- Feedback from parents / carers.

Success Criteria

- Greater engagement and ability to understand information by pupils and adults.
- Improved outcomes and progress for disabled pupils.

Actions	Description	Resources	Lead Officer	Start Date	End Date
5.1	Develop the formats in which school information is available to parents / carers. Including: <ul style="list-style-type: none"> - 'easy read' - large print - symbols - audio 	Digital resources. Pupils Adults in school. Samples of excellent practice from other schools.	HT, SLT	Autumn 2022	July 2026
5.2	To inform the LA in advance, with as much notice as possible, when pupils with disabilities transfer to/from the school.	Communication channels.	HT, Govs	Autumn 2022	July 2026
5.3	Mark one space in the parking bay, as Disabled. Always free up the disabled parking space we have for parents / carers who require it for concerts / visits. - Liaise with them to know if they are calling for concerts, events, planned meetings, etc.	Disabled car park sign.	HT Govs	Autumn 2022	July 2026
5.4	To ascertain the need for reasonable adjustments to be made for visits to school by parents/carers, e.g. concerts, consultation evenings.	Communication channels.	HT, all staff	Sept 2022	July 2026
5.5	During refurbishment of school building ensure that works carried out comply with Disability requirements.	H&S, LA.	HT Govs.	Sept 2022	July 2026

5.6	Ensure that the learning needs of disabled pupils are met within the classroom.	Monitoring and evaluation cycle and resources.	HT, DHT, CD.	Sept 2022	July 2026
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