



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

YSGOL GYFUN CWM RHONDDA SCHOOL STRATEGIC EQUALITY PLAN 2022–2026



Dyheu • Dysg • Daioni

Cynllun Cydraddoldeb Strategol Ysgol Gyfun Cwm Rhondda 2022-2026

Cymreictod | Parch | Tegwch | Rhagoriaeth | Lles

Hanfod ymddygiad teilwng yw rhoi a derbyn parch

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Section 1: Foreword

At Ysgol Gyfun Cwm Rhondda 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.

Craig Spanswick

HEADTEACHER

Barrie Cradle

CHAIR OF GOVERNORS

Section 2: Introduction

In Ysgol Gyfun Cwm Rhondda, 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) 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.

Please see our Spiritual Statement and School Vision.

Ysgol Gyfun Cwm Rhondda 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

Ysgol Gyfun Cwm Rhondda is a Welsh-medium (11-19) comprehensive school in an area of high deprivation. There are 599 learners on roll, including 352 in Key Stage 3, 247 in Key Stage 4 and 104 in Key Stage 5. In total, around 143 of learners are eligible for free school meals (99 pupils have a right to receive FSM [which is 14.3% of the school] with 143 in total being of temporarily protected eFMS status) which equates to 20.4% of the school community.

Approximately 1.5% learners have an additional learning need. Around 11 of pupils have statements of special educational needs (7 boys / 4 girls).

Of the school population, approximately 10 of pupils come from a minority ethnic background and 3 speak English as an additional language (only 0.4% of the school population). Over 5 different languages are spoken within the school community and 36.4% speaking 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.



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SPIRITUAL STATEMENT OF THE SCHOOL

**Let us at Ysgol Gyfun Cwm Rhondda
show pride in our language,
our nation, our country.**

**Let us help one other in all situations
without considering religion, belief, race or colour.**

**Let us endeavour to do our best in everything,
academically or in our extra-curriculum pursuits.**

**We wish everyone to experience happiness and comfort in each
other's company, by showing respect and treating others as we wish
others to treat us.**

Let's follow our dreams to reach our goals.

**Let us make wise choices
in order to ensure success in everything we do.**

**Let us work together to make the Rhondda Valley
and Wales proud of us.**

**We acknowledge that we are the future,
and we will keep our wheel of heritage turning.**

Cymreictod | Parch | Tegwch | Rhagoriaeth | Lles

Hanfod ymddygiad teilwng yw rhoi a derbyn parch



Dyheu · Dysg · Daioni

GWELEDIGAETH EIN HYSGOL

**Yn ein hysgol ni, mae Cymru,
yr iaith Gymraeg a'n diwylliant,
a pharch at eraill a'n hunan
wrth wraidd popeth a wnawn.**

**Trwy ofalu am ein gilydd a'n hamgylchfyd,
fe grëwn amgylchedd gwaraidd a chefnogol
a fydd yn caniatáu i bob unigolyn
yng nghymuned yr ysgol
ddatblygu i'w lawn botensial,
a theimlo'n gyfforddus
gyda'i bersonoliaeth a'i hunaniaeth**

Cymreictod | Parch | Tegwch | Rhagoriaeth | Lles

Hanfod ymddygiad teilwng yw rhoi a derbyn parch

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: Pupil Discipline/Anti-Bullying Policy; SEN/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 we are published and actively pursued over 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 actions detailed in Strategic Equality Plan are aligned with our School Improvement/ or 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 Ysgol Gyfun Cwm Rhondda is Mrs Helen Griffith. Further information can also be provided by the Headteacher if required.



School Equality Plan

OVERARCHING STRATEGIC OBJECTIVES 2022 – 2026

At Ysgol Gyfun Cwm Rhondda we are committed to **Equality, Diversity and Social Justice** and **will** continue to support all our pupils, including those protected by the Equality Act.

We will work towards;

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity.
- Fostering good relations.
- Embedding working principles across our work, ensuring that we create an equal/fair learning culture for staff, pupils, and the community.

How we will deliver;

This School Equality Plan sets out how we will work towards ensuring that Equality & Diversity is as the heart of everything we do, and is integral to our School Development Plan and School Policies & Procedures in order to ensure fairness for pupils, staff and carers.

The following are our overarching strategic objectives:

| Overarching Objective | How we will do this |
|--|--|
| Equality Objective 1 We will be a school that ensures fairness and equalities in everything that we do | <ul style="list-style-type: none"> • We will take a whole school approach to delivering our plan with an identified lead within the school • All key decisions made will have due regards to the Equality Act (2010) • We will provide progress updates and share good practice examples with key stakeholders and contribute to the Council's Strategic Equality Plan 2019-22 |
| Equality Objective 2 We will be an equal opportunity employer with a workforce that values equalities and diversity. | <ul style="list-style-type: none"> • We will ensure recruitment & selection policies outlined by RCT Council are followed and documented • We will work with staff to identify appropriate training and support on an ongoing basis • Arrange regular staff meetings to ensure there is a whole school approach to Equality & Diversity and work together to identify and address issues. • We will ensure all staff receive Introduction Equality & Diversity training which will be documented |

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| | <ul style="list-style-type: none"> • We will develop a training programme of support for each academic year to ensure staff receive regular updates on Equality matters |
| <p>Equality Objective 3 We will support children and young people, particularly those with protected characteristics, to achieve their learning ambitions.</p> | <ul style="list-style-type: none"> • We will identify specific training needs for staff to enhance the learning for pupils that have protected characteristics. • We will work with RCT Council to monitor pupil attainment and support our pupils to reach their learning ambitions, through appropriate support and guidance. • We will work with pupils with protected characteristics to ensure that the school continually improves its delivery and access • We will support the delivery of our Senedd and identify pupils from Year 6 to participate in the Cluster Senedd sessions to ensure pupil voice • We will work with pupils that have protected characteristics to continually improve and develop awareness to support better learning outcomes, to ensure there is a better understanding with staff/pupils and work effectively with key partners to support this. (note this is also covered in objective 5) |
| <p>Equality Objective 4 We will promote and support safe, friendly and cohesive communities.</p> | <ul style="list-style-type: none"> • We will operate a zero tolerance to bullying & hate crime within and outside school. • We will develop a culture and understanding of bullying and hate crime through classroom based activities, specific assembly sessions and celebrate commemorative days such as Holocaust Memorial, Black History Month, LGBTQ+ History month etc. in order to celebrate, share, learn and raise awareness. • We will report all incidents of bullying using 'Classcharts' and develop interventions with the pupils/families in order to educate/support. • We will actively listen to pupils and parents around concerns raised from within and outside school in order to take appropriate action when required • We will work with partners/agencies to deliver training within school to support learning for staff and pupils. • We will celebrate diversity & culture through exploration/learning. • We will support school twinning in order to develop skills and learning around other cultures/religions |
| <p>Equality Objective 5 We will ensure there is meaningful involvement with people who have protected characteristics and key stakeholders that represent their interests.</p> | <ul style="list-style-type: none"> • We will work with pupil and parents to raise awareness and understanding of protected characteristics through classroom-based activities and wider community engagement to understand differences and similarities as well as encouraging ways for different races and religions to come together in order to support cohesive communities • We will work with pupils that have protected characteristics to continually improve and develop awareness to support better learning outcomes, to ensure there is a better understanding with staff/pupils and work effectively with key partners to support this. |

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| | <ul style="list-style-type: none"> • We will look to develop support groups within school in order to support those with protected characteristic ('Parch/Respect' / Equality Voice Groups, LGBTQ+ support, cultural diversity etc.) |
| <p>Equality Objective 6 We will strive to tackle inequality caused by poverty for people who have protected characteristics.</p> | <ul style="list-style-type: none"> • We will work with partners/agencies to deliver key programmes that will support those with protected characteristics in order to tackle inequality • We will ensure that as a school those effected are supported to learn through identified support/interventions and/or learning materials/equipment they may need to reach their learning potential |



**Ysgol Gyfun Cwm Rhondda
STRATEGIC EQUALITY PLAN FOR 2022 TO 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):

| <p>Closing the gap in performance and attendance of pupils from different groups <i>The above pupils are defined by the following qualities: eFSM Pupils, Ethnic minority pupils, ALN Pupils, Other pupils (e.g. missing school due to illness, injury, psychological problem etc, Boys and Girls.</i></p> | | | | | |
|--|--|-------------------------|----------------------------|-------------------|-----------------|
| Engagement work findings (e.g. identified priorities resulting from stakeholder surveys, meetings, workshops, etc.) | | | | | |
| <ul style="list-style-type: none"> Consult with primary school ALN coordinators to transfer knowledge and tailor support Engage with external experts and agencies to ensure effective support for pupils Meet regularly with the Pastoral team and Attendance Officers to monitor attendance and put support frameworks in place Regular meetings with parents where applicable Continuing with YEPS work Continue with key work and interventions (Provision Map and School Interventions) | | | | | |
| Success criteria | | | | | |
| <ul style="list-style-type: none"> pupils manage to follow the full school curriculum and make progress as predicted. every pupil fully integrates into school life. pupils' progress according to their potential occurs consistently across the progress steps / years. effective steps in place to support pupils with attendance that causes concern. | | | | | |
| Actions | Description | Resources / Cost | Lead Responsibility | Start date | End date |
| 1.1 | Monitoring school-based assessment systems | Monitoring time | Departments | September 2022 | Jul 2023 |

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|-----|--|---|---|----------------|--------------|
| 1.2 | Respond to any pupil/parent concern promptly. Implement a consistent communication system for messages from the office to the HofY / W,I,I Manager | Staff time | Year/Stage Leaders / Wellbeing, Inclusion and Intervention Manager | September 2022 | Continuously |
| 1.3 | Meet with external agencies regularly to monitor pupils' progress, wellbeing and attendance Working in partnership with Inclusion and Access Department, VP, Specialist Teachers, Educational psychologist, CAHMS, Children's Services, Counselling Service, Welfare Officer etc | Meeting time + release specific staff members | HG / Year/Stage Leaders / Wellbeing, Inclusion and Intervention Manager / external agencies | September 2022 | Continuously |
| 1.4 | Adapting work plans and lesson plans to ensure the best progress from boys, girls and eFSM pupils | Departmental meeting time / GGY and Inset school meetings | Curricular Leaders | May 2022 | Continuously |

EQUALITY OBJECTIVE 2

(should be linked to the protected features) :

Further develop wellbeing, anti-bullying and pupil voice and raise awareness of equality and diversity in school

Engagement work findings (e.g. identified priorities resulting from stakeholder surveys, meetings, workshops, etc.)

- There will be Health and Wellbeing lessons and days / Skills Challenge lessons, when guest speakers are invited in to discuss various issues such as race, sexuality, current affairs, e-safety
- The uniform vouchers and educational visit payment system ensure that all pupils are equal and not disadvantaged by poverty.
- Conduct pupil opinion / voice questionnaires to inform our actions / strategies and themes involved
- A cashless payment system for school lunches is in place to reduce stereotyping for eFSM pupils and remove the need for pupils to bring cash to school.
- Social skills development groups with vulnerable pupils (HAFAN) are carried out and even more vulnerable pupils targeted during specific times
- Learners are aware of the importance of their wellbeing in school and aware of where to go for information, support and advice.
- The Health and Wellbeing programme and lessons and Skills Challenge lessons have discussed equality issues and created a series of thematic days to introduce the subject to pupils. It is hoped that this raises awareness of equality issues, avoiding creating a problem where there is none.
- The School Senedd has discussed issues relating to pupil voice, preparing sessions on Pupil Voice and their role in developing the school.
- Parental questionnaires are distributed seasonally.
- Registration classes – when reporting back through the tutor / A Minute to Think / Right of the Week (RRS)
- Pupil Voice outcomes of pupils attending the Hafan
- Records of bullying incidents and the reasons
- 'Respect' Forum activities

Success criteria

- The number of bullying incidents decreases, particularly bullying for equality reasons decreases
- *Research being carried out on prevalence/allegations of bullying*

- pupils indicate the school is listening to them – opinion questionnaires / pupil focus groups / items raised by pupils for discussion by the School Senedd
- pupils make use of a 'Respect' Forum and that the impact of the Forum is in place
- pupils make use of the Hafan
- pupils are more aware of equality issues and their voice in school.

| Actions | Description | Resources / Cost | Lead Responsibility | Start date | End date |
|---------|---|--------------------------|----------------------------------|----------------|--------------|
| 1.1 | <p>School Parliament and a 'Respect' forum to further discuss and act on equality.</p> <ul style="list-style-type: none"> • <i>Do pupils feel they are not being listened to?</i> • <i>How can awareness be raised and all pupils' participation ensured?</i> • <i>Support Senedd/Respect Forum to develop inclusion</i> <p>Create an action plan to raise pupils' awareness of pupils' voice / the work of the School Senedd / how pupils can make a difference in school / how the school listens to their views. (E.g. noticeboards, year services, feedback back to tutor groups, idea box use, notification Right of the Week).</p> <p>Year/Stage leaders and tutors to encourage the use of an idea box and voice their views on issues of importance to pupils.</p> | Meeting time | ERA / HG | October 2022 | Continuously |
| 1.2 | Teaching pupils how the school listens to them (School Parliament / Respect Forum / LGBTQ+ Committee / Ideas box / Survey etc) | Tutorial / pastoral time | HG + Year Leaders / Class tutors | September 2022 | Continuously |

| | | | | | |
|------------|---|--|--|------------------------|---|
| | Year / Period services <ul style="list-style-type: none"> • Tutor group discussions • Introduction / A Minute to Think on Pupil Voice • Right of the Week (RRS) | + Wellbeing Lessons | | | |
| 1.3 | Monitor bullying incidents and, more specifically, incidents relating to equality (<i>e.g. race / sexuality / academic ability / poverty etc.</i>), taking into account external input where appropriate. E.g. guest speaker from Race Equality / Disability / Sexuality agency at I&LI, Police service / sessions (<i>It is hoped to raise awareness of equality issues, avoiding creating a problem where there is none.</i>) | Leadership time | HG | September 2022 onwards | Continuously |
| 1.4 | Monitor the effectiveness of H&W lessons and pastoral periods relating to equality (e.g. feedback from focus groups about the success of sessions and guest speakers to convey a clear message to pupils / any impact seen on pupils following the days) consistently, adjusting sessions and day focus where necessary. | Evaluation time inc freeing up staff to meet learners £500 | Related Staff | January 2022 onwards | Following each relevant session / theme |
| 1.5 | Continue to implement an internet safety and cyber bullying plan | Curricular time – Wellbeing, SChC + ICT lessons | GE/SWW | Annually | Annually |
| 1.6 | Continue to develop a school-wide Health and Wellbeing Curriculum | £500 Time of creation, evaluation | SWW / TE + Wellbeing Providers and pastoral sessions | As applicable | Annually |

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| | | and refinement – release SWW | | | |
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EQUALITY OBJECTIVE 3

(should be linked to the protected features) :

| Ensuring that the quality and use of our Data Collection and Equality Monitoring is an ongoing feature in improving our school | | | | | |
|--|--|--|--|----------------|--|
| Engagement work findings (e.g. identified priorities resulting from stakeholder surveys, meetings, workshops, etc.) | | | | | |
| <ul style="list-style-type: none"> • Consult with primary school ALN coordinators to transfer information • Teaming up with LA data officers • Transition Meeting (Transition Teacher + Pastoral team and School Administrative Officers) • Discussions with those where applicable • Welfare and Inclusion Governing subcommittee discussions | | | | | |
| Success criteria | | | | | |
| <ul style="list-style-type: none"> • Staff can plan and prepare appropriately; setup/grouping arrangements of the core subjects, pastoral groups and lesson resources (inclusive class). • Access from the Administrative Staff / ALNCO and Pastoral team – to assess according to pupils' needs. • Data evaluation informs practices and procedures in school. • Complainants are satisfied with the way their complaints have been resolved and the use of formal Complaints procedure is minimal. | | | | | |
| Actions | Description | Resources / Cost | Lead Responsibility | Start date | End date |
| 1.1 | Ensure that equality data collected from the cluster schools is precise (including legal name choices and preferred names) – and ensure the collection of the latest data in relation to the protected characteristics | Transition meeting time / part of transition teacher remit | HG / Transition Teacher / HofY.7 | May - Jul 2023 | Continuous |
| 1.2 | Regularly update pupil equality information on SIMS | Data update time | Transition Teacher / Administrative Team | May 2023 | As needed (at least annually) / Continuous |

| | | | | | |
|-----|---|--------------------------------------|-----|-------------------------------|------------|
| 1.3 | Monitor and track incidents to include bullying/racist/homophobic/anti-disabled/sexist and bullying relating to religion or beliefs – securing an effective log updated by the Assistant Headteacher and sending it to LA each term | Wellbeing and Inclusion meeting time | HG | Ongoing + termly report to LA | Continuous |
| 1.4 | Continue to ensure that any complaints from pupils, parents/carers and staff are dealt with appropriately – inc dealing with any complaint in an honest and open way and making use of the formal complaints procedure if complaints cannot be resolved informally. | | SLT | September 2022 onwards | Continuous |

EQUALITY OBJECTIVE 4*

(should be linked to the protected features) :

| |
|---|
| Working towards becoming a Rights Respect School to help our pupils to accept and celebrate difference and diversity, and develop a strong moral compass |
| Engagement work findings (e.g. identified priorities resulting from stakeholder surveys, meetings, workshops, etc.) |
| <ul style="list-style-type: none">• Consultation with the school Senedd / 'Respect' committee• Stakeholder voice questionnaires• Discussions with pupils, seniors and staff• Welfare and Inclusion Governing subcommittee discussions |
| Success criteria |
| <ul style="list-style-type: none">• Children's rights are an integral part of the school's ethos and culture, leading to improved wellbeing and academic success.• All pupils feel they have someone to listen to, and that their opinions and comments are valued.• All pupils are aware of the principles of equality, dignity, respect, difference and participation.• All pupils are aware of their rights and use appropriate language to communicate their thoughts/ideas.• All staff are aware of children's rights and use the language to communicate thoughts/ideas to pupils.• Improved pupil behaviour.• There are positive effects on relationships between pupils and their peers, as well as pupils and staff. |

*** To be implemented as part of SIP work 2023 – 2024 onwards** (*Familiarising ourselves with UNCRC Rights Respecting School bronze award expectations inc. completing RRSN questionnaire and creating an action plan*)

CONCLUSION

The issue of funding continues to be a vital factor in removing barriers to learning for pupils with any kind of barrier to learning. The use of appropriate technology ensures that these pupils can experience all aspects of school life and have equal opportunities as their classmates. Inclusion works with the appropriate funding for resources including human resources.

Most pupils have full access to school life but ensuring ongoing training and support is key to the success of this scheme. Details of specific pupils can be found in the One Page Profiles of specific pupils.