



**St.  
Andrew's  
Primary  
School**

learning together,  
we reach for the stars



**Newport**  
CITY COUNCIL  
CYNGOR DINAS  
Casnewydd

**Newport City Council  
St Andrew's Primary School  
Strategic Equality Plan**

**2020-2024**

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## **Introduction**

St. Andrew's Primary School is a local authority school which prides itself on being at the heart of its community. The school was established in April 2014 following the amalgamation of St. Andrew's Infant and Junior Schools.

The school is led by the Head Teacher, Mrs Joanne Giles who was appointed in April 2014. Mrs Elizabeth Charles is the Deputy Head Teacher. Mr Jack Newton offers leadership support and there are three Assistant Head Teachers, James Llewellyn, Rebecca Harrod and Ellece Davies. The senior leadership team are supported by the senior management team which is made up of 5 TLR holders.

St. Andrew's Primary School is situated on the eastern side of Newport. St. Andrew's has a growing community and has a capacity for 630 pupils. There are two Learning Resource Base classes, one in Foundation Phase and one in Key Stage 2, both with space for 10 full-time pupils and we have spaces for 80 part-time pupils in the Nursery, making a total full-time capacity of 690.

The school has 24 classes including the Nursery and two Learning Resource Classes. All have smart boards and computers. There are three large spacious halls and an on-site kitchen. Separate play areas provide for nursery, learning resource base class, reception, infant and junior children. Extensive internal remodelling of the site began in September 2015 and is ongoing. In December 2016 a complete remodelling of the outside environment has been undertaken which has had a significant positive impact on the school's ability to deliver outdoor provision.

One of the strengths of our school is the positive ethos and team spirit, which exists at the school. Parental support is vital and I am confident that, as a parent of a pupil at our School, you will want to work with us. Children's achievements are marked weekly with the Head Teacher's Awards, weekly, termly and annual Attendance Awards and text messages home for significant achievements. These awards celebrate both effort and achievement in every aspect of school life.

At St. Andrew's Primary School, we believe that diversity is a strength, to be respected and celebrated by all those who learn, teach and visit here. The school is committed to providing all pupils with equal access to all aspects of school life. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our Equal Opportunities Policy and the Accessibility Policy, provide further details, copies of which are available upon request.

The majority of our year six pupils resume their studies at Lliswerry High School with whom we work closely to maintain continuity in the education of your child.

### **Access:**

The school has made every effort to ensure accessibility for all pupils and visitors to the school by providing ramps, and lifts for wheelchair access to the second floors.



St Andrew's Primary School's mission statement is:

***Learning together, we reach for the stars***

The School vision is:

*To create a community that provides a challenging, imaginative, stimulating, happy, respectful and supportive learning environment where everyone is valued and achieves their true potential. We provide a learning community that is dedicated to believing that anything is possible.*

This is the school's 2nd Strategic Equalities Plan (SEP) as a recently amalgamated Primary School - it builds upon the two school's previous Disability Policies and Race Equality Schemes and sits above the school's Inclusion Policies etc. The previous Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy. This Plan was approved by the Governing Body in June 2016.

## **1 Equality vision and equality objectives**

The Equality Act 2010 requires all schools to have equality objectives in place. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

To choose objectives for St. Andrew's Primary School we:

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives.
- Discussed relevant issues at the School Council
- Consulted with SMT
- Consulted with staff during INSET
- Evaluated previous SDP and highlighted appropriate actions
- Drew up a long list with associated actions
- Asked parents views
- Asked pupils views
- Approved at Governors

These are the equality objectives we chose in our 2020-2024 Equality Plan

- **Equality Objective 1 – How does the curriculum promote positive attitudes to the linguistic and cultural nature of Wales?** Continue to work towards achieving Cymraeg Campus awards (currently suspended during COVID until further notice.)
- **Equality Objective 2 – How does the school ensure equal access to learning for all pupils, including those that are digitally disadvantaged? How are their families supported in facilitating pupil access to this?** Ensure that accelerated learning plan money is utilised to enable staff to carry out this work. Ensure pupil wellbeing is supported to aid recovery following limited attendance at school.
- **Equality Objective 3 - How does the school provide support for vulnerable groups such as NTE, EAL and BAME in accessing cross-curricular responsibilities of Literacy, Numeracy and Digital Competence?** Ensure specialist teaching, good relationships with GEMS staff and effective deployment of staff.

## 2, Demographic Data

The information below is an overview of the demographic data for our school. This has been collated using the PLASC data. The information showed will vary over the 4 years of the strategy.

### Gender split among learners and staff

	Learners (%)	Staff (%)
Female	320 (46%)	71 (92%)
Male	361 (53%)	6 (8%)
Unknown	0	0
Total	681 (100%)	77 (100%)

### Ethnicity split among learners and staff

	2011 Census		
Ethnic Origin	Newport (%)	Learners (%)	Staff (%)
Total Asian (and any other ethnic group)	5.4	93 (13.7%)	3 (4%)
Total Black (and any other ethnic group)	1.7	56 (8.2%)	1 (1%)
Total Other	1.0	146 (21.5%)	0
Total Mixed	1.9	41	0

		(6.0%)	
<b>Total White British</b>	89.9	345 (50.6%)	73 (95%)
<b>Total Unknown</b>	0.1	0.0	0
<b>Total</b>	100	681 (100%)	77

% of School population Ethnic Minority 49.3%

### **ALN learners**

	<b>Learners (%)</b>
<b>EYA/ SA</b>	121 (17%)
<b>EYA+/ SA+/ Funded IDP</b>	82 (12%)
<b>Statement</b>	15 (2.2%)
<b>Total</b>	218 (32%)

### **Free School Meals**

	<b>Learners (%)</b>
<b>Male</b>	127 (19%)
<b>Female</b>	112 (16%)
<b>Total</b>	239 (35%)

## **3 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Development Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2016.

### **4 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

#### **4.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions: -

- Promoting equality of opportunity
- Promoting good community relations

- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

#### **4.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination ‘on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status’.

The words ‘other status’ have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

#### **4.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

## **5 Pupils**

### **5.1 A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9<sup>th</sup> protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

## **5.2 How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation (where available), transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

## **5.3 What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

## **5.4 Positive Action**

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under-represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

## **5.5 Communication**

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. In Newport schools we also use Signalong. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Vision Impairment Service - SENCOM supports children, young people and families in school so that they can participate fully in school life.

Where relevant, we will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents etc.



## **5.6 Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar to and different from them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

## **5.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

## **5.8 Engagement**

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

## **5.9 Training**

We will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we will continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

## **5.10 Complaints and comments**

We value getting feedback about the school. We need people to tell us how we are doing. We have an 'open door policy' so if you have praise, a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you would like to make an appointment with a relevant person, we will arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint, we will do our best to keep the people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support are available for children and young people who need it.

## **6. Discrimination, victimisation and harassment**

### **6.1 Discrimination**

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kinds of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they had not understood because they didn't understand the sign.

## 6.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

## 6.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

## **6.4 Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults is treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

## **7 Performance / standards - how we deliver the policy**

### **7.1 Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as a regular item on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs J Giles (Head teacher], Mrs Brown (Deputy Head Teacher) and Mr J Llewellyn (Assistant Head Teacher). The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

### **7.2 Taking decisions and Equality Impact Assessments**

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

### **7.3 Performance**

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

### **7.4 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. No data published will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

## **8 Employment**

### **8.1 Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

## **8.2 Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

## **8.3 Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

## **8.4 Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we will ask current and prospective employees their opinions and experiences.

## **8.5 Positive about disabled people**

The school is committed to the two ticks - 'Positive about disabled people initiative' which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

## 9. Equality Objectives and Action Plan

Equality and diversity are a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the School Improvement Plan. There may be more or different work needed as opportunities arise.

<b>Equality Objective 1 – How does the curriculum promote positive attitudes to the linguistic and cultural nature of Wales?</b> Continue to work towards achieving Cymraeg Campus awards (currently suspended during COVID until further notice.)					
<b>Evidence</b>	EoKS data. A whole school Cwricwlwm Cymreig map. Adult to pupil and pupil to pupil using Welsh throughout the school day				
<b>Protected characteristic</b>	Welsh language in Wales				
<b>Quantitative target</b>	For 85% of learners to achieve a level 4+ in Welsh at the end of Key Stage 2 and for this to increase by 5% over the next 2 years.				
<b>Action</b>	<b>Outcome What will success look like</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
To complete a whole school Cwricwlwm Cymreig map	Completed map Coverage of each strand across each year group	Subject coordinator time HW/NH	September 2020 - 2024	Termly by Coordinators	Whole school map
To track pupils' progress across the whole school	FP baseline KS2 termly assessments Y6 pupil profiles	Assessment sheets PPA times Release time for y6 teachers	Begin Autumn Term 2020 and then on-going	KS2 termly data put into SIMS L2L by Welsh in Education Officer and subject coordinator	Termly data Improved outcomes / levels
Progressive Schemes of Work across whole primary school	All year groups planning from appropriate SoW (FP to use Fflic a Fflac packs) Progressive roll out Pod Antur packs in KS2	EC/HW/NH to lead teaching staff Welsh in Education officer  Schemes of work	Ongoing	Monitoring cycle by coordinators (Planning STP and MTP, book scrutinies, L2L)	Improved standards in Welsh
To hold an annual whole school Welsh week and Eisteddfod.	All children aware that even though we may have different origins, every pupil currently lives in Wales Pupils immersed in history of Wales and Welsh traditions	All staff led by EC	Themed week annually in February Eisteddfod annually on 1 <sup>st</sup> March or nearest school day		
<b>Evaluation:</b> Equality Objective 1					

<b>Equality Objective 2 – How does the school ensure equal access to learning for all pupils, including those that are digitally disadvantaged? How are their families supported in facilitating pupil access to this?</b> Ensure that accelerated learning plan money is utilised to enable staff to carry out this work. Ensure pupil wellbeing is supported to aid recovery following limited attendance at school.					
<b>Evidence</b>	Learners and their families will be digitally communicating with the school using school-based platforms.				
<b>Protected characteristics</b>	Age, disability, race, religion or belief, sex and sexual orientation.				
<b>Action</b>	<b>Outcome What will success look like</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Targeted intervention with children and their families identified as being digitally disadvantaged.	All or most pupils will be engaged with home learning and platforms such as Seesaw and Hwb.	Laptops or other digital devices will be allocated.  Logins shared with families.  Deployment of L4 TA.	Ongoing	Staff identify pupils who do not have a device at home and those that do not communicate with school through school platforms. Records kept – who has been offered support, digital device allocated and attended support sessions.	Families have been identified. Digital devices allocated and learners/families digitally communicating with the school.
School based support sessions with groups of learners to focus on accessing appropriate platforms for accessing learning.	Support sessions are undertaken with identified families.	L4 TA JGrif support communications between school, GEMS and families. GEMS home language support.	Ongoing (Responsive to need.)	L4 TA holds support sessions with families using GEMS home language support where required and available.	Families have engaged with school and received support.
Supporting pupils and their families to engage in digital communication with school staff.	Learners and parents communicate digitally with school staff.	L4 TA GEMS home language support. EDa to provide logins for new pupils.	Ongoing	Ongoing L4 TA and GEMS home language support to encourage engagement with the school. JGrif to support communications between teachers, L4 TA and GEMS.	Families engage with the school and access school -based platforms.

Extend admin and family support team to facilitate access to appropriate platforms and to support family engagement workshops.	The support team will be extended to support digital engagement.	Staff appointed to support. (KV)	Beginning of term.	Staff identified to be a family support team. Records kept – allocation of devices, workshops attended and engagement of families.	Families attend family engagement workshops.
Continued identification of learners and families that are digitally disadvantaged and engage with support.	Learners and their families will be identified and support given to access digital engagement with the school.	Teachers L4 TA EDa JGrif support communications between school, GEMS and families. GEMS home language support.	Ongoing	Teachers will identify learners/families who cannot engage with the school digitally and those who need a device and/or digital support. Continued monitoring of engagement.	All/most families will be engaging with the school digitally.
<b>Evaluation:</b> <b>Equality Objective 2</b>					

<b>Equality Objective 3 - How does the school provide support for vulnerable groups such as NTE, EAL and BAME in accessing cross-curricular responsibilities of Literacy, Numeracy and Digital Competence?</b> Ensure specialist teaching, good relationships with GEMS staff and effective deployment of staff.					
<b>Evidence</b>	Progress is made on Language Acquisition Records. End of KS data – core data set Tracking of pupils termly – target analysis				
<b>Protected characteristic</b>	Age, disability, race, religion or belief, sex and sexual orientation.				
<b>Action</b>	<b>Outcome What will success look like</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Specialist teacher to work with identified pupils.	Progress is made with NTE, EAL and BAME learners in the areas of Literacy, Numeracy and Digital Competence.	JGrif to support year 3 and 4 NTE pupils. GEMS support year 1,2,5 and 6 NTE pupils.	Ongoing	PM by RH. Learner progress monitored by JGrif and GEMS staff.	NTE, EAL and BAME learners that need support are identified.



					NTE, EAL and BAME pupils receive support.
Engage with GEMS to assess, support and monitor identified pupils.	Language Acquisition Records completed.	GEMS and JGrif to complete LARs with teachers where appropriate. Time allocated to JGrif during Assessment Liaison Week.	GEMS update LARs during Assessment Liaison Week (ALW) JGrif update LARs for Year 3 and 4 NTE pupils during ALW too.	RH and JGrif monitor LARs updates.	LARs completed and progress monitored.
<p>Evaluation: Equality Objective 3</p>					

Ways forward: