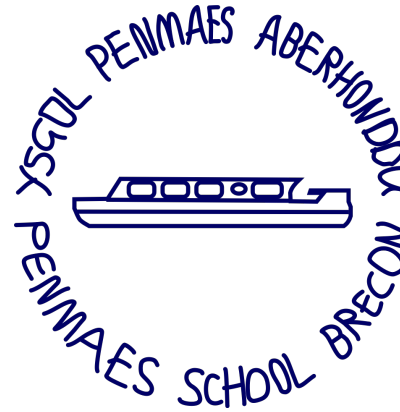


# Ysgol Penmaes


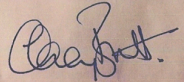


## Equality Policy & Plan 2023 – 2027

### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
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Headteacher: Angharad Bryn-Jones		27.09.23
Chair of Governors: Clancy Brett		27.03.23
Next review date: Sept. 2027		

## Contents of our Equality Plan (EP)

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## 1. Our Distinctive Character, Values, Priorities and Aims

### 1.1 School values

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

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

### 1.2 Characteristics of our school

Ysgol Penmaes is maintained by Powys County Council (LEA)

#### Age and Gender

Ysgol Penmaes currently has 109 pupils (September 2023) on roll.

Reception	8 (5 boys and 3 girls)	Year 5	9 (4 boys and 5 girls)	Year 10	5 (4 boys and 1 girl)
Year 1	6 (5 boys and 1 girl)	Year 6	7 (3 boys and 3 girls)	Year 11	9 (7 boys and 2 girls)
Year 2	6 (4 boys and 2 girls)	Year 7	9 (3 boys and 6 girls)	Year 12	8 (5 boys and 3 girls)
Year 3	6 (3 boys and 3 girls)	Year 8	6 (2 boys and 4 girls)	Year 13	8 (6 boys and 2 girls)
Year 4	4 (1 boy and 3 girls)	Year 9	9 (4 boys and 6 girls)	Year 14	9 (6 boys and 3 girls)

Total: 62 boys and 47 girls

#### Additional Learning Needs

All pupils who attend Ysgol Penmaes have a Local Authority maintained Individual Development Plan.

## Free School Meals (e-FSM)

Currently 38.5% (42- 24 boys and 18 girls) of our pupils are eligible for e-FSM

## Origins/Ethnicity

97.2% of our pupils are White British, 1.8% of our pupils speak English as an Additional Language the remaining 1% are of different ethnicities.

## Gypsy Travellers

We currently have no pupils that are classed as gypsy traveller

## CLA

6.4% of pupils are currently children looked after with 1 pupil being placed on the Child Protection register

## 1.3 Mainstreaming equality into policy and practice

The school is committed to the need both to eliminate unlawful discrimination and promote equality for pupils, staff and the other using school facilities.

We are committed to giving all pupils every opportunity to achieve the highest standards by:

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

## 1.4 Setting our equality objectives (including pay objectives)

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

The purpose of our Equality Plan (EP) is to fulfill the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies. In setting the equality objectives for the school, we will take due regard to the Equality Act general duty to:

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

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

- The local authority equality objectives identified in Appendix 2;
- views expressed by stakeholders who have been involved in the development of the Plan;
- issues arising as a result of an analysis of pupil data, e.g. attainment data of boys v. girls;

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in Section 5 (p.10) and Appendix 3.

## 2. Responsibilities

### 2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in the school

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

## 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so;
- modelling fair and respectful treatment of others;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

## 2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;

- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

### 3. Information Gathering and Engagement

#### 3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

#### 3.2 Types of information gathered

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

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



- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

### 3.3 Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account where possible the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. As a school we have strong foundations for engagement of stakeholder which includes:

Self evaluation

School Development Plans

Development of school policies

Pupil Consultation

School assemblies

Questionnaires

School council

Parent/Carer Consultation

Questionnaires

Class Dojo

IDP Reviews

Parent Evenings

Direct telephone contact with individual parents/carers

Regular letters home



## Staff

Daily contact and discussion - headteacher open door policy

Senior Leadership Team meetings

Performance management meetings

## Governors

Governing body meetings

Regular contact with school ie. pastoral visits to school, telephone and email contact

Governors are invited to attend school training and events

Curriculum/data presentations to the Governors

#### 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

#### 5. Objectives and Action Plans

The school evaluates the effectiveness of its Equality Plan every two years or more frequently if any areas for improvement have been identified. Any action plans demonstrate:

- objectives and specific actions;
- expected impact and success criteria;
- clear timescales;
- who has lead responsibility;
- any resource implications

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

#### 6. Publication and Reporting

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

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

All data collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal

information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

## 7. Monitoring and Review

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

- revisiting and analysing the information and data used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan by September 2024

# Ysgol Penmaes Equality Plan 2023–2027




# Appendices

Appendix 1	Protected Characteristics
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## Protected Characteristics under the Equality Act 2010

- Age\*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race

- 
- Religion or Belief
  - Sex
  - Sexual Orientation

\* Schools do not have to consider the protected characteristic of Age when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

### Local Authority Equality Objectives

#### Equalities and fairness at the council

In 2020, we took the decision to incorporate our Strategic Equality Objectives into Vision 2025: Powys County Council's Corporate Improvement Plan(CIP), rather than having a Separate Strategic Equality Plan.

By bringing our plans together, we want to ensure that our equality objectives become integral to delivering the outcomes of Vision 2025.

As a council, we are committed to promoting equality and diversity and improving our services and employment practices to meet the different needs of our residents and employees. In doing so, we aim to contribute towards improving outcomes for those who experience disadvantages in life.

During 2019-20 we undertook an in-depth review of our Strategic Equality Objectives, and after considering the views of residents and the local and national challenges, we decided to re-focus on six new objectives, outlined below. We review these annually to take account of changing needs and priorities.

- By 2024 we will enable people with a disability to have improved opportunities for valued occupation including paid employment.
- By 2024 we will create equality of opportunity for all our staff and take action to close the pay gap.
- By 2024, we will improve the availability of accessible homes, adaptable homes and life-time homes, that provide suitable and sustainable accommodation for future generations

- By 2024, we help people to get the support they need to prevent homelessness
- By 2024, we will improve opportunities and outcomes for children living in poverty.
- By 2024, we will improve opportunities for our residents and communities to become more digitally inclusive. This will enable them to easily access the services they need and participate fully in everyday life.

### **Stronger, Fairer, Greener - Our Corporate Plan**

Our Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives we will focus on to help make our vision a reality. The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet our objectives.


#### **Our ambition is that by 2027, we will be:**

- Stronger - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- Fairer - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- Greener - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.
- 

To achieve our ambition, we have set the three objectives below that are the core aims of this Corporate and Strategic

#### **Equality Plan:**



- 
1. We will improve people's awareness of services, and how to access them, so that they can make informed choices.
  2. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
  3. We will work to tackle poverty and inequality to support the well-being of the people of Powys.

Appendix 3

## Ysgol Penmaes

### Equality Plan 2023–2027

### Equality Objectives and Action Plans

#### Equality Objective 1

<b>Equality Objective 1</b>
To continue to embed equality of opportunity for all pupils and staff at Ysgol Penmaes
<b>Our Research:</b>

- School Visits with the School Improvement Adviser, information from visitors' comments, external agency feedback, governors visits and feedback, event evaluations, themed days- pupil voice and feedback, Class Dojo entries, stakeholder questionnaires, pupils own evaluation of school reports, self-assessment and peer-assessment, expressions of interest with regards to internal career progression, supporting pupil transitions, person centered Individual Development Plan reviews and termly formal lesson observations. Meetings with the local college and business enterprises such as Buzz and other organisations. Visits from past pupils including presentations of their successes. Collaborative working with the PRU and other special schools. Rights respecting school award- evidence

**Data Development:**

- Continue to develop and use stakeholder questionnaires and consultations
- Act upon any issues perceived as barriers to equality of opportunity
- Continue to capture entries on class dojo
- Engagement with stakeholders at whole school events
- SER feedback and comments in relation to what people say about Ysgol Penmaes and particularly with a focus on ethos and vision.
- Meeting minutes
- School Council minutes and meetings
- Lesson observation feedback
- IDP reviews
- Data tracking and learning journey e-portfolios
- Rights Respecting Schools evidence from bronze and silver awards

**Success Criteria:**

- Vision and aims reviewed and re-visited regularly with a clear vision on equality of opportunity for all.
- Whole school commitment to driving the school values forward
- Positive comments regarding the inclusivity of the school from all stakeholders
- Formal lesson observations which reflect equality and differentiation and show that everyone has an equal opportunity to succeed regardless of their needs
- Creation of career progression opportunities where possible and applicable on a permanent or on a secondment basis
- Impact of pupil voice on whole school priorities
- Increase in entries in compliments folder
- Increased stakeholder responses regarding self-evaluation
- Increased governor visits
- Increased pupil attendance at IDP reviews whether in person or through their learning journey e-portfolio
- Pupils in Y14 attending work experience/volunteering opportunities
- More courses being offered at local college that meet the needs and abilities of pupils

- School Council and other pupils will be able to voice that they are listened to and what impact they have made
- The school will have achieved RRS Gold Award
- Pupils will be able to recall their rights- where applicable
- Pupils will achieve meaningful accreditations supporting their transition beyond school
- Data tracking will clearly show progression for nearly all pupils.

**Actions:**

	<b>Description</b>	<b>Lead Responsibility</b>	<b>Start date</b>	<b>Review date</b>
1.1	Regular review of school vision and mission statement to ensure there is a focus on equality of opportunity.	ABJ/SLT	Autumn 2023	Reviewed regularly
1.2	The use of questionnaires and consultations to support school improvement priorities and self evaluation processes .	As above	Spring/Summer 2024	Annually
1.3	Fully embed the role of the termly pastoral governor visits- provide reports to the full GB.	ABJ/CB	Autumn 2023	Termly
1.4	Headteacher's termly report to governors provides evidence of SER links including pupil behaviour and achievements	ABJ/CB	Autumn 2023	Termly
1.5	Increase pupil participation at IDP Reviews	ABJ/SLT/Teachers	Autumn 2023	Annually
1.6	Apply to become a gold rights respecting school (UNCRC)	Teachers/TAs	Spring 2024	Annually
1.7	Set up a robust work experience/volunteering programme for all pupils in Year 14	DHT/AO	Autumn 2024	Termly
1.8.	Produce a set of progression plans that cater for all ages and abilities at Penmaes	DHT/AoLE leads	Autumn 2023	Termly
1.9	Display UNCRC articles across the school and reinforce pupil understanding	SLT	Autumn 2023	Annually
2.0	Continue to provide opportunities for internal career progression e.g. from a TA1 to a TA2 etc...	SLT	Autumn 2023	As opportunities arise
2.1	Work collaboratively with the local college to ensure parity in course offers and to ensure that parents and staff fully understand the pathways	SLT	Autumn 2023	On-going

2.2.	Forward plan and arrange a robust timetable of taster sessions at the local college so that pupils can familiarise themselves in the life of college.	SLT	Autumn 2023	On-going
2.3	Create an online compliments portfolio to celebrate the successes of pupils, staff and other stakeholders	HT	Autumn 2023	Weekly/Termly
2.4	Invite past pupils to come and talk about their successes beyond Penmaes to encourage and show others what is possible	ABJ	Summer 2024	Annually

## Equality Objective 2

### Equality Objective 2

To ensure all pupils access a progressive curriculum in order to achieve their full potential and make progress according to their individual abilities and needs.

#### Our Research:

- Learner progression reports, progression plan tracking, Routes for Learning, Digital Competency, other assessment data (Thrive profiles/plans, WEST assessments, ART, Precision Teaching, CPOMS), annual presentation of data to GB, ALP targets and IDP reviews, IDP paperwork, formal lesson observations including learning walks, pupils marked work, self and peer assessment, School Improvement Adviser visit and feedback, learning journey e-portfolios and individual pupil evaluation report. Self-evaluation responses.

#### Data Development:

- Continued use of self-evaluation processes and tools to inform school priorities.
- Termly Headteacher reports to Governors
- Lesson observation feedback
- Triangulation of planning, work and data through robust progression planning and tracking
- IDP paperwork- feedback from all stakeholders. Development of learning journey e-portfolios
- ALP targets and reviews- in line with pupil progression and external agency plans
- Completion of action enquiry
- Whole school monitoring procedures including feedback
- Test results e.g WEST assessment/AWRT
- CPOMS data for behaviour and safeguarding

#### Success Criteria:

- Data demonstrates that pupils make progress according to their individual needs and abilities.
- Learning journey e-portfolios reflect pupil progression
- Stakeholder feedback identifies pupil progress
- SIA visits and monitoring identifies pupil progress
- HT reports to governors highlight pupil progress
- Curriculum events with governors highlights progress
- Meetings with parents/carers and agencies will reflect progress made
- IDP reviews and evaluation of ALP targets will reflect progress
- Peer and self-assessment will reflect progress
- Lesson feedback, walks and monitoring will highlight progress
- Progression planning will show sequential learning which in turn will highlight progression

**Actions:**

	Description	Lead Responsibility	Start date	Review date
1.1	Annual review of policies as per agreed cycle to ensure the focus is on improving outcomes for pupils.	ABJ/SLT	Autumn 2023	Annual
1.2	Robust data analysis of pupil tracking. Analyse any trends, individual/cohort performance. Present data to the Governing body.	Teachers/LC	Autumn 2023	Termly
1.3	Where possible fully include pupils in their IDP reviews either through face to face attendance, virtual, through a questionnaire or their individual learning journey e-portfolios	SLT/Teachers	Autumn 2023	Annual
1.4	Equal opportunities to continue to be added to the weekly School Council agenda. Weekly minutes to be shared with SLT	SC lead/SLT	Autumn 2023	Weekly
1.5	Develop an annual data pack and share with Governors and the school Improvement Adviser.	LC/LM/ABJ	Summer 2023	Annually
1.6	Continue to conduct robust reviews of ALP targets and set new targets inline with pupil's needs.	Teachers/SLT	Autumn 2023	Termly
1.7	Develop suitable peer and self-assessment strategies including Assessment for Learning and Assessment in Learning	LC/Teachers	Autumn 2023	Termly
1.8.	Increase the use of learning walk language in order for pupils to become more familiar and to relate to it	LC/Teachers	Autumn 2023	Termly

1.9	Ensure robust progression planning for AoLEs that are accessible for all pupils, making refinements where required	AoLE leads and teams/LC	Autumn 2023	Termly
2.0	Continue to assess pupils using WEST, AWRT and Precision Teaching to monitor progression	Trained staff/LC	Spring/Summer 24	Termly

## Equality Objective 3

<p><b>Equality Objective 3</b> Continue to provide relevant professional learning opportunities/training to all stakeholders on equality issues e.g. using the DARPL toolkit to support diversity and anti-racist professional learning</p>				
<p><b>Our Research:</b></p> <ul style="list-style-type: none"> <li>SER feedback- questionnaires, school council updates, staff/department meetings, SDP, individual training records, GB training records, Visits by the school Police liaison officer, mental health and wellbeing audit, RSE audit/resources, feedback from staff mental health and wellbeing team and termly lesson observations</li> </ul>				
<p><b>Data Development:</b></p> <ul style="list-style-type: none"> <li>Staff training records and evaluations- paper and electronic</li> <li>Lesson observation proformas and evaluations</li> <li>School Council minutes/meetings with pupils</li> <li>SER Google form survey feedback</li> <li>Stakeholder views- questionnaires</li> <li>Formation of a staff mental health and wellbeing team- minutes from meetings which feed into weekly SLMT meetings</li> <li>Police Liaison officer overview and timetable</li> <li>Governing body meetings and minutes</li> <li>Directed time workshops</li> <li>CPOMS behaviour and safeguarding system</li> <li>Class Dojo</li> <li>RSE tracking and planning coverage</li> <li>Incidents of racism and bullying reported to the LA</li> </ul>				
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Robust annual professional learning programme in line with Performance Management targets</li> <li>Training programme for governors</li> <li>Relevant support in place for the School Council and other pupils regarding equality issues</li> </ul>				

- Advice and guidance for parents to address any equalities
- Access to the DARPL toolkit and the implementation of this where relevant
- Pupils and staff will participate in whole school days such as Show Racism the Red Card
- Number of incidents reported to the LA will remain very low if any at all.
- Pupils will be able to recall information shared with them with the police community officer

**Actions:**

	Description	Lead Responsibility	Start date	Review date
1.1	Review current professional learning programme considering individual PM targets	SLT/ Teachers	Autumn 2023	Annual and more regularly as identified
1.2	Outline a relevant training plan for parents and Governors	SLT	Autumn 2023	Annual
1.3	Continue with a weekly agenda item with regards to equality for School Council meetings.	ABJ/SC Lead	Autumn 2023	Weekly
1.4	Fully embed pupil participation in IDP reviews and continue to develop these through ALN transformation.	SLT/Teachers	Autumn 2023	Ongoing throughout the year
1.5	Record and address any equality issues that arise from all stakeholders.	SLT/GB	Autumn 2023	As issues arise
1.6	Continue to increase training and workshops from the Police Liaison Officer.	SLT/LM	Autumn 2023	Annually and more regularly as identified
1.7	Introduce the DARPL tool-kit to staff for implementation	ABJ/LM	Spring 2023	Annually
1.8.	Continue to engage in whole school days to celebrate diversity and anti-racism.	All staff	Autumn 2023	Termly
1.9	Record and monitor incidents recorded on the CPOMS platform to manage and address any diversity or racism incidents	LM/ABJ Staff	Autumn 2023	Half termly

## Equality Objective 4

**Equality Objective 4**

To continue to develop a range of pupil friendly policies and information sharing leaflets

**Our Research:**

- School Council feedback, feedback from pupil leadership team, lesson evaluations, feedback from the SIA and SER responses.

<b>Data Development:</b>				
<ul style="list-style-type: none"> <li>● Pupil evaluations and feedback</li> <li>● School Council agendas and minutes</li> <li>● Meetings with the School Council and Health and Wellbeing lead</li> <li>● Impact of the policies on pupil engagement/outcomes</li> <li>● Quality of teaching and learning and inclusivity/equality</li> </ul>				
<b>Success Criteria:</b>				
<ul style="list-style-type: none"> <li>● Pupil policies will be produced for identified areas e.g. complaints</li> <li>● Pupil leadership team will have contributed to the prospectus through collaboration with the School Council</li> <li>● Pupil friendly policies will be available on school website</li> <li>● Governing body will acknowledge and approve the pupil friendly policies.</li> <li>● Leaflets will be available for parents and other pupils</li> <li>● Pupil voice will strengthen.</li> </ul>				
<b>Actions:</b>				
	<b>Description</b>	<b>Lead Responsibility</b>	<b>Start date</b>	<b>Review date</b>
1.1	Health and Wellbeing lead to work with the pupil senior leadership team to develop pupil friendly policies.	LM/SLT	Autumn 2023	Annually
1.2	Pupil friendly prospectus developed in collaboration with the School Council/Pupil Leadership Team	LM/SLT	Spring 2023	Annually
1.3	Update pupil friendly policies/prospectus to be put on school website	KM/SJ	Autumn 2023	Annually or sooner if required
1.4	Policies, leaflets and prospectus to be shared with the Governing body.	SLT/ABJ	Autumn 2023	Annually

## Equality Objective 5

<b>Equality Objective 4</b>
To raise awareness of children’s Rights and to support the Children’s Commissioner for Wales in Making Life Better for Children in Wales 2023-2026
<b>Our Research:</b>
<ul style="list-style-type: none"> <li>● School Council feedback, feedback from pupil leadership team</li> <li>● RRS evidence and the next steps involved to achieve gold</li> </ul>



- Supporting information on the Children’s Commissioner website
- Notes from meetings with the Children and Young People’s Committee in WG on Equity in ALN provision

**Data Development:**

- Pupil evaluations and feedback
- School Council agendas and minutes
- Meetings with the School Council and Health and Wellbeing lead
- Impact of the policies on pupil engagement/outcomes
- Quality of teaching and learning and inclusivity/equality
- Reports from RRS awards
- Reports from CYPC
- CPOMS data for behaviour

**Success Criteria:**

- Pupils will have a greater understanding of their rights and will be able to recall these
- There will be articles on display across the school promoting children’s rights
- A pupil rights ambassador will be in place and will form part of the School Council
- Pupils will present to the governors about children’s rights and what they mean for them
- It will be clearly evident that Penmaes is a RRS

**Actions:**

	Description	Lead Responsibility	Start date	Review date
1.1	Rights articles to be displayed across the school and in classes	Teachers/ABJ	Autumn 2023	Annually
1.2	Lessons to focus on children’s rights to develop understanding and meaning	Teachers	Autumn 2023	Annually
1.3	To appoint a pupil rights ambassador	ABJ	Autumn 2023	Annually
1.4	To ensure staff have an understanding of the Children’s Commissioner for Wales document a ‘Making Life Better for Children in Wales 2023-2026	Teachers	Autumn 2023	Annually
1.5.	The School Council including the rights ambassador to present to the governing body on what their rights mean to them and how they are recognised and celebrated at Penmaes	SC Lead/ABJ/LM	Spring 2023	Annually

