Abersychan Cluster
Strategic Equality Plan
2023- 2026

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1. Our distinctive character, priorities and aims

1.1 Cluster Vision

In the Abersychan Cluster 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 and progress 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. In the Abersychan Cluster we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit all cluster schools.

1.2 Characteristics of our schools

Cwmffrwdoer Primary School

Cwmffrwdoer Primary School is situated on the outskirts of Pontypool. The school is a 45 entry school with capacity for up to 315 pupils aged from 3-11 years. There are currently 234 FT pupils as well as 28 PT nursery pupils. The catchment area is a mix of relatively prosperous and economically disadvantaged families. Approximately 36% of pupils are entitled to free school meals. In 2023 there are 7 Looked After Children (LAC) pupils. The school currently has 10 classes including a nursery and nurture class. At Cwmffrwdoer we believe that every pupil is equally important and we have high expectations of all. Everyone's contribution is important in Cwmffrwdoer. We expect our children to work hard and enjoy life at school. Above all, we aim to provide a happy school where children will be cared for sensitively. We are a Silver Rights Respecting School and are in the process of becoming a Trauma Informed School (TIS) and our relationships and behaviour policies have been updated in 2023/24 to reflect current practices. Some of our pupils come from families with different religious beliefs. A minority of our pupils are of ethnic origin. Despite this we strongly believe that educating our pupils on matters of race is very important and this forms part of our personalised IGNITE (Inspiring, Growing, Nurturing, Imaginative, Thriving, Enjoyment) curriculum. Cwmffrwdoer Primary School has building modifications to meet the needs of pupils with disabilities. We work closely with other agencies which enhance pupils' life experiences. Eg Educational Psychologists, Torfaen Counselling Service, Torfaen Outreach, Torfaen ASD Support Officer, Families First, Lego Therapy, Wellbeing dogs and Social Skills groups through Torfaen Play Service.

Aberyschan School

Abersychan School is situated on the outskirts of Pontypool. The school has the capacity for over 1000 Pupils. We currently have 766 students on roll. Current figures for each year group are. …

	Total	Females	Males
Yr 7	142	69	73
Yr 8	172	88	84
Yr 9	160	83	77
Yr 10	140	55	85
Yr 11	152	70	82

The catchments area is a mix of both disadvantaged and relatively prosperous families. Approximately 28% of our students are currently FSM but this figure raises to 44% if we consider transitional FSM. We currently have 29 CLA students but this figure fluctuates frequently.

At Abersychan we believe that every student is important and we have high expectations of all both socially and academically. Everyone's contribution is important in Abersychan and the school is fully invested in student voice. We expect students not only to work hard but also to enjoy life at school and embrace as many extra-curricular opportunities as possible. Extra-Curricular opportunities at our school include attendance to sporting clubs, attendance to subject specific clubs, attendance on trips, participating in sport leaders programmes and being part of pupil panels. We aim to provide a happy school. We are a TIS (Trauma informed school) and are relationships and behaviour policies are reviewed bi-annually.

Some of our students come from families with different religious beliefs. A minority of our pupils are of ethnic origin. Despite this we strongly believe that educating our student on matters of race is very important and is covered in several AOLE areas such as Health and Wellbeing, Humanities, Expressive Arts and Language, Literacy and Communication.

Abersychan has building modifications to meet the needs of pupils with disabilities. We also work closely and other agencies which enhance pupils' life experiences. E.g. Education Psychologists, Torfaen Counselling services, Torfaen Outreach, Torfaen ASD support officer and Families First.

Garnteg Primary School

Garnteg Primary School is situated in the small town of Garndiffaith, near Pontypool. The school serves some private, but mostly rented homes. The school admits children to the nursery at the age of three. The entry of children into the nursery is controlled and administered by Torfaen County Borough Council. The school accommodates Flying Start on site in a building next to the main entrance which enables families to access pre-school education.

There are 351 full time pupils on roll and a further 36 children attend the nursery part time. The school is organised into 14 classes. Including the Headteacher, there are 18 full time teachers and one part time teacher. There are fifteen fulltime and six part time Teaching Assistants. The school also has a full time Family Engagement Officer.

Approximately 33% of pupils are entitled to free school meals. This is significantly higher than the local and national averages.
English is the predominant language for 100% of pupils. There are currently 3 (0.7%) pupils identified as having English as an Additional Language. No pupils have Welsh as a first language at home.

Very few (4%) pupils are identified as having Additional Learning Needs (ALN). There are fourteen pupils who receive a statement of educational need or a LA/School based IDP.

Blaenavon Heritage Primary School

Blaenavon Heritage VC Primary is a 21st century Church in Wales school at the heart of our community, located in the World Heritage Site of Blaenavon.

A school which is developing pupils with Christian values who have happy hearts, healthy minds and bodies. Where all strive for excellence, to improve the spiritual well-being, education, health and leisure provision for our whole community. The school accommodates Flying Start in close proximity to the school which enables families to access pre-school education.

There are 487 children on role. Approximately 36% are entitled to Free School Meals which is significantly higher than national averages.

At BHVC Primary school we promote equal access to all areas of the curriculum for every child within our school regardless of race, gender, ability, disability, faith and cultural background.

The school has clear policies in place and we are committed to providing an inclusive education for all pupils. We provide support to pupils when necessary to ensure that EVERYONE has equal access to all activities in an atmosphere of tolerance and respect.
We are fully compliant with all DDA recommendations and the building has facilities to accommodate disabled persons. However on occasions, Health and Safety demands may mean some exceptions are made, but we will do our very best to look carefully at each individual case.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor a range of progress and 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, local community and Wales as a country, in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

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

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

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means

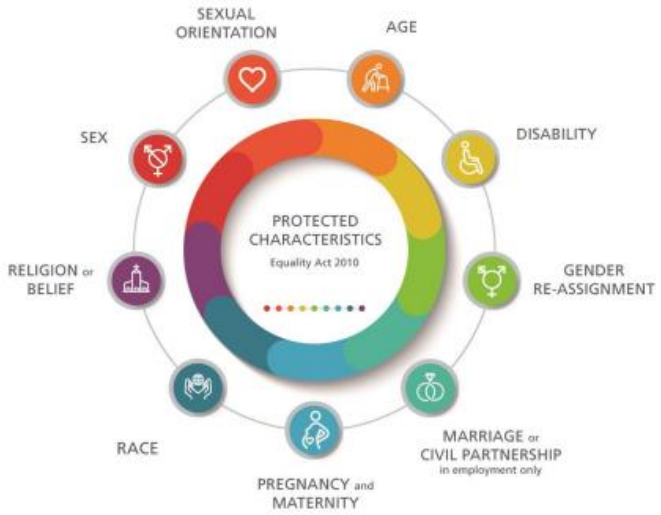
a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

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

Who is protected under the Equality Act 2010?

It is against the law to discriminate against someone because of their protected characteristic. This is the term used in the Equality Act 2010 to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them, they are:



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

- The Torfaen equality objectives identified in Appendix 1 and school priorities
- Views expressed by stakeholders that have been involved in the development of the scheme;
- Issues arising as a result of our analysis of our pupil data, e.g. pupil survey, attainment data of boys v. girls, racism/diversity work

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our Cluster Equality Objectives are set out in **Section 5** and **Appendix 2.**

2. Responsibilities

2.1 Governing Bodies

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

• seeks to ensure that people are not discriminated against when applying for jobs at our school;

• takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;

• ensures that no child is discriminated against whilst in our school

2.2 Senior Leadership Team's (SLT's)

The SLT promotes equality and eliminates discrimination by:

• implementing the school's SEP, supported by the governing body in doing so;

• ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,

• ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

• promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;

• treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 **Staff** – **teaching and non-teaching**

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

• ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;

• striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;

• challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;

• supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2Types of information gathered

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

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme
- pupil attainment and progress data relating to different groups
- children and young people's views actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum and how they make choices between subject options
- sports and activities choices of all groups
- uptake of enrichment activities by group

- exclusion 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

Schools involve stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country. The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. All staff have been consulted during meetings and had time to reflect on the SEP individually. Pupils have been asked how we can involve all pupils in every aspect of school life in assemblies and in class. The School Equality questionnaire was sent out to all stakeholders and replies were considered within the plan.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way. As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy. Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are stated in Appendix 2.

We have action plans covering all relevant protected characteristics (Appendix 2) these describe how we are taking action to fulfil both the general and specific duties.

The action plans shows:

- objectives and specific actions
- expected impact and indicators of achievement (success criteria)
- clear timescales

- who has lead responsibility
- resource implications
- specified dates for impact assessment and review

The cluster will evaluate the effectiveness of the SEP on an annual basis

6. Publication and reporting

The schools provide a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The schools report annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report

7. Monitor and Review

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

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

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

- involve the participation of a full range of stakeholders
- be evidenced based - using information and data that the school has gathered and analysed

The next full review of our SEP will be undertaken in 24 / 25

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

Appendix 1

Torfaen Equality Promise Objectives

Objective 1: Torfaen County Borough Council is an equal opportunity employer, with a workforce that is aware of and understands the importance of equality and diversity.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 2: Ensure that people and communities have their rights respected and feel safe from violence and abuse.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 3: Work to eliminate the disadvantages and barriers that make it hard for people to access the same opportunities as everyone else. Protected Characteristics: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 4: Involve people and communities in matters that are important to them and the decisions that we make.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 5: Ensure the council complies with its statutory equality and Welsh language duties.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Appendix 2

Equality Objective 1: Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Results - • Gwent research into racism and racist bullying - • 'Take it seriously' children's experiences of racism within secondary schools - • Cluster Anti-Racism Questionnaire results (• Increasing number of children attending schools from Black, Asian and Minority Ethnic	• Race • Religion • All other protected characteristics	• All members of the school community feel safe and valued • There is a common understanding in all schools of what zero tolerance towards racist incidents is	All stakeholders

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype	Increased staff awareness of Anti-Racism, stereotypes and prejudice	Professional learning for those working in education to develop an understanding and development of anti-racist practice No Boundaries Courses - DARPL	September 2024 – July 2025 Training to be provided throughout academic year	Planning reviews Learning walks Listening to learners Professional discussions Curriculum Lead/ SLT	February 2025: All staff have undertaken initial training at cluster event. HT has attended DARPL training. Curriculum Lead booked on DARPL Senior Leadership training from March 2025 – this will then enable the Curriculum Lead to provide further training for staff.
Cluster schools to complete Anti-Racism baseline survey	Gather information to analyse a baseline of current knowledge	Microsoft Forms https://forms.office.com/e/abcChPvdgh	September 2023 Data analysed March 2024	KW SLT Curriculum Leads	Completed
Create a space for open and honest discussions around Anti-Racism with Senior Leaders	**"Honest Conversations"** involving Senior Leaders surrounding the topic of Anti-Racism	A safe space to meet Recommended questions from Professor Charlotte Williams recommendations	September 2024 – July 2025	SLT Meetings HT Meetings	Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity – September 2023

					February 2025: Safe space provided in all offices.
Develop an Anti-Racist Cluster Vision (Diversify/ Decolonise)	For all schools to have a good understanding of the vision and for it to be imbedded into school's curriculum	Anti Racist Action Plan- Anti-Racist Wales Action Plan (gov.wales) https://www.gwentsafeguarding.org.uk/assets/en-documents/Gwent-research-into-racism-and-racist-bullying.-Final-copy.pdf	July 2024	Curriculum Leads Humanities Leads SLT	
Review curriculum so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society	Curriculums are inclusive of ethnic minority people and peoples representing the protected characteristics	DARPL No Boundaries The Black Curriculum	Ongoing	Curriculum Leaders Book Looks Listening to learners Planning reviews	February 2025: Individual lessons have been updated and replaced. Books have been sourced.
Provide age-appropriate Classroom	All children within the cluster have experienced a	No Boundaries Workshops	September 24- July 24	Curriculum Lead Listening to learners	

Workshops for all children	workshop on the topic of Anti-Racism and stereotyping	Torfaen Cohesion Team			
Participate in a Gwent Education Minority Service – GEMS Project	For all schools to have taken part in a project delivered by GEMS	https://www.newport.gov.uk/en/Schools-Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx	September 24- July 24	Curriculum Leads to contact GEMS and book a project	
Take part in a "twinning" project with the Torfaen Cohesion Team	10-week cluster project – creating a links with diverse schools	Torfaen Cohesion Team to deliver to Cluster Heads	September 25	Torfaen Cohesion Team Curriculum Leads Planning review Listening to learners	

Equality Objective 2: All stakeholders will work to eliminate the disadvantage and barriers that make it hard for people to access the same opportunities as everyone else.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Questionnaires of all stakeholders • Pupil Voice • Individual school data (attendance, performance	• Sex • Age • All relevant protected characteristics	• All learners and young people to have the same opportunities regardless of protected characteristic.	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Raise attainment of identified groups of learners through tracking data of all groups of learners	Increase 100% staff awareness of barriers to learning and what needs to be addressed. Reduce gaps in attainment and	Interventions for Numeracy, Literacy & Wellbeing for identified pupils. Nurture provision and classes	October 23- July 24	TIS/Thrive trained staff Interventions co-ordinator & SLT	Cwmffrwdoer, Garnteg & Blaenavon have completed 2 day senior Leader TIS Training February 2025: All staff have had some basic TIS training. A TIS Lead

including FSM and low attendees, to address any gaps in attainment and put in place any appropriate interventions to aid those pupils.	attendance between pupils from protected groups.	ACE awareness training		Governor Performance & Improvement committee BITS (Behaviour Intervention Team	is in post. An ELSA is in post.
Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.	Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)	Parent/carer questionnaires to identify workshops needed to support their children.	October 23- July 24 Reviewed annually	Attendance Officer/Family Engagement Officers	February 2025: Attendance improved by 2% last academic year. It is currently higher than at this point last year.
Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about	Raise aspirations of pupils through encouraging them to believe in themselves and their ability to influence their own future.	Pupil questionnaire results for SEP stakeholder Consultation Visitors to raise aspirations of pupils including past pupils	October 23- on going reviewed annually	SLT Curriculum Leads AOLE teams	February 2025: Visits from MP, Bishop, Archdeacon – all focussing on careers. Visit planned from High Sherrif. Visit from past pupil re youth parliament.

achievements and aspirations and learn about different careers.		School & Eco Council and learning teams to write to local industry			
Appropriate use of specialised equipment to benefit individual pupils and staff	Children have appropriate equipment and resources which supports their learning and remove barriers to learning	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions et	Ongoing	ALN Lead	February 2025: All suggested equipment in place for pupils according to level of need. Classroom environments adapted to ensure accessibility.

Equality Objective 3 - Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Training records • School policies • Stakeholder survey results	• Religion • Race • Sex • Gender re-assignment	• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Issue a daily message about respecting others covering all protective characteristics.	Annual Assembly program highlighting topics of inclusivity and equality.	Thought for the day resource pack Assembly resources PSE SOL	Ongoing from September 2023	SLT Wellbeing lead / PSE lead T & L Review / Pastoral reviews Learning walks	February 2025: iSing Pop assembly resource in use. Friday celebration assemblies focussing on Biblical teaching, current issues, inclusivity and equality. Monday

				PSE lead / Wellbeing Co-ordinator Assembly observations	assemblies focussing on values.
To use restorative processes to build and embed positive relationships throughout the cluster.	All stakeholders within the cluster to use RA approaches to behaviour management	Restorative approaches paperwork / training - Restorative Justice - Schools & Youth Resources — Why Me? Restorative Justice (why-me.org)	Secondary Phase – Ongoing from September 2023. Primary Phase – September 2025	SLT wellbeing lead / SLT behaviour lead T & L Review Learning walks Pupil voice	
Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.	Clear understanding by all stakeholders of the term 'Bullying' to ensure there is accurate recording	LA training session with Health schools officer	Ongoing from November 2023	SLT wellbeing lead / SLT behaviour lead Anti – bullying policy / relationship policy	Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying.
Record, monitor and report bullying incidents relating to race, disability, homophobia,	Accurate records of all incidents reported to the LA on a termly basis.	LA Anti – Bullying proforma SIMS In school records	Termly	SLT Wellbeing lead	February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based incidences of bullying ensuring consistency and rigour.		Termly monitoring data			
Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society.	Rights respecting school award programme	https://www.unicef.org.uk/rights-respecting-school	November 2023 – July 2025	SLT Wellbeing lead / PSE lead Assembly program PSE resources Pupil voice Learning walks	
Professional Learning VAWDASV to raise awareness and spot signs of violence against women.	All staff to complete the required training resulting in raised awareness	LA online training package	September 2023 - 2025	SLT wellbeing lead / DSO Individual school Staff training records	
Development of a cluster Anti bullying	Successful cluster project linked to children's rights	https://www.unicef.org.uk/rights-respecting-school	Ongoing from September 2025	SLT wellbeing lead / Transition lead School council notes	

project / joint school council project	developed and implemented			Listening to learners	
Regular follow up observations and listening to learners' activities to assess impact.	Clear program of listening to learners' activities with clear actions implemented into future projects	Online survey packages	Ongoing	SLT wellbeing lead. Survey results Results of listening to learner activities	

Equality Objective 4 - All stakeholders will value and recognise the contributions of everyone and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Training records • School policies • Stakeholder survey results	• Religion • Race • Sex • Gender re-assignment	• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Ensure all staff feel confident and comfortable in using inclusive language to	Staff are using inclusive language appropriately	Timbrell Education Consultancy - Eduation Training | Timbrell Education | Wales	Autumn 2024 – July 2025	Planning reviews / staff survey SLT Wellbeing lead	February 2025: Inquiry made re training for September 2025 (no twilight sessions left for this academic year)

challenge stereotypes and unfair behaviour	Improved wellbeing of staff and pupils with incidents reported	Stonewall training - Diversity Champions Programme | Stonewall Training costs		All staff	
Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support	Improved wellbeing of children who identify as transgender Staff to gain an Increased knowledge and confidence	Children in Wales training - Training and Events | Children in Wales	Ongoing from September 2025.	Planning reviews/ listening to learners SLT Wellbeing lead All staff	February 2025: Training has been completed by the headteacher.
Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to represent their own families (books, dolls)	Schools have resources readily available for children to access linked to 'inclusivity'	Practice sharing across cluster. Books Age-appropriate resources. Dolls / Figurines for primary and SNRB Release time for leads	Sept 2024 ongoing termly	Learning walks SLT ALNCO All Staff	

Audit curriculum to ensure access to a variety of suitable resources to ensure contributions of LGBTQ+ people are recognised.	Classroom resources to reflect the contributions of all.	Practice sharing across cluster. Books Release time for leads	Sept 2024 ongoing termly	Learning walk – Audit of resources Wellbeing Lead	
Gather, and report to all governors, cluster data on incidents of bullying linked to gender or stereotyping, sharing actions taken and adjusting the curriculum to address emerging themes.	Accurate / up to date information on incidents of bullying shared with stakeholders. Curriculum adjusted to address emerging themes based on the data collated.	SIMS data Termly reports for bullying	Sept 2024 ongoing	Listening to learners Wellbeing Lead	February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

Equality Objective 5 - To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Annual site visits and reports • Duty of care programme	• Religion • Race • Sex • Gender re-assignment	• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Share provision for pupil's accessing provision additional or different to aid	Shared pupils one-page profiles OPP shared across the cluster Ensure provision is in place for successful	EDU Key ALN Updates from EAS	Spring 2024	ALNCos Curriculum leads Network meetings	February 2025: Cluster ALNCo group meeting termly in different schools to share practice and review documentation.

transition between classes and from Year 6 to Year 7	transition between stages / schools ensuring ALP / provision is in place.				
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	Monitor provision for pupils with ALN and ensure that Staff are trained by relevant agencies which will impact positively on the pupils' wellbeing and social and academic progress. All staff to attend Positive Handling Team Teach Training Ensure care plans in place and updated	Update First Aid Training Positive handling / Team Teach training Care plans	Ongoing	ALN Lead Phase Leaders / SLT Impact in class – wellbeing and academic progress Discussions with parents/carers and professionals, staff discussions etc	February 2025: Bespoke training sourced according to pupil need and staff role: Team Teach; TIS; ELSA; 21 Plus; First Aid; Catheterisation; Diabetes. New care plan format currently being trialled for medical needs.
Audit school buildings for accessibility.	For the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's	LA Health & Safety Officer to provide input. LA Senior building surveyor to provide input	Ongoing	School site officer HT School site visits	February 2025: Classroom furniture reorganised in response to pupil need. Evac chairs sourced.

	physical environment for all				
Ensure emergency and evacuation systems are set up for ALL pupils.	Emergency and evacuation systems established for ALL pupils.	Emergency and evacuation plan School site plan	Ongoing	Local Authority School site officer HT Termly drills	February 2025: Evac chairs sourced. PEEPs in place.
Maintain safe access round the interior and exterior of the school	There is safe access throughout the school	Risk assessments	Ongoing	School site officer HT/ DHT	February 2025: Security improved with new doors in foyer. All areas accessible. Request place with LA for external fence.
Evaluate day and residential trips in light of current cohort	All children are able to access all trips during their time within the cluster schools	Risk Assessments - Time for pre visit if required	Ongoing	HT/ DHT	February 2025: Staff trained to support pupils with needs. All pupils wishing to attend residentials for 2023/24 and 2024/25 supported to do so.
All children are visible in the curriculum and resources	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the	Books Display Boards	Ongoing	Curriculum Lead AOLE leads	

	curriculum and resources.				

Objective 1

Action: Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype.

Outcome: February 2025: All staff have undertaken initial training at cluster event. HT has attended DARPL training. Curriculum Lead booked on DARPL Senior Leadership training from March 2025 – this will then enable the Curriculum Lead to provide further training for staff.

Evaluation: All staff have had training at a cluster event in February 2025, engaging in discussions around Anti-Racism, prejudice and stereotype. HT has attended DARPL training and in place of the Curriculum Lead, the RVE Lead completed the DARPL Senior Leadership training from March 2025. This was completed Summer 2025. This has enabled the RVE Lead to provide support to staff and has helped with diversifying the curriculum.

Action: Cluster schools to complete Anti-Racism baseline survey.

Outcome: Completed

Evaluation: This survey gave the school a baseline of current knowledge to build next steps.

Action: Create a space for open and honest discussions around Anti-Racism with Senior Leaders

Outcome: Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity – September 2023
February 2025: Safe space provided in all offices.

Evaluation: SLT members have continued to have professional discussions around Anti-Racism and diversity with other staff members. The safe space provided in all offices has been sustained.

Action: Develop an Anti-Racist Cluster Vision (Diversify/Decolonise)

Outcome: To be developed

Evaluation: An Anti-Racist Cluster Vision needs to be developed and introduced as a consistent approach to allow staff and pupils to understand the meaning of being Anti-Racist. This then needs to be imbedded into the school's curriculum.

Action: Review curriculum so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society

Outcome: February 2025: Individual lessons have been updated and replaced. Books have been sourced.

Evaluation: February 2026 books have been assigned to each year group. RVE Lead ensured a range of diversity and LLC Lead assigned a book to each year group which can be used as their main text for a writing journey.

Action: Provide age- appropriate Classroom Workshops for all children

Outcome: To be completed

Evaluation: Years 4 and 5 April 2025 had No Boundaries Workshops. Current Year 3 and 4 have not had the Workshop. Children have responded to this training with positivity. "It taught us what language we should not use as it could be offensive," and "everyone is different and this should be celebrated."

Action: Participate in a Gwent Education Minority Service – GEMS Project

Outcome: To be completed

Evaluation: The school has support from GEMS who come in to work with children. The school is to contact GEMS and arrange to take part in a project.

Action: Take part in a "twinning" project with the Torfaen Cohesion Team

Outcome: To be completed

Evaluation: Year 5 are twinning with St Marys in Butetown. This has allowed the school to make links with a diverse school, looking at their community in comparison to our local area. This is ongoing.

Objective 2

Action: Raise attainment of identified groups of learners through tracking data of all groups of learners including FSM and low attendees, to address any gaps in attainment and put in place any appropriate interventions to aid those pupils.

Outcome: Cwmffrwdoer, Garnteg & Blaenavon have completed 2-day senior Leader TIS Training February 2025: All staff have had some basic TIS training. A TIS Lead is in post. An ELSA is in post.

Evaluation: This remains the same. The school tracks groups of data and this is analysed. Pupil progress meetings with every teacher, allows discussion whereby any gaps in attainment can be addressed and any appropriate interventions can be put into place to help pupils.

Action: Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.

Outcome: February 2025: Attendance improved by 2% last academic year. It is currently higher than at this point last year.

Evaluation: Engagement officer in post who monitors attendance. HT has sent a parent questionnaire to identify workshops needed to support their children. February 2026: Attendance has remained stable.

Action: Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.

Outcome: February 2025: Visits from MP, Bishop, Archdeacon – all focussing on careers. Visit planned from High Sheriff. Visit from past pupil re youth parliament.

Evaluation: Visits have occurred which have focused on careers. The Local Liberian encourages the use of the local library through the summer reading challenge, the Mayor and Town Council have shared their job roles, the Fire Service have provided pupils with the opportunity to learn about their job role and PCSOs have done workshops with the schools Nurture Provision. The High Sheriff visited school March 2025. Past pupils have visited regarding Youth Parliament and have led workshops and shared their experiences. February 2026 Year 4 had parents engage in a career workshop. The school has many visitors participate in podcasts led by pupils, these are then shown to all and available on the school website to refer back to.

Action: Appropriate use of specialised equipment to benefit individual pupils and staff

Outcome: February 2025: All suggested equipment in place for pupils according to level of need. Classroom environments adapted to ensure accessibility.

Evaluation: Equipment still in place for pupils. Evac chairs now in place and staff have been trained.

Objective 3

Action: Issue a daily message about respecting others covering all protective characteristics.

Outcome: February 2025: iSing Pop assembly resource in use. Friday celebration assemblies focussing on Biblical teaching, current issues, inclusivity and equality. Monday assemblies focussing on values.

Evaluation: March 2026: This is still all in place and ongoing. Current relevant topics are covered within KS2 and FP assemblies. Opportunities for reflection are provided which can be taken back into classes for further discussion and can be displayed in their Reflection Areas.

Action: To use restorative processes to build and embed positive relationships throughout the cluster.

Outcome: To be completed.

Evaluation: During No Boundaries Training staff and pupils were identifying the victim and perpetrator and discussing different scenarios. Most staff have now completed Thinqi training (Safeguarding, Equalities, VAWDASV and Induction), these courses addressed the use of restorative processes.

Action: Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.

Outcome: Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying.

Evaluation: Staff have had More than Flags and Rainbows training November 2025. There are bullying plans in place to offer support and prevention strategies. All classes are now teaching Jigsaw whereby bullying is addressed in some year groups.

Action: Record, monitor and report bullying incidents relating to race, disability, homophobia transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based incidences of bullying ensuring consistency and rigour.

Outcome: February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

Evaluation: This is ongoing. The LA has a report sent to them on a termly basis of any bullying incident.

Action: Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society.

Outcome: To be developed.

Evaluation: The rights of the child is addressed in Ethical and Jigsaw lessons, but needs to be developed further.

Action: Professional Learning VAWDASV to raise awareness and spot signs of violence against women.

Outcome: To be developed

Evaluation: Completed by all staff annually. Staff then have more confidence to recognise and offer support.

Action: Development of a cluster Anti bullying project / joint school council project

Outcome: To be developed.

Evaluation: This needs to be completed. Joint school council was formed but meetings could not go ahead.

Action: Regular follow up observations and listening to learners' activities to assess impact.

Outcome: To be developed

Evaluation: To assess impact, PPA team (wellbeing surveys) will monitor through their data.

<u>Objective 4</u>

Action: Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour

Outcome: February 2025: Inquiry made re training for September 2025 (no twilight sessions left for this academic year)

Evaluation: Stonewall training is not required at the moment because staff have had More than Flags and Rainbows and NEU training about unfair behaviour between genders. Both of these training sessions have had a positive impact identifying inclusive language that can be used and addressing misogyny. This training has given staff more confidence to address any issues.

Action: Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support

Outcome: February 2025: Training has been completed by the headteacher.

Evaluation: Nov 2025 all staff had More than Flags and Rainbows training whereby staff were provided with knowledge to gain a deeper understanding of transgender and how to support a young person.

Action: Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to represent their own families (books, dolls)

Outcome: To be developed

Evaluation: The school has provided dolls/characters for FP and books have been allocated to year groups covering a range of diversity, so everyone will feel represented and included.

Action: Audit curriculum to ensure access to a variety of suitable resources to ensure contributions of LGBTQ+ people are recognised.

Outcome: To be developed

Evaluation: LGBTQ+ books have been allocated to both FP and KS2 library areas for children to access.

Action: Gather, and report to all governors, cluster data on incidents of bullying linked to gender or stereotyping, sharing actions taken and adjusting the curriculum to address emerging themes.

Outcome: February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

Evaluation: The school is using My Concern to record bullying allegations and the incidents are recorded on SIMS, this is ongoing. These can be monitored and addressed within the planning of lessons.

<u>Objective 5</u>

Action: Share provision for pupil's accessing provision additional or different to aid transition between classes and from Year 6 to Year 7

Outcome: February 2025: Cluster ALNCo group meeting termly in different schools to share practice and review documentation**.**

Evaluation: Cluster ALNCo group meeting termly in different schools to share practice and review documentation, this is ongoing. The school offers enhanced transition for some pupils. The school shares an ALP with the other school involved before transition to ensure the needs of the pupil are met.

Action: Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.

Outcome: February 2025: Bespoke training sourced according to pupil need and staff role: Team Teach; TIS; ELSA; 21 Plus; First Aid; Catheterisation; Diabetes. New care plan format currently being trialled for medical needs.

Evaluation: Bespoke training for Epilepsy as well as the above has been undertaken to meet pupil need. ALN Lead has a timetable for all training so ensures it's all up to date. Incidents have reduced due to applying de-escalation strategies for some pupils.

Action: Audit school buildings for accessibility.

Outcome: February 2025: Classroom furniture reorganised in response to pupil need. Evac chairs sourced.

Evaluation: Furniture reorganised still in response to pupil need and new Evac chairs are now in place.

Action: Ensure emergency and evacuation systems are set up for ALL pupils.

Outcome: February 2025: Evac chairs sourced. PEEPs in place.

Evaluation: Evac chair training has been given to staff. PEEPS are still in place. Termly drills take place and then any procedures that need changing can be if required.

Action: Maintain safe access round the interior and exterior of the school

Outcome: February 2025: Security improved with new doors in foyer. All areas accessible. Request place with LA for external fence.

Evaluation: The school now has a date for the external fence, which will be in place at Easter. Door key card locks have been replaced.

Action: Evaluate day and residential trips in light of current cohort

Outcome: February 2025: Staff trained to support pupils with needs. All pupils wishing to attend residentials for 2023/24 and 2024/25 supported to do so.

Evaluation: All pupils wishing to attend residentials for 2025/26 supported to do so. Evaluations are carried out on Evolve.

Action: All children are visible in the curriculum and resources

Outcome: To be developed

Evaluation: Resources have been given to each class. Books have been allocated and dolls have been given to FP classes.

<u>Next steps/Actions:</u>

March 2026: RVE Lead and DHT to attend further meetings for DARPL 'From Understanding to Unity.' Looking at how the policy landscape in Wales, what RVE and collective worship can look like in practice, parent/carer concerns and guidance from NAPfRVE on how to deal with them.

To develop an Anti-Racist Cluster Vision and to imbed it into the school's curriculum.

From having the diverse books allocated to each year group, this will need to be monitored and support given where needed. L2L about the dolls/characters to see the impact.

Current Year 3 and 4 have a No Boundaries workshop on the topic of Anti-Racism and stereotyping.

SLT to contact and assign GEMS to complete a project.

Appropriate use of specialised equipment to benefit individual pupils and staff needs to continue being reviewed to meet the needs.

All staff to have training/paperwork to use Restorative Approaches to behaviour management.

UNICEF assembly program to be used as a focus for Tuesday assemblies, to address the rights of the child and the 17 Global Goals.

Cluster anti-bullying project/cluster school council project on the rights of the child to be developed and implemented.