



Strategic Equality Annual Report

“Nurturing the Hearts and Minds of the Future”

Equality Objective 1: To ensure that children are listened to, influence decision making and participate in the school community			
Evidence	Protected Characteristic	Quantitative Target	Stakeholders
• UNCRC • National Participation Standards • School Senedd • Pupil voice planning for curriculum and enhanced/continuous provision • Listening to Learners • Self-Assessment • Questionnaires • Statementing reviews/annual reviews • Health and Safety audits • Accessibility plans and planning • School Improvement plans • School ALN policies • Equality Policy and previous SEP	• All protected characteristics. • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation • Welsh language in Wales	• Increased satisfaction expressed by pupils and families during PCPs • Increase in well-being • Children recognise that they are valued. • Children feel as though their opinions and views are important and are considered when decisions are being made. • Assessed through feedback from questionnaires.	Pupils, parents/carers, governors, PTFA, grandparents, staff, visitors

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Intended outcomes
Staff and pupil training	Staff and pupils more aware of the pupil participation standards and the UNCRC document The school will develop the UN Right of the Child throughout the school, with all stakeholders, to gain the UNCRC/bronze award. All children given responsibility within the school (not just the school senedd) Pupils will tell us that they feel	In school training – all staff		Listening to learners Wellbeing survey and baselines SDS and training day minutes	Staff and children more aware of their roles within the school community. Pupils will tell us that they feel listened to; they will show excellent understanding of their rights and those of others

	listened to; they will show excellent understanding of their rights and those of others				
Senedd Groups	Participation in Pupil Voice Projects – cluster School Cabinet to meet with all Senedd groups to collate evidence and give feedback HT and Wellbeing Lead to monitor events and initiatives suggested by pupils Pupil led events and initiatives to be monitored in staff meetings	Staff and pupil allocation to pupil voice group Fundraisers – run by groups and they will decide what school purchases need to be made for the Senedd group		Timetabled Senedd sessions Listening to learners Wellbeing survey and baselines Senedd Books Pupil led events and initiatives to be monitored in staff meetings.	Staff and children will be more aware of how their decisions have had an impact on the school's plans. Pupils and staff should feel as though they are a part of the school's improvement process. Pupils will be well informed of the decisions made within the school. All staff to feel well informed of the activities going on in the school so that they are able to express their thoughts and to also be able to communicate effectively with the pupils Up to date information provided so that children and staff understand that they have a responsibility and are being heard All staff to feel well informed of the activities going on in the school so that they are able to express their thoughts and to also be able to communicate effectively with the pupils.
Voice of Penygarn	All children participate and contribute to the learning in their classes Visitors invited in to school to enhance the curriculum Pupils and parents contribute to the planning of school trips	All staff and pupils Voice of Penygarn Books Visitors Parent Council		Voice of Penygarn Books Planning and books Listening to learners Senedd Books Parent/pupil Questionnaires	Pupils feel valued and can contribute to their learning Parents feel involved and heard in part of their children's education and school life

Review

2023/2024

Pupil voice groups meet regularly; every fortnight. The chair and vice chair of the groups meet regularly with lead staff member. Mini Police programme is well established in the school and meets fortnightly- undertaking a variety of activities within the community (speed awareness, met with the High Sheriff and Police Commissioner, supported the interviewing of the Police Commissioner- questions submitted as part of the interview process).

Pupil voice is a feature of planning for themes/topics

24/2025 to date

Pupil voice groups meet with lead staff and Pupil Parliament meet with headteacher. Link governor attends pupil parliament meetings. The Pupil Leadership team has been involved in the interviewing of members of Torfaen Council and members of parliament. School Senedd groups plan for events at school such as red nose day, children in need, visits to the local nursing home.

Equality Objective 2: To ensure that our school promotes and encourages diversity and inclusivity for all

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
• UNCRC • National Participation Standards • School Senedd • Pupil voice planning for curriculum and enhanced/continuous provision • Listening to Learners • Self-Assessment • Questionnaires • Statementing reviews/annual reviews • Health and Safety audits • Accessibility plans and planning • School Improvement plans • School ALN policies • Equality Policy and previous SEP	• All protected characteristics. • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation • Welsh language in Wales	• Increased satisfaction expressed by pupils and families during PCPs • Increase in well-being • Children recognise that they are valued. • Children feel as though their opinions and views are important and are considered when decisions are being made. • Assessed through feedback from questionnaires.	Pupils, parents/carers, governors, PTFA, grandparents, staff, visitors

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Reinforce positive attitudes towards difference	Maintain and further extend opportunities in our curriculum and in everyday situations to reinforce positive attitudes towards difference Ensure that all staff use ideas to challenge stereotyping and to promote positive attitudes towards diversity. Ensure that we do not inadvertently reinforce stereotypical attitudes To increase pupils' awareness of diversity in society	All staff and pupils AOLE Leads		Planning and books Listening to learners Parent/pupil Questionnaires FADE Form	Pupils will continue to show positive and strong understanding of issues relating to harassment and bullying on the basis of any protected characteristic and on the basis of appearance, etc. To ensure that the school has sufficient resources to promote diversity across the school Pupils have an increased awareness of the contribution people from ethnic minorities make to life in Wales
Disability and ALN	To ensure that pupils have a greater understanding of people with a disability and additional learning needs All classes to complete Autism Awareness Pledge Further widen and strengthen links with Crownbridge- outreach and inclusion into lunchtimes assemblies as well as lessons	All staff and pupils AOLE Leads ALNCO		Planning and books Listening to learners Parent/pupil Questionnaires	Pupils have a broader understanding of the topic of disability and the rights and wellbeing of those with personal experience of disabilities.

Sexual Orientation	To ensure that children have a greater understanding that using homophobic language can be hurtful and offensive Staff to talk to the children about how using homophobic language is wrong and unacceptable. Children to report each incident of homophobic language they here. After each incident staff to remind the perpetrator about unacceptable language Monitor number of incidents each term to evaluate the success of the actions	All staff and pupils AOLE Leads		Planning and books Listening to learners Parent/pupil Questionnaires FADE Form	Incidents of homophobic language being used are reduced
RSE	Rollout the schools' Relationship and Sexuality policy and procedures in light of the new curriculum development	All staff and pupils AOLE Leads Jigsaw		Planning and books Listening to learners Parent/pupil Questionnaires FADE Form	School has high quality provision for RSE as part of a whole school approach

Review

2023/2024

PEEPs in place for children who require additional support. Risk assessments for trips are completed appropriately for individuals. Individual health care plans for individuals. Meetings rooms are accessible, and seating is appropriate. Appropriate toilet facilities are in place. to and acted upon to improve accessibility within schools as well as school experiences LA H&S officer, governor Cloakroom monitors are now in place after pupil voice discussion about accessibility.

Pupils show positive and strong understanding of issues relating to harassment and bullying following the implementation of the Jigsaw RVE scheme of work, theme days and workshops (show racism the red card, Newport County projects).

The school promotes diversity across the school through the curriculum- Black history month, Wonderful Wales project etc. Pupils have an increased awareness of the contribution people from ethnic minorities make to life in Wales. Parent workshops are held regularly to promote RVE, RSE, Wellbeing and raise awareness for/about ALN. ESTYN report outlined the caring and inclusive nature of the school, the work of the ALNco and the work to increase attendance of pupils.

2024/2025 to date

PEEPs in place for children who require additional support. Risk assessments for trips are completed appropriately for individuals. Individual health care plans for individuals. Meetings rooms are accessible, and seating is appropriate. The school promotes diversity across the school through the curriculum- Black history month, Wonderful Wales project etc. Implementation of new guided reading scheme has provided greater opportunities for discussion about diversity within the curriculum. Parent workshops are held regularly to promote RVE, RSE, Wellbeing and raise awareness for/about ALN. All pupils are invited to take part in charity days- Jeans for Jeans, mental health Awareness, Children in Need etc and discussion/circle times include these events. As part of School Senedd pupils participate in an intergenerational programme with the local nursing home.

Alternative provision has been put in place for individuals and groups of children who need specialist support e.g. individualised curriculum and enhanced environments- opportunities for pupils to work with Torfaen Play, Play therapist, ELSA support in order to meet the needs of individuals.

Equality Objective 3: To ensure that all young people, staff and other adults respect each other and that school is a safe and happy place to learn and work

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
- Specific comments within consultation - School Improvement plans - School Equality Policy and SEP - Examples of specific and on-going disrespectful behaviour to certain groups - Listening to learners - Listening to teachers - Racist Incident monitoring - Recording of bullying incidents - Parental complaints - Hate crime data Gwent - LA bullying data - National surveys	Public Duty: - advance equality of opportunity - Eliminate discrimination - Foster good relations between different groups Protected characteristics: - race - religion and belief - disability - sexuality - gender	- attendance data - reduction in recorded bullying incidents - reduction in racist incidents - increased well-being - listening to learners - reduction in parental complaints All members of the school community feel safe and valued and that there is a common understanding of a zero tolerance of bullying or discrimination	Pupils, parents/carers, governors, grandparents, staff, visitors

Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
--------	---	--------------------------------	-----------	-------------------------	-----------------

Anti-bullying week	All stakeholders will be able to detect and identify bullying around the protected characteristics Show Racism the Red Card event annually Anti-bullying survey analysis of results and action by the wellbeing lead to address any concerns Less incidents for identified pupils due to social/emotional difficulties	Positive Relationships Policy All staff and pupils		Listening to learners Stakeholder questionnaires School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines FADE Form	Anti-bullying week undertaken involving assemblies and activities Evidence collated and displayed in whole school display. Regular circle time/Jigsaw sessions discussing any concerns and issues. Recorded incidents will decrease for identified children; children will present as less anxious or aggressive
Improve pupil awareness and understanding	Pupils will improve their understanding of name calling/ harassment and the impact this has on each other Teachers will plan activities and engage pupils in discussion and thinking skills	Relationships Policy All staff and pupils		Listening to learners School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines FADE Form	Pupils will demonstrate positive thinking and actions relating to equalities issues; incidents will be monitored to assess impact
Assemblies and RSE lessons to include Equality and diversity issues	Range of themed weeks celebrated and studied throughout the school year including assemblies Increased understanding and awareness of equality, diversity and inclusion Regular Assemblies that cover values and issues like diversity, equality LA SRE scheme which explores	AOLE Teams All staff Visits and visitors Jigsaw RVE policy RSE policy		Listening to learners Stakeholder questionnaires Assembly themes School Senedd minutes FADE Form	Black History month has been held to celebrate the famous figures over time and how they have been instrumental in affecting life today. Topical assemblies related to all key events Evidence collated and displayed in whole school displays

	different relationships There is a systematic approach to the teaching of diversity through the use of Jigsaw Celebration of religious festivals				
Wellbeing	The school's policies reflect the needs of all pupils, staff and governors All pupils, staff employed at school and serving governors are enabled to perform to the highest level	AOLE Teams All staff and pupils		Listening to learners School bullying incidents data Attendance data PASS survey Wellbeing survey and baselines FADE Form	All members of the school community are consulted on the Wellbeing policy and associate provision Information relating to 'What's Working & What's Not Working 'are gathered and reflected on by leaders

Review

2023-2024

All year groups invite parents to school for parent evenings. All parents/families are invited to Christmas events – community Christmas event/Christingle/performances. Parent consultations are via phone call and/or face to face 2 x yearly. FLO delivers food parcels to identified families. FLO, ALNCo and named staff conduct home visits as and when needed. Entry and exit routines have been adapted for particular families. Anti bullying survey completed and issues arising actioned. Safeguarding audit completed, issues actioned and shared with governors. Attendance hovers around 90%. Assembly rota devised to incorporate multi faiths, main festivals and celebration days. ESTYN report outlined the caring and inclusive nature of the school (work to reduce exclusions, inclusiveness through the work the ALNco does and the effectiveness in improving attendance).

2024/2025 to date

Families are made aware of the extra- curricular activities and a booking system is in place. These activities are open to pupils. HT and FLO speak to individual parents re: possible clubs outside of school. More work needed auditing extra-curricular activities. Curriculum within the school is developed to include themes based around conflict. Anti bullying survey completed and issues arising actioned. Safeguarding audit completed, issues actioned and shared with governors. Enriched experience implemented but needs to be refined. Attendance hovers around 90.5%. Assembly rota incorporates multi faiths, main festivals and celebration days. School community celebrates- world books day, red nose day, children in need as well as charities that are close to the school communities' heart- monies raised, thank you notes etc are displayed in the entrance are of the school. Clear positive behaviour policy is in place within school. Bullying and poor behaviour incidents are dealt with effectively.

