



Blaendulais Primary School Strategic Equality Plan 2025-2029



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Contents of our Strategic Equality Plan (SEP)

1. Our distinctive character, values, priorities and aims
 - 1.1 School values
 - 1.2 Characteristics of our school
 - 1.3 Mainstreaming equality into policy and practice
 - 1.4 Setting our equality objectives
2. Responsibilities
 - 2.1 Governing Body
 - 2.2 Senior Leadership Team
 - 2.3 Staff— teaching and non-teaching
3. Information gathering and Engagement
 - 3.1 Purpose and process
 - 3.2 Types of information gathered
 - 3.3 Engagement
4. Equality Impact Assessment
5. Objectives and Action Plans
6. Publication and reporting
7. Monitor and Review

Appendices

- | | |
|--------|---|
| App. 1 | Regional Equality Objectives |
| App. 2 | School Equality Objectives and Action Plan |
| App. 3 | School Access Plan (current plan for 2025-2029) |

1. Our Distinctive Character Priorities and Aims

1.1 School values

At Blaendulais Primary School 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 and 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 Blaendulais, 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

We aim, within Blaendulais Primary School, to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices — in particular those relating to gender — do not prevent any child from reaching their potential. We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity.

At the same time, we are aware that as children mature and their relationships with peers of both sexes develop; their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media. Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes the 4 Core Purposes, the 6 Areas of Learning & Experience, the 3 cross-curricular skills. All pupils are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias
- Teacher time, attention and all resources are given equally to boys and girls
- All children are encouraged to work and play freely with others of both sexes
- Opportunities are given for children to work with staff of both sexes

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

- Discipline procedures — notably rewards and sanctions — are the same for both sexes
- Our school uniform policy reflects equality of opportunity for all children
- Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other

Any differences involving gender, which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups across the school. All staff have equal access to in-service training and posts of responsibility.

Practices and approaches involving equal opportunity in terms of gender issues are regularly reviewed by all members of staff.

The school serves the village of Seven Sister. There are currently 93 pupils aged between three and eleven. 17 of these pupils attend the Learning Support Centre (LSC) for Moderate learning Difficulties for three- to eleven-year-olds. Our Nursery pupils attend the school on part-time basis. These pupils reside within the area of Seven Sisters, Neath Port Talbot and are allocated a place by the local education authority (LA).

Approximately 64% of the pupils are eligible for a free school meal. Nearly all the pupils are from families who speak English as a first language. There are no pupils with Welsh as a first language.

The vast majority of pupils are from white British families. There are 17 pupils that attend our LSC provision, 15 with LA Maintained IDPs for an Additional Learning Needs (ALN) and 10 pupils with a school based IDP. The attainment of pupils when they start school includes the full range of abilities.

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:

- 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,
- 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
 - 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 share it.

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

- The regional equality objectives identified in Appendix 1;
- 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. attainment data of boys v. girls;

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 School Equality Objectives are set out in Section 5 and Appendix 2.

2. Responsibilities

2.1 Governing Body

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

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP 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 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
- ensuring that all staff are aware of this policy

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
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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. 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 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. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our 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 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 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 who 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.

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 SDP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Introduce Zones of Regulation, ELSA and School Based Counselling to provide emotional health and well-being support for pupils
2. Improve attendance of all pupils highlighted at being below 90%.

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.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- 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 school evaluates the effectiveness of the SEP 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 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 school prospectus and Web site includes a reference to the SEP and the values underpinning it.

The school reports 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.

All data collected will be used solely for the purpose of analysing trends by protected characteristic 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 identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

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 outcomes;
- 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;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2029.

Strategic Equality Plan 2025 - 2029

Appendices

- App. 1 Local Authority Equality Objectives
- App. 2 School Equality Objectives and Action Plan
- App. 3 Current School Access Plan

Local Authority Objectives

Actions to meet the Equality Objectives

Education



To ensure children and young people are the best they can be

Priority 1.1 All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will work with the childcare sector and partners to develop a more equitable Early Years offer to ensure our youngest learners transition into education successfully.	All early years children transition into education successfully.	Regular monitoring and evaluation of the number nursery/reception aged children accessing education successfully.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan; <i>and</i> Education, Leisure and Lifelong Learning Strategic Directorate Plan
We will work with children, young people and families, including Armed Forces families, to access the help they need from services at the earliest opportunity.	All children, young people and families access the early help and support they need.	Regular monitoring and evaluation of early intervention programme outcomes, including Families First and Flying Start.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan <i>and</i> Education, Leisure and Lifelong Learning Strategic Directorate Plan

Priority 1.1 (cont.) All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will continue to work with year 11 pupils who require enhanced transition support into a successful post 16 destination.	Young people will successfully transition from school into a post 16 destination. Our young people will be better prepared to transition from school into post 16 destinations.	The number of year 11 pupils who are Not in Education, Employment or Training or whose status is unknown as shown in the Careers Wales destination data snapshot. The number of young people who state on their Legacy evaluation forms that they are better prepared for the future.	SL: NPT Youth Service PL: Education and Early Years / Climate Change and Economic Growth Plan: NPT Early Years, Children and Young People's Plan; <i>and</i> Children and Young People's Participation and Engagement Strategy 2022-2025
We will offer accredited opportunities in non-formal settings.	Young people will have the opportunities to achieve accredited outcomes in a non-formal setting.	The number of young people who are awarded accreditations from the Youth Service.	SL: NPT Youth Service PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan
We will deliver the Duke of Edinburgh's Award Scheme to young people.	Young people will have the opportunities to achieve the Duke of Edinburgh's Award at all levels.	The number of young people who achieve the Duke of Edinburgh's Award.	SL: NPT Youth Service PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan
We will provide opportunities for young people to develop their Welsh language skills in non-formal settings.	Young people will be given opportunities to learn about the Welsh language and culture outside of formal education and through recreational, social and non-formal educational sessions and activities.	The number young people who used the Welsh language in a social or recreational setting (taken from youth service evaluations) The number of young people attending Welsh language provisions.	SL: NPT Youth Service PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan; <i>and</i> Neath Port Talbot Council Welsh in Education Strategic Plan 2022-2023

Priority 1.1 (cont.) All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will work with schools to reduce barriers to learning and provide an equitable and inclusive education offer to all pupils, particularly those most vulnerable and from low income families.	All pupils will receive an equitable and accessible education and achieve good outcomes related to their ability.	Improved outcomes for all children and young people.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan <i>and</i> Education, Leisure and Lifelong Learning Strategic Directorate Plan
We will work with early years services, parents and schools to identify those children with ALN who require specific support to engage in education successfully.	All early years children will transition successfully into school and receive early intervention and support when required.	Regular monitoring and evaluation of the children's progress.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan <i>and</i> Education, Leisure and Lifelong Learning Strategic Directorate Plan
We will fully Implement the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code of Practice 2021 across the Local Authority and in schools within Neath Port Talbot raising standards across our education system.	All pupils will be successfully moved from the old SEN system to the new ALN within the WG timescales.	The number of pupils who have been successfully moved from the old SEN system to the new ALN system. Performance indicators relating to issuing of new and converted statutory plans.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan <i>and</i> Education, Leisure and Lifelong Learning Strategic Directorate Plan

Priority 1.1 (cont.) All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will ensure that Children Looked After (CLA) receive an equitable education offer and are not disadvantaged as a result of their care status. Learners will be supported to reach their full potential.	All CLA pupils will receive an equitable and accessible education and achieve good outcomes related to their ability.	Regular monitoring and evaluation of CLA progress.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan and Education, Leisure and Lifelong Learning Strategic Directorate Plan
We will work with partners to ensure the Local Authority (LA) fulfils its statutory duties in delivering an equitable offer of post 16 provision for young people with Additional Learning Needs (ALN).	We will reduce the number of young people with ALN who are not in education, employment or training (NEET).	The number of young people who successfully transition into post 16 education, employment or training with ALN.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan and Education, Leisure and Lifelong Learning Strategic Directorate Plan
To provide training for teaching in the Curriculum for Wales.	Pupils will make progress towards the four purposes of the Curriculum.	Through a range of self-evaluation activities (lesson observations, learning walks, data analysis, pupil interviews).	SL: Education Development PL: Education and Early Years Plan: The School Development Service Plan
To provide leadership pathways at both a local and national level.	Leaders in NPT schools are highly effective.	Through evaluations conducted during regular school visits as well as a range of external verifications (e.g. National Professional Qualification for headteachers).	SL: Education Development PL: Education and Early Years Plan: The School Development Service Plan

Priority 1.1 (cont.) All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
To provide a range of professional learning opportunities for school staff that supports progress for all learners.	Teachers will develop in key areas identified through effective self-evaluation that benefits the learners in school.	Through self-evaluation activities pupil progress in learning as a result of effective professional learning.	SL: Education Development PL: Education and Early Years Plan: The School Development Service Plan
To ensure parents are involved in pupil learning.	A range of community focused school projects will be developed across the LA.	The number of parents involved in activities over time.	SL: Education Development PL: Education and Early Years

Priority 1.2 All children and young people will be engaged in their learning and have a greater sense of belonging throughout their educational journey

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will work with families and communities to encourage engagement in childcare and early education to help more children prepare for a lifetime of learning.	An increased number of children will engage in childcare and early education.	Early Years and Childcare Development officers will monitor and evaluate the number of children engaged in childcare and early education.	SL: Early Years, Inclusion and Participation PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan ; Education, Leisure and Lifelong Learning Strategic Directorate Plan; and NPT Childcare Sufficiency Assessment
We will continue to work with pupils, parents/carers and schools to reduce the number of fixed term and permanent exclusions.	Fewer pupils excluded.	Number of pupil exclusions by vulnerable group (e.g. ALN / CLA / Forces).	SL: Child and Family Support PL: Early Years & Partnerships Plan: NPT Early Years, Children and Young People's Plan

Priority 1.2 (cont.) All children and young people will be engaged in their learning and have a greater sense of belonging throughout their educational journey

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will collect data from schools and support schools to address bullying and harassment in all its forms and work with them to address trends/ issues.	Data collated and analysed.	Reports by schools on any issues regarding bullying and harassment.	SL: Child and Family Support PL: Early Years & Partnerships Plan: NPT Early Years, Children and Young People's Plan
We will work with schools and other relevant settings to support pupils who are victims of bullying and work with perpetrators of bullying.	Victims and perpetrators supported.	Feedback from victims and perpetrators on the success of intervention and support from a multiagency approach.	SL: Education, Leisure and Lifelong Learning PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan
We will continue to work with schools and other relevant settings to ensure that their learning environments are safe and nurturing, where there is respect and due regard to equality, diversity and inclusion.	All schools and settings implement a pedagogically appropriate approach that ensures learning environments are nurturing, safe and inclusive.	Education officers will monitor and evaluate the quality of learning environments.	SL: Educational Development PL: Education and Early Years Plan: Education, Leisure and Lifelong Learning Strategic Directorate Plan
We will work with schools, children, young people, families and partners to continue to develop the Community Focused Schools approach.	More parents will be engaged in learning and use the assets within the school. Parents will have a greater understanding of their children's progression.	Number of parents involved in the participating schools.	SL: Educational Development PL: Education and Early Years Plan: NPT Early Years, Children and Young People's Plan ; and Education, Leisure and Lifelong Learning Strategic Directorate Plan

Priority 1.2 (cont.) All children and young people will be engaged in their learning and have a greater sense of belonging throughout their educational journey

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will work in partnership with schools and local organisations to ensure our children and young people 'are knowledgeable about their culture, community, society and the world now and in the past and respect the needs and rights of others, as a member of a diverse society'.	Every school will produce a vision statement that reflects their approach to providing a diverse curriculum.	Education Support Officers will evaluate the extent to which schools are making progress towards the four purposes of the Curriculum and challenge leaders on the extent that they are realising their vision statement.	SL: Education Development PL: Education and Early Years Plan: The School Development Service Plan
We will work with schools and local organisations to ensure teaching of the new curriculum reflects the multi-ethnic nature of Wales.	Every school will produce a vision statement that reflects their approach to providing a diverse curriculum.	Education Support Officers will evaluate the extent to which schools are making progress towards the four purposes of the Curriculum and challenge leaders on the extent that they are realising their vision statement.	SL: Early Years & Partnerships PL: Education and Early Years Plan: The School Development Service Plan
We will provide targeted group support to young carers, LGBTQ+ young people, young people with speech, language and communication needs and electively home educated young people to reduce the impact of adverse childhood experiences.	Young people will be given the opportunity to access needs led youth work support. Young people will report an improvement in their wellbeing as a result of accessing provision.	The number of young people attending targeted groups. The number of young people who state on their evaluation forms that they have improved wellbeing or feel better about themselves.	SL: NPT Youth Service PL: Education and Early Years / Adult Social Services and Health Plan: NPT Early Years, Children and Young People's Plan

Priority 1.2 (cont.) All children and young people will be engaged in their learning and have a greater sense of belonging throughout their educational journey

Action	What will be the outcome?	How will we measure it?	Service lead (SL) Political lead (PL) Associated plans
We will offer youth work caseload support via a range of provisions to improve the emotional health and wellbeing of young people.	Young people will be offered support by a family's first youth worker via an Early Intervention and Prevention Panel referral. Young people will be offered support by a Wellbeing youth worker via a Legacy or risk of homelessness referral.	Number of young people supported. Number of young people stating that they have improved wellbeing.	SL: NPT Youth Service PL: Early Years & Partnerships Plan: NPT Early Years, Children and Young People's Plan
The Youth Service will deliver Relationship Sexuality Education (RSE) to year 7 pupils and to young people via the Relationship Advice Drop-in Service (RADS) in community-based settings.	Young people will be given the opportunity to attend RSE and RADS sessions which cover topics such as puberty, safe relationships, contraception, pregnancy, abortion, sexually transmitted infections, LGBTQ+ etc.	Number of young people attending RSE sessions in schools and RADS sessions in the community. Number of young people who state that they are now enabled to make positive life choices.	SL: NPT Youth Service PL: Early Years & Partnerships Plan: NPT Early Years, Children and Young People's Plan

Equality Objectives and Action Plan

Equality Objective 1.

To support emotional health and well-being of all pupils across the school through ELSA, trauma informed practice, bereavement support and Zones of Regulation

Our Research:

Identify pupils in need of support; increase number of pupils receiving support
– ELSA Assessment, Boxall Assessment, support with external agencies – Kids Cancer Charity, Platform, Well-being Team

Information from Engagement:

Pupils receive support through using ELSA, Trauma Informed Schools approach, Zones of Regulation and Bereavement support

- Discussions with ALNCo and staff
- Identifying a staff member to run programmes
- Sharing of information between ALNCo and TAs
- Timetabling to enable provision to take place
- Support from FEO

This objective will be judged to be successful if...

We provide adequate provision ELSA, Trauma Informed Schools approach, Zones of Regulation and Bereavement support to support pupils by reducing the number of CAMHS referrals where pupils can:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Utilise effective regulation tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings
move towards independent regulation

Actions:

	Description	Responsibility	Start Date	End date
1.1	Data Analysis – Number of pupils currently accessing	RD/SI	Oct. 25	Ongoing
1.2	Curriculum timetable changes.	RD/SI	Oct. 25	Ongoing
1.3	Share information with Governors.	RD	Dec. 25	Ongoing
1.4	Monitor and evaluate.	SLT	Oct. 25	Ongoing
1.5	Members of staff identified to deliver provision	RD/SI	Oct. 25	Ongoing
1.6	Staff informed of provision to take place	RD/SI	Oct. 25	Ongoing
1.7	Parents/Carers informed of planned support/intervention	SI	Oct 25	Ongoing

1.	Identified TAs to receive training sessions from ALNCo	RD/AT	Oct. 25	Ongoing
1.9	Staff to identify pupils requiring support	All Staff	Oct. 25	Ongoing
2.0	Prioritise the pupils to be targeted and receive provision	RD/SI/AT	Oct. 25	Ongoing
2.1	Plan sessions to be delivered	SI	Oct. 25	Ongoing
2.2	Carry out Boxall profile on all identified pupils, analyse results and identify activities necessary to address these	SI	Oct. 25	Ongoing
2.3	Deliver sessions with targeted pupils	All Staff	Oct. 25	Ongoing
2.4	Further Boxall Profiles to be carried out at regular intervals	All Staff	Ongoing	Ongoing
2.5	Monitor provision and its impact on targeted pupils	RD/SI All Staff	Ongoing	Ongoing
2.6	Identify further pupils to benefit from sessions as and when it is appropriate	RD/SI All Staff	Ongoing	Ongoing

Equality Objective 2.

Improve attendance for all pupils highlighted at being below 90%.

Reduce the number of instances of non-attendance

Our Research:

Highlight pupils below 90%; reduce holiday taking during term time; encourage attendance awards.

- Highlight e-FSM pupils
- Track the identified pupils
- Continue ClassDojo messages to parents when no notification received
- Contact parents by phone if no contact made with school
- All holidays will be unauthorised during term time
- Continue with weekly and termly attendance awards
- Working with pupil attendance team to lead assemblies
- Attendance importance to feature on every school newsletter for parents
- Regular meetings with EWO – discuss pupils causing concern
- All stakeholders aware of School Development Plan Priorities

Information from Engagement:

Visits from EWO if regular absences occur; good attendees rewarded; holiday absences monitored closely.

This objective will be judged to be successful if...

Increase in overall attendance at the school.

Actions:

	Description	Responsibility	Start date	End date
1.1	Contact EWO	RD	Sept. 25	Ongoing
1.2	Monitor registers.	RD and Admin	Ongoing	Ongoing
1.3	Share information with Governors.	RD and Link Governors (GI)	Nov. 25	Termly
1.4	Update parents ClassDojo	All Staff	Sept 25	Ongoing