

Blaengwrach Primary School



Strategic, Equality, Diversity & Inclusion Plan 2025-29

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1. Our Distinctive Character Priorities and Aims

1.1 School values

At Blaengwrach 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 progress data and assessments 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 Blaengwrach Primary 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 Blaengwrach 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 our curriculum. This includes the Four Purposes, the six Areas of Learning & Experience, the cross-curricular and integral 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 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 and visitors 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.

Blaengwrach Primary School is situated in the village of Cwmgwrach. There are two buildings on the school site and there is easy access to both buildings. There are currently 147 pupils aged between three and eleven years old. Approximately, 17.07% are eligible for free school meals (eFSM). Very few pupils speak English as

an additional language and there are no pupils with Welsh as a first language. Approximately 14% of pupils have additional learning needs.

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 progress 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. progress data of boys v. girls;

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

- raise standards
- narrow the gap in progress 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 positions 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.

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 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. We take particular steps to ensure children and young people with additional learning needs, 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.

The views of stakeholders and other equalities related groups are genuinely taken into consideration 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 SIP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Ensure classrooms are inclusive and embed Zones of Regulation and ELSA to provide emotional health and well-being support for pupils.
2. Improve attendance of all pupils highlighted 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 Improvement 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 website 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.

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.

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

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

Health and Wellbeing: To promote wellbeing and good mental health and tackle mental health stigma and discrimination

Personal Safety: To ensure people and communities are safe, respected and free from violence and abuse

Employment: To ensure our workforce is more reflective of our community, our policies are fair and equitable and gender pay gaps are reduced

Participation: To ensure services are accessible for all and people and communities are able to better influence decisions that affect them

Living standards: To work to reduce poverty and support independent living

Please click on the link below for further details

[SEP published 6.9.24](#)

2.2 Our Children and young people can access appropriate support

- We will redesign our systems relating to Emotional, Mental Health Wellbeing support to provide a simpler integrated access to services

Equality Objectives and Action Plan

Equality Objective 1.

Ensure classrooms are inclusive and embed Zones of Regulation and ELSA to provide emotional health and well-being support for pupils.

Our Research:

Highlight pupils in need of support; increase number of pupils receiving support.

Information from Engagement:

Pupils receive support through using Zones of Regulation, ELSA and mental health first aid sessions when deemed appropriate

- Discussions with ALNCo and staff
- Discussions with LA School Improvement team, r.e. reasonable adjustments to support all pupils, e.g. flexible seating, organisation of resources, interactive displays that support learning through working walls.
- Classroom environment audits completed, and actions/next steps identified to support all learners.
- CPD training for staff to provide health and wellbeing support for individuals.
- Sharing of information between ALNCo and TAs.
- Timetabling to enable provision to take place.

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

We provide adequate provision of Zones of regulation, ELSA and mental health first aid. Reduced number of CAHMS referrals and pupils can:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Utilise effective regulation tools including tool boxes, sensory circuits, sensory rainbow room, etc.
- 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	Data Analysis – Number of pupils currently accessing	LL	Oct. 25	
2	Share information with Governors.	LL/LW	Dec. 25	

3	Monitor and evaluate.	LL/LW/EC	Autumn term	Termly
4	Members of staff identified to provide support and intervention	LL	Dec. 25	
5	CPD training for relevant staff	LL/LW	Autumn term 2025	

6	Staff updated r.e. plan and interventions	LL/LW	Dec. 25	
7	Identified TAs to receive training sessions from ALNCo as part of PDR as appropriate	LL	Dec. 25	
8	Staff to identify pupils requiring support	All Staff	Dec. 25	Ongoing
9	Prioritise the pupils for support and intervention	LL/LW	Dec. 25	Ongoing
10	Plan sessions to be delivered	All staff	Dec. 25	Ongoing
11	Provide support sessions for individual pupils	All Staff	Dec. 25	Ongoing
12	Progress reviewed at regular intervals	All Staff	Ongoing	Ongoing
13	Monitor impact on pupils progress	All Staff	Ongoing	Ongoing
14	Identify further pupils to benefit from sessions appropriate	All Staff	Ongoing	Ongoing
15	Report progress and impact to stakeholders	LL/LW	Termly	Termly

Equality Objective 2.

Improve attendance for all pupils whose attendance is below 90%.

Close the gap between attendance of FSM learners and non-FSM learners, identifying patterns and breaking down barriers to good levels of attendance:

Our Research:

Highlight pupils below 90%; monitor attendance data closely , including highest and lowest sessions for attendance, monitor attendance of groups of learners including EAL and FSM /non FSM, and encourage attendance awards.

- Identify attendance of e-FSM pupils
- Track the identified pupils, their progress and attendance
- Continue first day response to parents when no reason for absence received
- All holidays will be unauthorised during term time
- Continue with weekly, termly and annual attendance awards
- Attendance importance to feature on school newsletters for parents
- Fortnightly meetings with EWO – discuss pupils causing concern
- EWO referrals to provide individual support to families to improve levels of attendance.
- Follow NPT policy and guidelines.
- Attendance letters sent termly and discussed at parent/carers consultations.
- FEO/ALNCo engagement to support pupils/families to overcome barriers to attendance.
- All stakeholders aware of School Improvement Plan Priorities

Information from Engagement:

EWO referrals and home visits carried out if regular absences occur; good attendees rewarded; holiday absences monitored closely.

Continue to grow the role of FEO in supporting with supporting families to improve levels of attendance.

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

Attendance improves for all pupils whose attendance is below 90%.

Attendance of FSM learners improves and the gap between FSM and non-FSM learners closes.

Actions:				
	Description	Responsibility	Start date	End date
1.	Monitor attendance data and identify pupils/families with level of attendance below 90% and identify FSM/non-FSM	LW	Autumn term 25	Ongoing
2.	Liaise with EWO	LW/AA	Sept.25	Ongoing
3.	Inform staff of identified pupils within pupil progress meetings and through ADDs sessions	LW/LL	Nov. 25	Ongoing
4.	Close monitoring registers	LW/AA	Ongoing	Ongoing
5.	Share information with Governors.	LW	Dec. 25	Termly
15	Report progress and impact to stakeholders	LL/LW	Termly	Termly