EQUALITY PLAN FOR SCHOOLS
2016 to 2020

March 2016
Review 2020
Introduction and Context

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report annually on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. The first Equality Plan covered the period 2012-2016 with the next Plan covering the period 2016-2020. The revised Plan must be published by 1st April 2016.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school’s plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools’ plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of the school’s data, will form the basis of the equality objectives within the school’s Equality Plan for the next four years.

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.
Ysgol Cradoc School

Equality Plan
2016 – 2020

PART A

Equality Plan agreed by Governors:

.......................................................................................... (Signed by Chair)

Spring 2016

Plan due for review: Summer Term Annually then - full review Spring 2020
## Contents of our Equality Plan (EP)

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 (including pay 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. **Monitoring and Review**

### Appendices

- **Appendix 1**  Protected Characteristics
- **Appendix 2** Local Authority Equality Objectives
- **Appendix 3** School Equality Objectives and Action Plan template
- **Appendix 4** School Accessibility Plan
1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

At Cradoc School our vision is that all children have a rich and stimulating school experience, which challenges and inspires them to be the best they can be.

In order to achieve our vision, we work in partnership with parents and the community to:

➢ develop independence, confidence and resilience
➢ become enthusiastic lifelong learners
➢ provide a stimulating, challenging and supportive environment where the children feel valued and secure
➢ develop a caring attitude with self-respect and respect for others

We want to provide our pupils with "Roots to Grow and Wings to Fly"

School Rules:
To enable pupils to make sense of and achieve our vision we use our six golden rules; these are displayed around the school and are referred to regularly:

C     Care for each other, care for our school and care for our community
R     Respect everyone, respect everything
A     Aim high
D     Discover things every day
O     Organised – ready to learn
C     Communicate – sharing our ideas and worries together

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

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Cradoc 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

Cradoc is an English medium Community Primary School with approximately 130 full time children on roll, aged between 4-11 years and up to 16 part time children in our designated setting for three year olds.

Cradoc is a rural primary school, serving mainly the communities of Battle, Llanfihangel Nant Bran, Merthyr Cynog, Trallong and Upper Chapel and an increasing number of pupils from the town of Brecon. In addition, we serve the children from military families, who can form up to 18% of our school population from time to time, resulting in a transient population.

We have a low proportion of pupils in receipt of free school meals, being in Group 1 and less than 4% for at least the last 5 years. However, we are aware that some parents are reluctant to claim free school meals despite the likelihood that they are eligible and we therefore believe that this figure is misleading as to the level of deprivation in our community.

Nearly all of our pupils are from white British families (96%) with limited multicultural experiences. Approx 40% of our families identify themselves as Welsh, but only 1.4% of families are home Welsh speaking. We have a small but consistent number of pupils with English as an Additional language (5%).

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

1.4 Setting our equality objectives (including pay objectives)

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

The purpose of our Equality Plan (EP) is to fulfil the duties to promote equality for people with ‘protected characteristics’, and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

In setting the equality objectives for the school, we will take due regard to the Equality Act general duty to:

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

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

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

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

Our school Equality Objectives are set out in Section 5 and Appendix 3.
2. Responsibilities

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

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

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

2.2 Senior Leadership Team (SLT)
The SLT promotes equality and eliminates discrimination by:

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

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

• ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school’s Equality Plan;
• striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
• challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA’s and school’s policies, e.g. reporting of racial incidents;
• supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

3. Information Gathering and Engagement

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

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.
3.2 Types of information gathered
The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:
- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of questionnaires issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders’ views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school’s duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people’s views are actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum;
- information about how different groups have a pupil voice;
- 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 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.

In considering priorities for this plan we have taken into account responses to parent questionnaires forwarded to all families, listening to learners groups, Governors opinions. We are not aware of any language difficulties experienced by anyone participating in the consultation.

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

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

5. Objectives and Action Plans
Our chosen Equality Objectives are
<table>
<thead>
<tr>
<th>Equality Objective: 1</th>
<th>Raise awareness of equality and diversity issues among Pupils, Staff, Governors and Parents.</th>
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</thead>
<tbody>
<tr>
<td>Equality Objective: 2</td>
<td>To improve the engagement of all pupils, particularly those in protected and vulnerable groups.</td>
</tr>
<tr>
<td>Equality Objective: 3</td>
<td>To support pupils with emotional, social and mental health issues.</td>
</tr>
<tr>
<td>Equality Objective: 4</td>
<td>To ensure equality of participation and enjoyment of education by improving the attendance and behaviour of disadvantaged learners</td>
</tr>
</tbody>
</table>

Our Equalities Objectives cover all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfill 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 its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting
The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it. Reference is also made in the New Parents Handbook and Prospectus.

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

All data collected will be used for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

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

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:
- involve the participation of a full range of stakeholders;
- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan by 30th April 2020.
Appendices

Appendix 1  Protected Characteristics
Appendix 2  Local Authority Equality Objectives
Appendix 3  School Equality Objectives and Action Plan
Appendix 4  School Accessibility Plan
Appendix 1

Protected Characteristics under the Equality Act 2010

• Age*
• Disability
• Gender Reassignment
• Marriage and Civil Partnership
• Pregnancy and Maternity
• Race
• Religion or Belief
• Sex
• Sexual Orientation

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

The Council has developed seven Equality Objectives, the first of which relates to education

Objective 1 - Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Powys County Council’s engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

1. Close the attainment gap by raising standards of children receiving free school meals, children with special educational needs and Gypsy Traveller children

Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the LAC Pupil Deprivation Grant
- Roll out the Person-Centered Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Monitor the performance of vulnerable groups, identifying any underperformance against benchmarked information and signpost to good practice

Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues
- Roll out the ‘Thrive’ programme, particularly in secondary schools, to develop behaviour support in relation to improved attendance and attainment
- Develop phase 2 of the ERW sponsored ‘Attachment Aware Schools’ programme to aid staff in schools to understand and develop alternative strategies to support emotionally damaged pupils to remain in school and achieve

Objective 1 will be judged successful if the following outcomes are met or exceeded

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Targets</th>
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<tbody>
<tr>
<td></td>
<td>Academic Year 2014-15</td>
<td>Academic Year 2015-16</td>
</tr>
<tr>
<td></td>
<td>Powys</td>
<td>Wales</td>
</tr>
<tr>
<td>Foundation Phase</td>
<td></td>
<td></td>
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<tr>
<td>Percentage of pupils in receipt of FSM attaining the FPh Indicator</td>
<td>79.2%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Percentage of pupils in Local Authority care attaining the FPh Indicator</td>
<td>50.0%</td>
<td>n/a</td>
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<tr>
<td>Percentage of pupils at school action/ school action+/Statement attaining the FPh Indicator</td>
<td>62.9%</td>
<td>57.8%</td>
</tr>
<tr>
<td>Percentage of Gypsy Traveller pupils attaining the FPh Indicator</td>
<td>100%</td>
<td>n/a</td>
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<tr>
<td>Key Stage 2</td>
<td>Percentage of pupils in receipt of FSM attaining the CSI</td>
<td>74.5%</td>
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</tr>
<tr>
<td>Percentage of pupils in Local Authority care attaining the CSI</td>
<td>57.1%</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of pupils at school action/ school action+/Statement attaining the CSI</td>
<td>65.5%</td>
<td>61.2%</td>
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<tr>
<td>Percentage of Gypsy Traveller pupils attaining the CSI</td>
<td>0.0%</td>
<td>n/a</td>
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</table>

<table>
<thead>
<tr>
<th>Key Stage 3</th>
<th>Percentage of pupils in receipt of FSM attaining the CSI</th>
<th>77.3%</th>
<th>65.9%</th>
<th>77.0%</th>
<th>78.0%</th>
<th>79.0%</th>
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<tbody>
<tr>
<td>Percentage of pupils in Local Authority care attaining the CSI</td>
<td>77.8%</td>
<td>n/a</td>
<td>Due to very low numbers it is not appropriate to set Local Authority targets</td>
<td></td>
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<tr>
<td>Percentage of pupils at school action/ school action+/Statement attaining the CSI</td>
<td>67.0%</td>
<td>55.2%</td>
<td>68.0%</td>
<td>69.0%</td>
<td>70.0%</td>
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<tr>
<td>Percentage of Gypsy Traveller pupils attaining the CSI</td>
<td>0.0%</td>
<td>n/a</td>
<td>Due to very low numbers it is not appropriate to set Local Authority targets</td>
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</table>

<table>
<thead>
<tr>
<th>Key Stage 4</th>
<th>Percentage of pupils in receipt of FSM attaining Level 2 inclusive</th>
<th>35.6%</th>
<th>31.6%</th>
<th>38.0%</th>
<th>39.0%</th>
<th>40.0%</th>
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<tbody>
<tr>
<td>Percentage of pupils in Local Authority care attaining Average Wider Points Score</td>
<td>368</td>
<td>n/a</td>
<td>Due to very low numbers it is not appropriate to set Local Authority targets</td>
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</tr>
<tr>
<td>Percentage of pupils at school action/ school action+/Statement attaining Level 2 inclusive</td>
<td>30.0%</td>
<td>23.3%</td>
<td>23.0%</td>
<td>25.0%</td>
<td>26.0%</td>
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<tr>
<td>Percentage of Gypsy Traveller pupils attaining Level 2 inclusive</td>
<td>100%</td>
<td>n/a</td>
<td>Due to very low numbers it is not appropriate to set Local Authority targets</td>
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<table>
<thead>
<tr>
<th>Permanent Exclusions</th>
<th>Number of pupils permanently excluded per 1,000 pupils in primary schools (pupils aged 5+)</th>
<th>0.1</th>
<th>n/a</th>
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<tbody>
<tr>
<td>Number of pupils permanently excluded per 1,000 pupils in secondary schools (pupils aged 5-19)</td>
<td>1.2</td>
<td>n/a</td>
<td>0.3</td>
<td>0.3</td>
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<table>
<thead>
<tr>
<th>Fixed Term Exclusions</th>
<th>Percentage of days lost for primary schools (pupils aged 5+)</th>
<th>0.013%</th>
<th>n/a</th>
<th>0.010%</th>
<th>0.010%</th>
<th>0.010%</th>
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<tbody>
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<td>Percentage of days lost for secondary schools (pupils aged 5-15)</td>
<td>0.083%</td>
<td>n/a</td>
<td>0.082%</td>
<td>0.081%</td>
<td>0.080%</td>
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<tr>
<td>Percentage of 15-year-old pupils leaving full-time education without a recognised qualification</td>
<td>0.1%</td>
<td>n/a</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Percentage of 15 year olds in Local Authority care leaving full-time education without a recognised qualification</td>
<td>0.0%</td>
<td>n/a</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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Appendix 3

Ysgol Cradoc School Equality Plan 2016–2020
Equality Objectives and Action Plans

Equality Objective: 1 Raise awareness of equality and diversity issues among Pupils, Staff, Governors and Parents.

Our Research:
➢ Statutory guidance on the Public-Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context, we wish to extend this to include pupils, governors and parents, as appropriate.
➢ Research relating to the Prevent duty contained in the Counter-Terrorism and Security Act 2015 identifies that the school must have “due regard to the need to prevent people from being drawn into terrorism (S26)”. We have a duty to build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Information from Engagement/Monitoring:
➢ Most Governors and almost all staff indicate that they have limited understanding of protected characteristics in relation to the Equality Act 2010.
➢ Almost all Governors and almost all staff indicate that they have limited understanding of Estyn “Action on Bullying” published in June 2014.
➢ Almost all Governors and almost all staff have limited or no knowledge of the Prevent duty.
➢ Tracking evidences that pupils’ attainment of objectives relating to diversity and equality often occur after other objectives relating to PSE.
➢ Monitoring of planning suggests that equality and diversity are not given as high a priority as we would wish across the whole school, particularly considering pupils understanding of other ESDGC matters.
➢ A few pupils have used the phrase “gay” as a derogatory comment, without any understanding of its meaning.
➢ The majority of learners questioned identify that they have limited contact with people from other cultural and religious backgrounds but want increased understanding
➢ Many parents who commented confirmed the pupils’ comments.
➢ All staff in upper KS2 identify that pupils understanding of current affairs is hindered by their limited knowledge of equality and diversity, eg refugees etc.

Data Development:
➢ Baseline and on-going annual update data about stakeholder’s understanding of CRC needs to be gathered.

This objective will be judged to be successful if...
➢ There is evidence to demonstrate improvement in pupils understanding of equality and diversity
➢ All staff are able to demonstrate both a general understanding of the risks affecting children and young people relating to radicalisation, identify children who may be vulnerable to radicalisation, and know what to do when they are identified
➢ Most Governors and all Staff are trained in Equality
➢ Most Governors and all Staff are trained in RRSA
➢ Most Governors and all Staff have been “Prevent” trained

Actions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Lead Responsibility</th>
<th>Resource Implications</th>
<th>Start date</th>
<th>Review date</th>
</tr>
</thead>
</table>

Appendix 3

Ysgol Cradoc School Equality Plan 2016–2020
Equality Objectives and Action Plans

Equality Objective: 1 Raise awareness of equality and diversity issues among Pupils, Staff, Governors and Parents.

Our Research:
➢ Statutory guidance on the Public-Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context, we wish to extend this to include pupils, governors and parents, as appropriate.
➢ Research relating to the Prevent duty contained in the Counter-Terrorism and Security Act 2015 identifies that the school must have “due regard to the need to prevent people from being drawn into terrorism (S26)”. We have a duty to build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Information from Engagement/Monitoring:
➢ Most Governors and almost all staff indicate that they have limited understanding of protected characteristics in relation to the Equality Act 2010.
➢ Almost all Governors and almost all staff indicate that they have limited understanding of Estyn “Action on Bullying” published in June 2014.
➢ Almost all Governors and almost all staff have limited or no knowledge of the Prevent duty.
➢ Tracking evidences that pupils’ attainment of objectives relating to diversity and equality often occur after other objectives relating to PSE.
➢ Monitoring of planning suggests that equality and diversity are not given as high a priority as we would wish across the whole school, particularly considering pupils understanding of other ESDGC matters.
➢ A few pupils have used the phrase “gay” as a derogatory comment, without any understanding of its meaning.
➢ The majority of learners questioned identify that they have limited contact with people from other cultural and religious backgrounds but want increased understanding
➢ Many parents who commented confirmed the pupils’ comments.
➢ All staff in upper KS2 identify that pupils understanding of current affairs is hindered by their limited knowledge of equality and diversity, eg refugees etc.

Data Development:
➢ Baseline and on-going annual update data about stakeholder’s understanding of CRC needs to be gathered.

This objective will be judged to be successful if...
➢ There is evidence to demonstrate improvement in pupils understanding of equality and diversity
➢ All staff are able to demonstrate both a general understanding of the risks affecting children and young people relating to radicalisation, identify children who may be vulnerable to radicalisation, and know what to do when they are identified
➢ Most Governors and all Staff are trained in Equality
➢ Most Governors and all Staff are trained in RRSA
➢ Most Governors and all Staff have been “Prevent” trained

Actions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Lead Responsibility</th>
<th>Resource Implications</th>
<th>Start date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To raise the profile of equality and diversity through amendment of the curriculum to include Diversity topics.</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
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</tr>
<tr>
<td>1.2</td>
<td>Further develop the involvement of the school with the twin school in Arusha.</td>
<td>NA</td>
<td>September 2016</td>
<td>a. June 2017 \ b. June 2019</td>
</tr>
<tr>
<td>1.3</td>
<td>Work toward the Rights Respecting School Award: a. Completion of Recognition of Commitment b. Completion of level 1 of the award</td>
<td>JM</td>
<td>Cost to join scheme £150 (PDG/EIG)</td>
<td>September 2016</td>
</tr>
<tr>
<td>1.4</td>
<td>Develop a series of key stage and/or whole school assemblies that address Protected characteristics</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.5</td>
<td>Training of all Governors and Staff on Equality and Diversity</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.6</td>
<td>Training of all Governors and Staff on the Prevent Duty</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.7</td>
<td>Engagement with the wider community to identify areas of development of the curriculum, focussed on the protected characteristics and diversity.</td>
<td>JM</td>
<td>June 2016</td>
<td>June 2017</td>
</tr>
</tbody>
</table>
Equality Objective: To improve the engagement of all pupils, particularly those in protected and vulnerable groups.

Our Research:
- Carol Dweck’s research into Growth Mindset, identified that (inter alia) when pupils believe they cannot do a task, they are likely to disengage, but by acknowledging that they cannot “yet” attain enables them to accept the current failure and persevere to succeed. She also states that the brain is capable of development and growth and it needs to be used and challenged in order to develop neurons and synapses.
- John Hattie’s work on Visible Learning identifies the overarching idea that teachers need to understand where a pupil is in their level of thinking and then challenge them to go beyond that level through a process he describes as ‘cognitive acceleration’. Teachers need to provide instruction at the right level and in the right way given how a pupil processes information. This entails using teaching approaches which makes learners think about learning more explicitly and where they make their thinking explicit.

Information from Engagement/Monitoring:
- Most staff reported that the majority of pupils were too prepared to disengage when challenged and seek support too easily. This was particularly the case with ALN pupils and those in vulnerable groups.
- Listening to learners identified that most pupils saw their learning as the responsibility of the adults at school.
- Listening to learners identified that most pupils did not have the skills, or could not identify the skills that they had, which enabled them to take increased responsibility for their learning and identify how they could independently improve and engage.
- Monitoring evidenced that there was insufficient peer assessment at KS2 and insufficient self-assessment at FP.

Data Development:
- Monitoring of data identified that pupils were not being sufficiently challenged to attain at the highest levels. Continued evaluation of Core Data sets needs to continue in order to identify progress.

This objective will be judged to be successful if...
- There is an increase in pupils understanding their role in taking responsibility for their own learning, challenge and engagement.
- There is evidence to demonstrate improvement in pupils’ ability to self and peer evaluate.
- There is evidence to demonstrate improvement in pupils’ ability to challenge themselves in their learning and remain engaged on tasks until completion.
- There is an increase in pupils’ ability to use their skills in order to develop independence in their learning.

Actions:

<table>
<thead>
<tr>
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<th>Lead Responsibility</th>
<th>Resource Implications</th>
<th>Start date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Continue to implement provision of Growth Mindset to all classes</td>
<td>BR</td>
<td>Further training for LSA</td>
<td>March 2016</td>
<td>November 2016</td>
</tr>
<tr>
<td>1.2</td>
<td>Continue to implement provision of visible learning to all classes</td>
<td>BR</td>
<td>Further training for LSA</td>
<td>March 2016</td>
<td>November 2016</td>
</tr>
<tr>
<td>1.3</td>
<td>Further develop self and peer assessment strategies</td>
<td>BR/NA</td>
<td></td>
<td>March 2016</td>
<td>November 2016</td>
</tr>
<tr>
<td>1.4</td>
<td>Hold Parent Information Session to assist parental engagement and understanding</td>
<td>BR</td>
<td>Release time to prep documents</td>
<td>May 2016</td>
<td>November 2016</td>
</tr>
</tbody>
</table>
Equality Objective: 3 To support pupils with emotional, social and mental health issues.

Our Research:

➢ Despite using different names and disagreeing on evolutionary development, Neuro-science researchers agree that the “Reptilian” brain (or brain stem) is responsible for instinctive survival, eg breathing, heartbeat etc, the “Limbic” brain for emotional development, fight or flight etc and the “Neocortex” for thinking and rationalisation. Pupils experiencing emotional and mental health issues are often working within the reptilian or limbic brain. This can result in behaviour difficulties and emotional outbursts and prevent engagement of the Neocortex and consequently prevent the pupil accessing and making best use of the learning experiences.

➢ Research undertaken by Welsh Government and the Children’s Commissioner for Wales identified that children are not feeling happy but are very stressed about a variety of different things, including tests and exams, friendships, bullying, pressures on how they look, sexuality and relationships. Some have had distress arising from very difficult experiences like a death, abuse, being taken into care and homelessness. A few have mental illness such as depression and self-harming behaviours. They identified that mental health services in Wales cannot cope with the demand they are under and too many children who need their services have to wait far too long for appointments. The identified the need develop the role of schools in the promotion of mental health wellbeing, particularly to help children tackle the broad things that life will throw at them, including space and permission to explore feelings and uncertainties, for other children and adults to be tolerant of difference in others and support to learn how to manage relationships.

➢ The ‘Together for Children and Young People’ (T4CYP) identified that emphasis on emotional and mental health and well-being is essential. It identified the schools role in The Windscreen Model, which provides the context of a continuum of support for children focussing on supporting early years’ development; promoting wellbeing and resilience of all young children. The ability to identify early where additional support is needed is critical to prevent young people needing the services of specialist CAMHS.

➢ Research into LAC, recently LAC pupils and transient populations evidences that they are highly likely to suffer from emotional and mental health issues. They find it harder to trust adults; their educational experience may have been disrupted; and their capacity to build and maintain friendships may be impaired. The subsequent gaps in their learning are very likely to have become barriers to progress, perhaps developed over a long period of time, making it very difficult for them to do well in school. The complexity of what can often be a fragmented educational experience needs close analysis and careful planning by key teachers to increase rates of progress and build the child’s confidence and self-esteem. Young children often also need help to develop social and learning skills. However, this extra attention or vigilance needs to be subtle because the children often don’t want to be seen to be treated differently from their peers.

➢ Research relating to the Prevent duty contained in the Counter-Terrorism and Security Act 2015 and related training identifies that pupils with emotional, social and mental health issues are more at risk of radicalisation. We need to assist the pupils to dealt with these issues and build resilience to prevent such radicalisation.

Information from Engagement/Monitoring:

➢ Monitoring evidence suggested that a minority of pupils across the school were not sufficiently independent and, particularly with FP pupils and vulnerable groups, were not developing the usual dependency related relationships with adults that form the precursor to independence.

➢ Parents reported that around half of pupils were not sufficiently independent at home. A few acknowledged that this resulted from too much support from parents and that this was due to low expectations.

➢ Monitoring suggested that many pupils did not understand mental health issues arising in both young and older members of society.

➢ Listening to learners evidenced that a minority of pupils experienced different levels of stress and mental health issues personally or knew others that did, without necessarily accessing appropriate support or knowing how to deal with the situation. They were able to identify that poor behaviour exhibited by some pupils was likely to be due to previous anxiety or upset.

➢ Many pupils identified anxiety at different times and reported that they did not know how to deal with this.
This objective will be judged to be successful if...
- there is an increase in pupils understanding of emotional and mental health issues.
- there is an increase in staff understanding of their own emotional and mental health issues and how to ensure their well-being.
- All staff have an understanding of brain development and how this affects the mental health and educational development of pupils.
- All staff have received training at some level of Attachment Awareness
- All teaching staff have received Prevent training

<table>
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<tr>
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<th>Start date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Training for all staff relating to mental health from Healthy Schools Advisor (Anna Prothero)</td>
<td>BP</td>
<td>Staff meeting time</td>
<td>April 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.2</td>
<td>Training for all staff, audit and action the “Five Ways to Wellbeing” initiative</td>
<td>BP</td>
<td>Staff meeting and LSA meeting time</td>
<td>April 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.3</td>
<td>Training for all staff relating to Brain Development and its impact on learning and mental health</td>
<td>BR</td>
<td>Staff meeting and LSA meeting time</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.4</td>
<td>Introduce Mindfulness to all classes</td>
<td>NA</td>
<td>Staff meeting and LSA time</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.5</td>
<td>Training of all Governors and Staff on the Prevent Duty</td>
<td>JM</td>
<td>Online training (twilight?)</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.6</td>
<td>Include elements of emotional and mental health in PHSE lessons as part of new Health and Well-being AoLE. (Involvement of Mind?)</td>
<td>JM</td>
<td>Release to review curriculum</td>
<td>April 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.7</td>
<td>Include elements of emotional and mental health in assemblies</td>
<td>JM</td>
<td></td>
<td>April 2016</td>
<td>June 2017</td>
</tr>
</tbody>
</table>
| 1.8     | Become an Attachment Awareness School  
a) Training of initial staff  
b) Training of remainder of staff and implementation of scheme  
c) Development of programme across the school | BR | Release for BR & LSAs | a) September 2016  
b) September 2017  
c) September 2017 | a) June 2017  
b) January 2018  
c) January 2018 |
**Equality Objective: 4 - To ensure equality of participation and enjoyment of education by improving the attendance and behaviour of disadvantaged learners**

**Our Research:**
- Estyn (2012) identifies ten key features of schools that are effective in tackling disadvantage. These are: taking a whole-school, strategic approach to tackling disadvantage, using data to track the progress of disadvantaged learners, focusing on the development of disadvantaged learners' literacy and learning skills, developing the social and emotional skills of disadvantaged learners (see elsewhere in this plan), improving the attendance, punctuality and behaviour of disadvantaged learners, tailoring the curriculum to the needs of disadvantaged learners, providing enriching experiences (see Pioneer Schools work), listening to disadvantaged learners and providing opportunities for them to play a full part in the school’s life (see RRS work), engaging parents and carers of disadvantaged learners, developing the expertise of staff to meet the needs of disadvantaged learners.
- Reducing the impact of poverty on attainment is one of the Welsh Government’s three national priorities. Research clearly points to the potentially devastating impact of poverty on. The attainment gap between those learners eligible for free school meals is evident through a child’s time in school.
- The Sutton Trust found that some learners from the poorest homes are up to one year behind their peers by the time the start school at the age of five. This gap widens steadily as a learner progresses through school until the end of Key Stage 4 when the gap stretches to around 34 per cent (Estyn, 2013).

**Information from Engagement/Monitoring:**
- Monitoring of attendance data evidences that we have improved attendance generally to its highest level in six years. However, we remain in Quarters 3 and 4 consistently, compared to our family of schools.
- Many parents consider that term time holidays do not impact on pupil’s attainment and indeed see it as an educational advantage to have the holiday experience on either a sporting, cultural or social front.
- Parental comments at the parent meeting raised an issue of poor behaviour during class and at playtimes.

**Data Development:**
- Attendance monitoring data from within school, within family of schools and if possible within cluster.
- Monitoring of persistent absentees
- Monitoring of pupil participation in after school clubs and enrichment activities and comparison of this with attendance data.

**This objective will be judged to be successful if...**
- Attendance improved to at least Q3 with decrease in percentage of unauthorised attendance
- There is a reduction in persistent absenteeism
- Children whose attendance falls below 90% participate in enrichment activities and/or after school activities despite poor attendance
- There is a reduction in low level disruption in class
- There is a reduction in instances of poor behaviour at playtimes

**Actions:**

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<tr>
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<th>Resource Implications</th>
<th>Start date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Participation in the pilot Powys Traffic Light Attendance Scheme Training for head and relevant staff</td>
<td>JM</td>
<td>Clerical and stationery</td>
<td>September 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Responsible Person</td>
<td>Department</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>1.2</td>
<td>Discuss with all parents of children with attendance below 90% and establish support / raise awareness of their legal obligation to have children in school.</td>
<td>JM</td>
<td>Clerical and stationery</td>
<td>October 2016</td>
<td>June 2017</td>
</tr>
<tr>
<td>1.3</td>
<td>Increased liaison with EWO, inc making statutory requests</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Monitor and improve involvement of disadvantaged learners and those with low attendance in enrichment activities and after school clubs</td>
<td>JM</td>
<td>September 2016</td>
<td>June 2017</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Amendment of the Behaviour policy and procedures, building on research, pupils views, RRS and Attachment Awareness initiative (see other targets)</td>
<td>JM</td>
<td>June 2017</td>
<td>January 2018</td>
<td></td>
</tr>
</tbody>
</table>
# School Accessibility Plan 2016-2018

<table>
<thead>
<tr>
<th>Target</th>
<th>Tasks</th>
<th>Timescale</th>
<th>Finance</th>
<th>Responsibility</th>
<th>Monitoring</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS TO CURRICULUM</strong></td>
<td>Ensure access to educational resources appropriate for pupils with disabilities.</td>
<td>➢ Identify where specific needs require the adaptation of teaching methods &lt;br&gt; ➢ Identify where specific needs require the purchase of additional resources</td>
<td>As required – unless needs of pupils in school require immediate action.</td>
<td>As required.</td>
<td>Senior Leadership Team</td>
<td>Governors</td>
</tr>
<tr>
<td></td>
<td>Ensure disability awareness to reflect diverse needs of students within the school and anticipatory duties.</td>
<td>➢ Identify a programme of staff / governor training in disability awareness &lt;br&gt; ➢ Identification of appropriate resources to facilitate awareness.</td>
<td>Ongoing</td>
<td>As required</td>
<td>All staff &amp; governors</td>
<td>Senior Leadership Team &amp; Governors</td>
</tr>
<tr>
<td></td>
<td>Prioritise the participation of those with disabilities in school activities.</td>
<td>➢ Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. &lt;br&gt; ➢ Ensure school activities are accessible to all students.</td>
<td>Ongoing</td>
<td>As required</td>
<td>All staff &amp; Governors</td>
<td>Governors</td>
</tr>
<tr>
<td><strong>POLICIES</strong></td>
<td>Ensure all policies consider the implications of Disability Access.</td>
<td>➢ Consider all policies in view of the implications of Disability Access.</td>
<td>Ongoing</td>
<td>n/a</td>
<td>Governors</td>
<td>Governors</td>
</tr>
<tr>
<td><strong>SCHOOL BUILDINGS</strong></td>
<td>Ensure that access to school buildings and site can meet diverse pupil needs.</td>
<td>➢ Ensure disabled parking when required. &lt;br&gt; ➢ Improve signage.</td>
<td>Ongoing</td>
<td>As required</td>
<td>All staff &amp; Governors</td>
<td>Governors</td>
</tr>
<tr>
<td><strong>DOCUMENTS</strong></td>
<td>Availability of newsletters and school documents in alternative formats.</td>
<td>➢ Use of pastel paper for dyslexic students. &lt;br&gt; ➢ Large print formats as required. &lt;br&gt; ➢ Audio format made available on school website via e-readers on RNIB website.</td>
<td>Ongoing</td>
<td>As required</td>
<td>Senior Management Team &amp; Governors</td>
<td>Governors</td>
</tr>
</tbody>
</table>

Review Date: **June 2017**

Senior Member of Staff Responsible: **Headteacher**

Governor Responsible: **Chair of Governors**