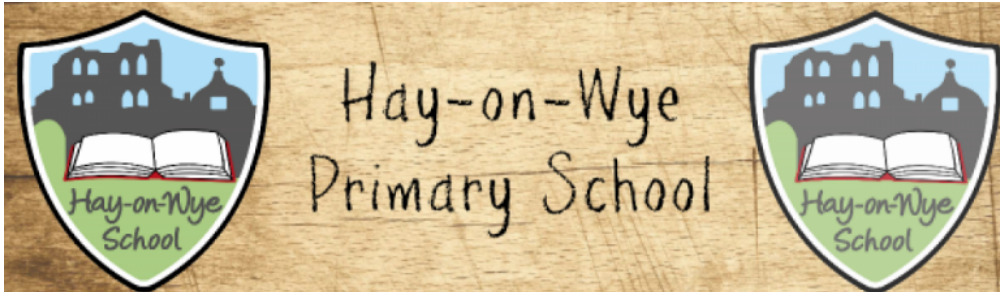


# Ysgol y Gelli Gandryll



**“Dysgu, Cyflawni a Gofalu ar y Cyd”**  
***“Learning, Achieving & Caring Together”***

## **Hay-on-Wye CP School Strategic Equality Plan**

**2022-2026**

Signed .....Date .....  
(Chair of Governors)

Signed .....Date.....  
(Head teacher)

Scheme due for review on : .....(date)

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

Hay is a happy, thriving school that places children at the heart of everything we do. We aim to achieve our vision through being a centre of excellence and following our five key principles;-

☺ **Well being**      ☺ **Achievement**      ☺ **Together**      ☺ **Environment**      ☺ **Respect**

These five principles underpin our daily life at school, and apply to everyone in our school community – pupils, staff, parents and governors. At Hay we consistently endeavour to provide a welcoming and caring environment in which each individual is supported, encouraged and challenged to achieve his or her full potential. The happiness and security of our pupils is paramount at all times, as only when a child feels contented can they learn successfully. Academic, musical, social and physical achievements are celebrated and valued.

Expectations, for **all** individuals in our school community, are high and pupils develop the skills that will enable them to become independent, well motivated, life long learners. Particular talents in all areas are encouraged and developed and pupil's individual needs addressed.

Our school positively maintains an open, inclusive community, readily welcoming parents and other family members to play an active part in school life. We strongly believe in developing a partnership of parents, staff and governors. Individually we can provide opportunities for our children but together we can achieve even greater success.

Our school encourages children to participate in a very wide range of activities and opportunities from areas such as sport, music and environmental activities. In addition we have close contact with many local organisations and our local community. We develop in the children a pride and understanding of the locality, our heritage, environment and culture. We believe that collectively and individually we can make a positive difference.

At Hay-on-Wye C P 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 & 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 Hay-on-Wye C P School 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

Hay-on-Wye CP School is close to the castle and centre of the ancient market town of Hay in Powys. The school therefore sits right on the Wales - England border, with pupils transitioning to either the local high school in Gwernyfed or across the border into England to Farifield high school. The majority of pupils come from the immediate locality with the remainder travelling to school from surrounding rural villages. Pupils, staff, parents and governors come from a range of backgrounds and social groups. We reflect and celebrate this diversity through a wide range of resources and our approach to the curriculum and individual pupil needs. In line with our inclusive ethos we will act upon all inequalities.

We value and utilise the social, linguistic and cultural experiences that the pupils, staff, parents and governors bring to Hay. We aim to understand and effectively meet the particular needs of all our pupils, being aware to their ethnic, cultural, linguistic and historical backgrounds. The following statistics have been taken from information supplied by parents/carers, along with other sources of LA data, including our PLASC return to Welsh Government 2021. We currently have 159 pupils on roll.

National Identity	%
Welsh	27.79
English	20.75
Scottish	0

Irish	0
British	51.57
Other	1.89
<b>Ethnic Background</b>	
Any other mixed background	3.15
Any other white background	0
Chinese or Chinese British	0
White British	96.85
<b>Aspect</b>	
Pupils' First Language English and or Welsh	100
Pupils' First Language Other (Malayalam)	0
Pupils with identified special educational needs	14.4
Pupils entitled to free school meals	14.4
Pupils coming from homes where Welsh is the first language	0.6
Pupils Looked After by Powys	0

### 1.3 Mainstreaming equality into policy and practice

Hay-on-Wye C. P. School is committed to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using school facilities.

We do not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

We promote the principles of fairness and justice for all through the education that it provides in the school. We seek to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school. We strive to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

We ensure that recruitment, employment, promotion and development opportunities are open to all.

We challenge personal prejudice and stereotypical views whenever they occur. We are aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We value each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

We strive to be proactive in tackling prejudice and unlawful discrimination.

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;
- 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 **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 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
  - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

- The regional equality objectives identified in **Appendix 2**;
- 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

The delivery of our Equality Plan will contribute to all of our 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 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 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 Act and are fully informed of our school's Equality Plan 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 the above

## 2.3 Staff – teaching and non-teaching

At Hay we regard **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 Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

# 3. Information gathering and Engagement

## 3.1 Purpose and process

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

Engagement is based on the information gained 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 eg 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 our 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. 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 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;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group (when appropriate);
- 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.

Stakeholders	Collaboration and consultation through:
Pupils	<ul style="list-style-type: none"> <li>▪ School Council</li> <li>▪ School Eco Council</li> <li>▪ Class discussions</li> <li>▪ Listening to Learners</li> <li>▪ Zones of Regulation</li> </ul>
Parents/Carers  IDP, ULP	<ul style="list-style-type: none"> <li>▪ Questionnaires and comments</li> <li>▪ 'Open Door' Policy</li> <li>▪ Welcome meetings Summer Term in preparation for Autumn Term</li> <li>▪ Parent consultations termly</li> <li>▪ Direct contact with individual parents/carers verbally or written</li> <li>▪ Discussions at IEP reviews/TAC meetings/ LAC meetings</li> <li>▪ Letters requesting views/ideas from parents</li> <li>▪ Contact with parent governors</li> </ul>
Staff	<ul style="list-style-type: none"> <li>▪ Daily contact/discussion</li> <li>▪ Staff meetings</li> <li>▪ Whole phase meetings</li> <li>▪ SLT meetings</li> <li>▪ Equality Plan questionnaires</li> <li>▪ Subject Leaders annual self evaluation reports</li> <li>▪ Lesson observations</li> <li>▪ Learning walks</li> <li>▪ Performance management meetings</li> <li>▪ 'Open door' policy</li> </ul>
Governors	<ul style="list-style-type: none"> <li>▪ GB meetings</li> <li>▪ Sub- committee meetings</li> <li>▪ Regular contact with Governors: visits, telephone, e mail etc</li> <li>▪ Questionnaires</li> <li>▪ Annual meeting to discuss curriculum</li> <li>▪ Governors meeting with other stakeholders eg parents, school council</li> <li>▪ 'open door' policy</li> </ul>
Local Authority	<ul style="list-style-type: none"> <li>▪ Annual review of school's performance with SET officers</li> <li>▪ Reports following visits by LA officers</li> <li>▪ Headteacher meeting discussions</li> <li>▪ Accreditation visits : Healthy Schools, Green Flag etc</li> </ul>
Wider community	<ul style="list-style-type: none"> <li>▪ Contact with those who hire teacher centre facilities</li> <li>▪ Contact with those who hire hall for community use</li> <li>▪ Attendance at school events eg coffee mornings, fetes, concerts etc</li> <li>▪ School visitors eg Open the Book assembly group</li> <li>▪ School visits</li> <li>▪ Dementia Awareness and links with Cartref</li> </ul>
Social Services	<ul style="list-style-type: none"> <li>▪ Contact via school visits, review meetings, LAC review meetings, CP meetings, TAF meetings</li> <li>▪ Attendance at school training</li> </ul>
Powys Local Health Board	<ul style="list-style-type: none"> <li>▪ Contact with school nurse</li> <li>▪ Regular contact with SaLT</li> <li>▪ Regular contact with physiotherapists, occupational therapists</li> <li>▪ Individual reports from health professionals eg SaLT, CAMHS, Resolve Cymru, visually impaired service, hearing disability service etc</li> </ul>

Other	<ul style="list-style-type: none"> <li>• Comments from visiting groups eg theatres, assembly groups, dance groups, Cardiff Blues etc.</li> <li>• Outside Agency Feedback forms and Collaborative Working forms used as evidence.</li> </ul>
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## 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 EP itself.

## 5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Continue to ensure 'Equality of Opportunity' for all.
2. Continue to ensure that all pupils achieve their full potential taking account of the Four Purposes in the Curriculum for Wales.
3. Provide relevant training to all staff and Governors on EP and to all stakeholders on equality issues and the protected characteristics, including radicalisation.
4. To embed our newly revised 'Relationships, Wellbeing and Readiness to Learn Policy'.

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 EP 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 includes a reference to the EP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the EP itself on 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 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 that 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 EP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the EP 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 EP 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.

# Hay-on-Wye C P School

## Strategic Equality Plan

2022-2026

### Appendices

#### **Appendices**

<b>App. 1</b>	<b>Protected characteristics</b>
<b>App. 2</b>	<b>Local Authority Equality Objectives</b>
<b>App. 3</b>	<b>School Equality Objectives and Action Plan</b>
<b>App. 4</b>	<b>School Access Plan</b>

#### **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 Centred 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**

		Actuals		Targets		
		Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18
		Powys	Wales	Powys	Powys	Powys
Foundation Phase	Percentage of pupils in receipt of FSM attaining the FPh Indicator	79.2%	75.1%	80.0%	81.0%	82.0%
	Percentage of pupils in Local Authority care attaining the FPh Indicator	50.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the FPh Indicator	62.9%	57.8%	64.0%	65.0%	66.0%
	Percentage of Gypsy Traveller pupils attaining the FPh Indicator	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 2	Percentage of pupils in receipt of FSM attaining the CSI	74.5%	75.1%	77.0%	78.0%	79.0%
	Percentage of pupils in Local Authority care attaining the CSI	57.1%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the CSI	65.5%	61.2%	67.0%	68.0%	69.0%
	Percentage of Gypsy Traveller pupils attaining the CSI	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 3	Percentage of pupils in receipt of FSM attaining the CSI	77.3%	65.9%	77.0%	78.0%	79.0%
	Percentage of pupils in Local Authority care attaining the CSI	77.8%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the CSI	67.0%	55.2%	68.0%	69.0%	70.0%
	Percentage of Gypsy Traveller pupils attaining the CSI	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 4	Percentage of pupils in receipt of FSM attaining Level 2 inclusive	35.6%	31.6%	38.0%	39.0%	40.0%
	Percentage of pupils in Local Authority care attaining Average	368	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining Level 2 inclusive	30.0%	23.3%	23.0%	25.0%	26.0%
	Percentage of Gypsy Traveller pupils attaining Level 2 inclusive	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Permanent Exclusions	Number of pupils permanently excluded per 1,000 pupils in primary schools (pupils aged 5+)	0.1	n/a	0.0	0.0	0.0
	Number of pupils permanently excluded per 1,000 pupils in secondary schools (pupils aged 11-15)	1.2	n/a	0.3	0.3	0.3
Fixed Term Exclusions	Percentage of days lost for primary schools (pupils aged 5+)	0.013%	n/a	0.010%	0.010%	0.010%
	Percentage of days lost for secondary schools (pupils aged 11-15)	0.083%	n/a	0.082%	0.081%	0.080%
	Percentage of 15 year old pupils leaving full-time education without recognised qualification	0.1%	n/a	0.2%	0.2%	0.1%

	Percentage of 15 year olds in Local Authority care leaving full-time education without a recognised qualification	0.0%	n/a	0.0%	0.0%	0.0%
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Hay-on-Wye C P School  
Strategic Equality Plan 2022 – 2026  
Equality Objectives and Action Plan

**Equality Objective 1.**

Continue to ensure 'Equality of Opportunity' for all

**Our Research:**

Stakeholder questionnaires, feedback from visitors, lesson evaluations, governor visits to lesson feedback, LA school visits, event evaluations

**Information from Engagement:**

**Data Development:**

- Continue to use stakeholder questionnaires and consultations
- Act immediately upon any issues perceived as barriers to equality of opportunity
- Engagement with wider community at various school events
- Monitoring of visitors' comments in more formal manner particularly with regard to our inclusive ethos.
- Q & A session with HT by school council/older pupils

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

- Annual review of vision and aims with clear focus on equality of opportunity for all
- Consistent positive comments from visitors regarding our inclusive ethos
- Lesson observations clearly demonstrate whole school inclusive ethos with everyone being given maximum opportunity to succeed in all areas.
- 

**Actions:**

	Description	Responsibilit	Start	End
1.1	Annual review of school vision and aims to ensure they focus on equal opportunities for all	RM/SLT/whole staff	Spring 2022	Annual
1.2	Embed use of questionnaires/consultations relating to inclusivity and equal opportunity with a range of stakeholders to support EP and whole school improvement process	RM/SLT	Summer 2022	Annual

**MONITORING**

Hay-on-Wye C P School  
Strategic Equality Plan 2022 - 2026

**Equality Objective 2.**

Continue to ensure that all pupils achieve their full potential taking account of the 4 purposes in the Curriculum for Wales.

**Our Research:**

School tracking system, data analysis, target setting data, listening to learners, LA annual review, Estyn inspection outcomes, lesson evaluations, monitoring of standards by HT/DHT/SLT/coordinators

**Information from Engagement:**

- Improve attainment of pupils eligible for FSM by use of ALG
- Continue to reduce gap between boys' and girls' attainment at higher levels throughout the school
- Data analysis with LA officer recognises that no groups are disadvantaged eg FSM data, LAC children

**Data Development:**

- Continue to use stakeholder questionnaires and consultations
- Continue to use tracking system with increased consistency in use by staff
- Continued development of pupil individual target setting
- Differentiation consistency in lessons to address needs of individuals at all levels of ability
- Reduced number of behaviour incidents at low level.

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

- Differentiation consistently used across both phases
- Reduction in difference of attainment between vulnerable pupils and non-vulnerable pupils
- Secured system for pupil individual target setting deployed consistently across

**Actions:**

	Description	Responsibilit	Start	End
1.1	Annual review of school vision and aims to ensure they focus on raising pupil outcomes for all pupils	RM/SLT/whole staff	Spring 2022	Annual
1.2	Rigorous data analysis by all staff to support targeting support for individual learners. This to include identification of trends. Data presented to Governors termly as it is available	RM/AM/SLT/whole staff	Summer Term 2022	Annual
1.3	Further embed pupil identifying own targets with staff and through use of AfL strategies, to include levels where appropriate.	SLT/Staff	Summer 2022	Termly

MONITORING

Hay-on-Wye C P School  
Strategic Equality Plan 2022 -

2026

**Equality Objective 3.**

**Provide relevant training to all staff and Governors on EP and to all stakeholders on equality issues and the protected characteristics, including radicalisation**

**Our Research:**

School improvement plans, annual costed CPD plan, individual staff training, GB training needs, questionnaires/consultations responses, listening to learners, data from termly lesson evaluations



**Information from Engagement:**

- Need for training on EP by staff and Governors
- Need for radicalisation training for all
- Need for enhanced CP training

**Data Development:**

- Stakeholder reviews
- Course/training evaluations
- Lesson evaluations

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

- Rigorous CPD/ training programme in place for all staff
- Relevant support in place staff and other stakeholders including pupils regarding information on equalities and the protected characteristics.

**Actions:**

	Description	Responsibilit	Start	End
1.1	Review current training programme provide annual equalities update to all staff and GB as part of the annual review of school's vision and aims.	RM	Spring 2022	Annual
1.2	Agenda equalities as part of school council work relating it to policy development	RM/SLT	Spring 2022	Annual
1.3	Raise equalities issue as discussion in circle time sessions and/or Q &A session with head	RM/staff	Spring 2022	On going
1.4	Provide radicalisation training for governors and staff. Review and adopt policy.	RM/staff	Spring 2022	Annual

**MONITORING**

Hay-on-Wye C P School  
Strategic Equality Plan 2022 -

2026

**Equality Objective 4.**

To embed and develop our newly revised 'Relationships, Wellbeing and Readiness to Learn Policy'.

**Our Research:**

Stakeholder questionnaires, lesson evaluations, listening to learners, staff meeting minutes, discussion/observation at playtimes/lunchtimes etc

**Information from Engagement:**

- Increased awareness of Zones of Regulation.
- Better engagement in interventions and set tasks
- Greater respect shown to peers and equipment around the school and environs

**Data Development:**

- Continue to use stakeholder questionnaires and consultations to inform policy writing
- Monitoring of impact of implemented strategies and policy.

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

- Zones of Regulation and Relationship, Wellbeing and Readiness to Learn Policy is seen to be having a positive impact on all stakeholders
- Consistent positive comments from visitors regarding our inclusive ethos and standards of behaviour.
- Monitoring clearly demonstrates use of positive inclusive ethos

**Actions:**

	<b>Description</b>	<b>Responsibilit</b>	<b>Start</b>	<b>End</b>
1.1	Training in Zones of Regulation to all staff	RM / SG	Spring 2022	Annual
1.2	Strategies to develop Zones of Regulation for pupils and peers	SG/school council	Spring 2022	Summer 2024
1.3	Strategies included in new Relationships, Wellbeing and Readiness to Learn policy with emphasis for whole school	SG/school council	Spring 2022	Summer 2024