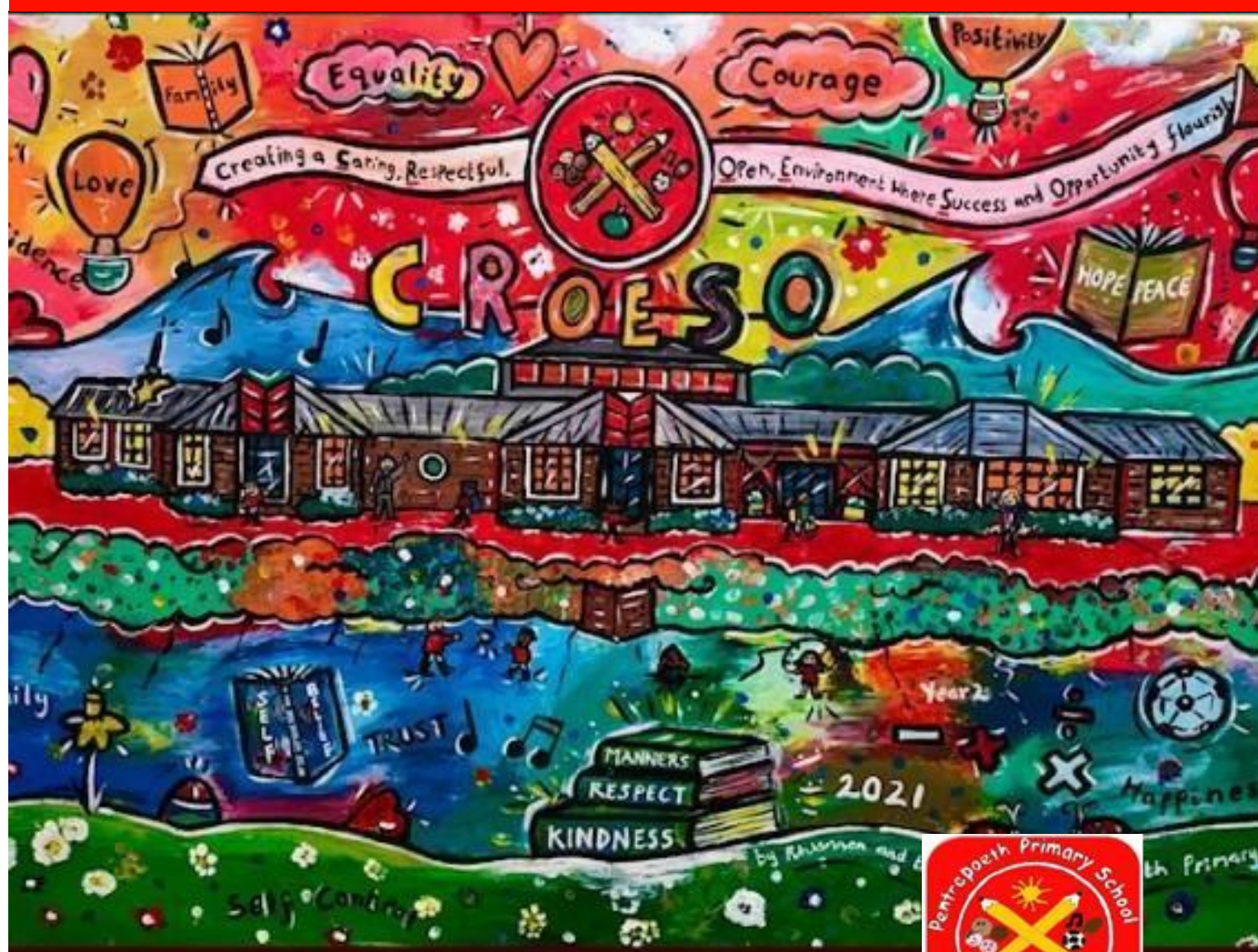


# Pentrepoeth Primary School

# Strategic Equality Plan



**Pentrepoeth Primary  
School  
Strategic Equality Plan  
2024-2028**

Mae'r dogfen hon ar gael yn y Gymraeg  
This document is available in Welsh

## **School Vision**

Pentrepoeth Primary School that serves an area of Newport that is neither socially advantaged nor disadvantaged. The school stands in grounds approximately two miles from the city centre in Newport.

Pentrepoeth Primary School is funded by the Local Authority.

### **Our Mission Statement**

CROESO – A Caring, Respectful and Open Environment where Success and Opportunity flourish

### **Our Core Values**

Honesty, Kindness, Respect

This is the school's Strategic Equalities Plan (SEP). This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community. The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

# School Governance

The Equality Act 2010 requires all schools to have equality objectives in place. These objectives cover all following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- and the Welsh language in Wales

Actions to achieve these objectives have been included as an initiative or action in the School Improvement Plan.

To choose objectives for Pentrepoeth Primary School we:

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives
- Considered Newport City Council's Strategic Equality Plan 2020-2024
- Discussed with all staff
- Asked parents
- Talked to Children
- Approved at Governors

It is important that we are able to translate a strategic equality plan into action and practice.

The governance arrangement for ensuring this plan is enacted, monitored, evaluated and reviewed is as follows:

Role	Name
Headteacher	Dean Taylor
Chair of Governors	John Griffiths
Link Governor for Health and Wellbeing	John Barrowman, Toby Jones
Leader for Inclusion and Wellbeing	Sam Hall
Leader with responsibility for dealing with reported incidents of discrimination	Richard Cleaves










## How will we monitor the plan?

The Strategic Equality Plan will be monitored as part of our termly impact of our School Development Plan. Annually the Leader for Inclusion (ALNCO) and Wellbeing will report on actions and commitments set out in the SEP and shared with Governors.

Through effective monitoring the SEP will naturally evolve over time. It will also remain relevant in light of any new legislation, developments within our school community and significant global events. This ensures that our SEP remains informed by evidence and feedback from stakeholders.

It is important that the SEP is informed by data from our school community.

### Census Data include in the Newport City Council Strategic Equality Plan 2024-2028

		
Newport's population saw the greatest increase in Wales, with a rise of 9.5% to 159,600 in 2021.	51% of the city's population is female 49% of the city's population is male	20.2% % of the population is below the age of 16 (slightly higher than the Welsh average)
		
62.9% of the population is between the ages of 16 and 64 (slightly higher than the Welsh average)	2.9% of the population is over the age of 65 (slightly lower than the Welsh average)	10.0% of the population self-identified as being disabled and limited a lot (slightly higher than the Welsh average)
		Sexual orientation
19.7% of the population comes from Black, Asian and Minority Ethnic Groups (figure includes White minorities)	The top three religions in the Newport are: No religion (43.0%), Christianity (42.8%), and Islam (7.1%)	2.9% of the population identifies as either Lesbian, Gay, Bisexual, or other minority sexual orientations
Gender Reassignment	Care Experience	
0.6% of population aged 16 and over in Newport have a gender identity different from their sex at birth.	575 children and young people in Newport had care experience, including 348 Children Looked After, 227 Care Leavers and 30 Unaccompanied Asylum-Seeking Children as at 23/02/2024	54.1% of households in Newport are in material deprivation (same as the Welsh average)

## School Based Data

### Gender

	Staff (%)	Children – School(%)	Children – Nursery (%)
Female	82.35%	48.8%	59.1%
Male	17.65%	51.2%	31.9%
Unknown	0	0	0

### Ethnicity

Ethnic Origin	Newport (%) 2011 Census	Staff (%)	Children (%)
Total Asian	5.4	2%	2%
Total Black	1.7	0%	1%
Total Other	1.0	2%	1%
Total Mixed	1.9	0%	0%
Total White	89.9	96%	96%
Total Unknown	0.1	0%	0%

### Additional Learning Needs

	Children (%)
Percentage ALN	9%
Female	19.4%
Male	80.6%

### Free School Meals

	Children (%)
FSM	7.7%
Female	56.25%
Male	34.75%

## Equalities Objectives 1: Develop as an anti-racist school

*This Equality Objective focuses on the interventions that we can put in place to ensure that we play an appropriate role in developing communities with shared values, where diversity is welcomed and embraced.*

What are we going to do?	Who is involved?	How long will it take?	What will it cost? Where will the money come from?	How will we know we have been successful?	Evaluations
<b>Ensure leadership</b> <ul style="list-style-type: none"> <li>Implements a new Strategic Equality Plan (SEP)</li> <li>Develops professional learning through training, reading and research</li> <li>To understand how to lead an anti-racist organization</li> <li>To begin to ensure the school curriculum and environments are diverse, representative of school and community in which we live</li> <li>To ensure consistency in recording and responding to racial incidents.</li> <li>To ensure Religion, Values and ethics framework is progressive</li> </ul>	DT RC SH All Staff	2024-2028	As per SDP plans	<ul style="list-style-type: none"> <li>A Strategic Equality plan is in place that has been co-constructed.</li> <li>The Strategic Equality Plan is effectively communicated, implemented and developed.</li> <li>The Strategic plan impacts effectively on policies, planning and curriculum</li> <li>Staff improve knowledge through reading, research and training and this impacts on delivery of learning and teaching.</li> <li>DARPL Leadership reflections and changes enables the HT and SLT to increase confidence and effectiveness in leading an anti-racist learning organisation.</li> <li>All staff show an increasing understanding and ensure planning for teaching and learning teaches diversity and anti-racism effectively.</li> <li>No Outsiders materials support holistic curriculum delivery well.</li> <li>Pupil voice groups are representative and help drive curriculum intent and implementation.</li> <li>All staff are aware of how to report and deal with racist incidents.</li> <li>All records are consistent and implemented consistently.</li> <li>A new RVE framework is developed and utilised by staff.</li> <li>The school further develops VBE work and this links with inquiry questions. The school achieves the VBE award</li> </ul>	

## Equalities Objectives 2:

**Ensure the curriculum offer supports equality through provision and pedagogy and is representative of our community**

*This Equality Objective focuses on the curriculum that we can develop to ensure that we play an appropriate role in developing communities with shared values, where diversity is welcomed and embraced and represented.*

What are we going to do?	Who is involved?	How long will it take?	What will it cost? Where will the money come from?	How will we know we have been successful?	Evaluations
<p>Decolonise our 'Challenge' Curriculum to ensure that it enriches the knowledge, skills and experiences of all children.</p> <ul style="list-style-type: none"> <li>• Build diverse perspectives into planning, introduce the 'No Outsiders' programme.</li> <li>• Ensure Leaders and staff are aware of resources and impact provision</li> <li>• Ensure resources are appropriately representative of our school community.</li> <li>• Use resources that are written by minority ethnic people.</li> <li>• Consider similarities and differences when discussing heritage and tradition.</li> <li>• Explore historical and world events so our children can understand current events.</li> <li>• Ensure our curriculum is free from harmful stereotypes.</li> </ul> <p>Enrich our local community so that we have shared values, diversity is welcome and embraced and people feel connected.</p> <p><i>*Equalities Objective: Community Cohesion</i></p> <ul style="list-style-type: none"> <li>• Support the work of DARPL to enable system-wide change</li> </ul>	<p>DT RC SH All Staff</p>	<p>2024-2028</p>	<p>As per SDP plans</p>	<ul style="list-style-type: none"> <li>• Our 'Challenge' Curriculum will be representative of both our school community and the wider world.</li> <li>• Our 'Challenge' Curriculum will be free from stereotypes.</li> <li>• All staff are actively learning to decolonise Curriculum, be culturally competent and disrupt cycles of inequality</li> <li>• Resources are representative of our school community and wider world.</li> <li>• Our local community will have shared values and welcome diversity.</li> </ul>	

### Equalities Objectives 3:

**Maximise pupil and community involvement in decision making around policies and practice that impacts on all learners ensuring equality and equity**

*This Equality Objective focuses on the school playing an active role in maximising the opportunities that children have in our school and how we support them to thrive, progress, make positive choices, achieve and be the best they can be through play and the use of the outdoor environment.*

What are we going to do?	Who is involved?	How long will it take?	What will it cost? Where will the money come from?	How will we know we have been successful?	Evaluations
<ul style="list-style-type: none"> <li>• All school policies are examined to ensure equality impact assessments are in place</li> <li>• Governors and staff to receive appropriate training in equality and diversity.</li> <li>• A diversity and equality group to be set up from Parents and community that is representative of the school community to engage with leadership on all equality matters</li> <li>• Accessibility plan is reviewed and updated</li> <li>• The school will develop a range of methods to detect and identify identity-based bullying, these will feed into local authority data via Bullying Incident Recording Form</li> <li>• The school will explore ways in which it can embed the contributions that BAME and LGBTQ+ have made to history and wider society into lessons.</li> <li>• Schools should acknowledge that radicalisation and extremism are real risks to pupils in all schools, and ensure that staff training, policies and the curriculum suitably address these risks.</li> <li>• The school will work creatively to co-produce developmentally appropriate Relationship and Sexuality Education sessions that are rights based and inclusive, and work with learners, parents and carers to shape provision.</li> </ul>	All Staff	Sep 2024 and ongoing	As per SDP plans annually	<ul style="list-style-type: none"> <li>• Policies reviewed and updated</li> <li>• Practice reflects training</li> <li>• All panels are representative of the school community</li> <li>• The objective supports a number of intersecting policy agendas, including Welsh Governments 2020 school anti-bullying guidance, the national community cohesion agenda and the RSE. provision. The objective also supports many of the principles within Well-being of Future Generations, including both involvement (through its coproduction with relevant stakeholders) and prevention (through its robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future). Policies and practice at PPS will ensure that this practice is in place.</li> </ul>	

As well as the consideration of the obligation within the general duty our SEP connects to many other policies and legislation.

### **Wellbeing of Future Generations Act**

We use this act to guide our strategic direction and to develop our 'Challenge' Curriculum through the principles of prevention, integration, collaboration and improvement.

### **Learn Well Plan - Happy and Healthy**

Newport Local Authority's Learn Well Plan aims to support children to thrive, progress, make positive choices, achieve and be the best they can be. We use this plan to ensure that we have strategies to improve children's connectedness, engagement, health awareness and participation in their education. This is further supported with our Health Schools awards journey.

### **Pupil Voice**

In making Wales the first country in the UK to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) into legislation, all maintained schools in Wales are required to have a school council. School councils provide pupils with opportunities to discuss matters relating to their school, and to make representations to the governing body and the Headteacher. Our school council proposes and takes forward initiatives and projects on behalf of their peers. In addition, we have the following pupil action groups who are involved in strategic planning and processes such as the school improvement plan, governing body meetings and staff appointments:

- Senior Pupil Leadership Group
- CROESO Team – School Council
- Digital Leaders
- ECO Committee
- Healthy Schools
- Criw Cymraeg
- Rights Representatives

## Policy Plan and Update

This policy was created in October 2024.

## Equality Statement

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.