

Caersws CP School

Strategic Equality Plan 2024 – 2028



Strategic Equality Plan created by:

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Strategic Equality Plan agreed by Governors:

A handwritten signature in black ink, appearing to be 'A. Corbett', written over a light blue horizontal line.

(Signed by Chair)

2/2/24 (Date)

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. This Equality Plan covers the period 2024-2028. The revised Plan must be published by 1st April 2028.

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.

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.

The Governing Body is committed to applying ECHR guidance, 'Separate and single-sex service providers: a guide on the Equality Act sex and gender reassignment exceptions.

[Separate and single-sex service providers: a guide on the Equality Act sex and gender reassignment exceptions \(equalityhumanrights.com\)](https://equalityhumanrights.com)

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

'Nurturing Hearts, Growing Minds, Opening Eyes, Imagining Futures'

At Caersws 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, diversity and compassion. We want all those connected to the school to 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 Caersws 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

Caersws Primary School is a community primary school for pupils aged from 4 to 11 years of age. It is situated between the towns of Llanidloes and Newtown in the county of Powys. It serves the village of Caersws and the surrounding rural areas, although some pupils travel from further afield to attend. The school benefits from its rural location and has good support from its parents and the local community. The ethnic background of nearly all pupils is white British and the language of communication in nearly all homes is English.

The school is housed in a modern building and was built in 1985. School numbers currently stand at 74, all of whom attend full time. There are currently three classes: Class 1 containing Reception and Year one, Class 2 containing Year two, three and four, and Class 3 containing Year four, five and six. Pupils are admitted to the school at the start of the term in which they attain their fourth birthday. We have a successful 3+ setting, 'Cwtsh Caersws' which provides 2 hours of education each morning and runs consecutively on four afternoons a week as part of the childcare offer. The school states that generally pupils come from families that are neither predominantly socially advantaged or disadvantaged. There are 25% of pupils on the Additional Needs register, and 15% of pupils are eligible for FSM. The school currently has a breakfast club, which caters for around 47% of pupils, with the average daily attendance averaging 20. The school was last inspected in May 2022.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out in 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 as defined within the Equality Act 2010. The purpose of our equality plan 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:

- Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010,
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not,
- 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:

- A fundamental commitment to deliver the best educational experience we can offer to each, and every pupil entrusted to our care,
- 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 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.

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:

- Modelling fair and respectful treatment of others,
- Implementing the school's Equality Plan, supported by the governing body in doing so,
- Ensuring that all staff are aware of their responsibilities 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,
- Striving to provide material that gives positive images based on the protected characteristics,
- Challenging all unfair treatment of others and reporting all racial incidents.

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial in supporting the school in deciding what actions to take to create a culture of fairness and to improve the equality of opportunity 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 consultation with stakeholders 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. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The school uses this information to inform their practice and understand the full range of needs within the school community.

3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote fair treatment, equality and eliminate discrimination includes the following:

- An analysis of the responses received from stakeholders following the distribution of a questionnaire to determine equality issues,
- Identification of stakeholders representing the different protected groups, if possible and appropriate,
- Pupil attainment and progress data relating to different groups,
- Children and young people's views,
- Records of bullying and harassment on the grounds of any equality issue,
- Data on the recruitment, development and retention of employees.

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 equality duties. We consider 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 considered when we set priorities.

For the preparation of this equality plan, all parents, staff, governors and pupils were given the opportunity to respond to a stakeholders' questionnaire. A summary of the overall findings is attached to this plan (Appendix 5).

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies 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.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. To improve the quality and breadth of our curriculum provision to support pupils' understanding of other countries and cultures and World events, including conflicts.
2. To review, improve and enhance our approach to our anti-bullying culture.
3. To raise awareness of the needs of pupils with hidden disabilities, including, but not limited to neuro diverse conditions like ASD and ADHD.

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; the plan will also be made available on the school website.

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 solely for the purpose of analysing trends by protected groups. Such information will be stored separately from personal information which identifies the individual. 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,
- 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.

We will regularly undertake a full review of our Equality Plan.

Caersws CP School

Equality Plan 2024–2028



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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.

Appendix 2

Local Authority Equality Objectives

The Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives they will focus on to help make their vision a reality. The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet the objectives. Their ambition is that by 2027, they will be:

- **Stronger** - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- **Fairer** - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- **Greener** - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.

To achieve their ambition, they have set the three objectives below that are the core aims of their Corporate and Strategic Equality Plan:

1. To improve people's awareness of services, and how to access them, so that they can make informed choices.
2. To support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
3. To work to tackle poverty and inequality to support the well-being of the people of Powys.

The third objective relates to education.

Appendix 3

Caersws CP School

Equality Plan 2024–2028 Equality Objectives and Action Plans

<p>Equality Objective 1: To improve the quality and breadth of our curriculum provision to support pupils’ understanding of other countries and cultures and World events, including conflicts.</p>					
<p>Our Research: Whilst our school community is becoming more diverse, we still have low representation from ethnic groups. It is seen as important that pupils understand and experience different cultures and are knowledgeable about world events, including conflicts, that have an impact on the lives of children.</p>					
<p>Information from Engagement: Parental questionnaire showed that there is a need to promote the learning of other countries and cultures, especially when represented within the school community.</p>					
<p>Data Development: Curriculum planning information. School visitors/workshops and purchased resources. Listening to learners monitoring activities. Stakeholder questionnaires.</p>					
<p>This objective will be judged to be successful if... There is an improved awareness of diversity within the school community and pupils will have an improved awareness and understanding of World events.</p>					
<p>Actions:</p>					
	Description	Lead Responsibility	Resource Implications	Start date	Review date
1	Include a range of cultural/diversity events, to include focus days, assemblies, and visitors to the school e.g., Colour of my skin workshops and Peaceful School’s Project.	Headteacher	EIG grant.	February 24	Annual review- Feb 25
2	Curriculum planning to identify cultural, religious, and diverse learning opportunities.	Teachers	N/A	February 24	Annual review- Feb 25
3	School displays to celebrate diversity.	Teachers	N/A	February 24	Annual review- Feb 25
4	School to purchase useful resources to aid teaching of World news events e.g., First News.	Headteacher	EIG grant.	February 24	Annual review- Feb 25

Equality Objective 2:**To review, improve and enhance our approach to our anti-bullying culture.****Our Research:**

Pupils' behaviour is generally excellent across the school. There have been no incidents of harassment or aggression towards pupils or staff and no exclusions for 6+ years. However, the school appreciates that bullying does happen in every school and it is important that pupils recognise bullying when it happens and know how to deal with it. It is also important that staff do not become complacent and miss incidences of bullying.

Information from Engagement:

Bullying survey (November 23) showed that many pupils had felt a little bullied either a little while or a long time ago. Pupils expressed that incidents have happened on the playground/school field, but also out of school in the local community and online. Forms of bullying experienced were mostly involving being pushed/shoved, called names, or being left out. Whilst all pupils felt the school tries to stop bullying and could name many actions taken, there is a concern that low level incidences are happening. In the survey and discussion held with pupils about equality in the school, pupils felt that sometimes there can be an element of feeling left out when children only want to play with close friends.

Data Development:

Curriculum planning information. School documentation. Listening to learners monitoring activities. Stakeholder questionnaires/surveys.

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

Pupils feel happy and safe in their school and community. Pupils recognise incidences of bullying and can report when these happen.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
1	Review school documentation e.g., behaviour policy and rights, respect, equality plan. Identify any subsequent actions needed.	Headteacher	N/A	February 24	Annual review- Feb 25
2	Curriculum planning to ensure pupils understand what bullying is and know how to respond to it and report it.	Staff	N/A	February 24	Annual review- Feb 25
3	Staff training in use of Kiva (anti-bullying) scheme. Headteacher has previously completed this.	Headteacher	PLG grant.	February 24	Annual review- Feb 25
4	Stakeholder meeting to introduce staff, parents, and pupils to the 360 safe degree Cymru tool.	Headteacher	N/A	February 24	Annual review- Feb 25
5	Celebrate Safer Internet Day and ensure pupils are developing healthy digital habits.	Staff	N/A	February 24	Annual review- Feb 25
5	Promote our buddy systems i.e., Whole-school buddies and playground buddies. Re-introduce the role of a pupil bullying monitor.	Staff	N/A	February 24	Annual review- Feb 25

Equality Objective 3:

To raise awareness of the needs of pupils with hidden disabilities, including, but not limited to neuro-diverse conditions like ASD and ADHD.

Our Research:

Over the past few years, there has been an increase in pupils receiving diagnoses of ASD and ADHD across the school. There has also been an increase in pupils joining our school with mild or significant traits of ASD, ADHD, other neuro-developmental difficulties, and other related conditions like anxiety. Whilst we are incredibly proud of the support our pupils give one another, it is important that pupils learn about these conditions and why some pupils may behave or be treated differently at times. It is also very important that they learn the correct ways to support one another.

Information from Engagement:

Pupils are becoming increasingly aware of conditions that they and their peers may have. Teachers and parents report that at times, pupils can question why other pupils may behave differently.

Data Development:

Observations of the school environment. Curriculum planning information. School displays. Listening to learner's activities. Stakeholder questionnaires. Course and training records. Pupil performance data. ALN records including one-page profiles.

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

Pupils feel happy and safe and a valued member of the school.
Pupils feel confident that their differences are respected and valued.
Pupils know how to seek support for themselves and can support others in a positive way.
A full participation in all aspects of school life is possible for everyone.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review date
1	Staff to liaise with outside agencies and undertaken relevant training to better understand the needs of every child.	Headteacher	Grant use- As applicable.	February 24	Annual review- Feb 25
2	Raise pupils understanding and awareness of conditions e.g., Through Leans Project and empathy training.	Headteacher	N/A	February 24	Annual review- Feb 25
3	Promote the awareness of the rights of the child through work of pupil super ambassadors.	Staff	N/A	February 24	Annual review- Feb 25
4	Raise awareness amongst the whole school community e.g., through involvement in the neurodiversity umbrella project.	Headteacher	N/A	February 24	Annual review- Feb 25
5	Ensure information about pupils and how best to support them is available to school staff through the use of one-page profiles.	ALNCO/Staff	N/A	February 24	Annual review- Feb 25

Appendix 4

School Accessibility Plan 2024-2028

Definition of Disability

A person is a disabled person if they have a physical and/or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Purpose of the Plan

The purpose of this plan is to show how the school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- a. Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- b. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school visits, after-school clubs or leisure and cultural activities. It also covers the provision of special aids and equipment which may assist pupils in accessing the curriculum.
- c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the schools and school events. The information will be made available in the preferred format within a reasonable time.

Where are we now?

Caersws school has several advantages which allow it to address many of the requirements of the Equality Act 2010. These include:

Physical Environment

- The school is built on a flat and level site,
- There are no stairs or steps to be negotiated by pupils, parents or most visitors to the school,
- The school has a disabled toilet,
- All corridors are wide,
- All rooms are accessible to wheelchair users,
- There are appropriately heighted glass panels in most internal doors, including classroom doors,

- Door handles have been positioned lower for easy access where needed,
- The main exit door to the playground area is automatic for easy access,
- There is adequate lighting in all areas of the school,
- There is a matt finish on all walls,
- All classrooms are carpeted,
- Classroom furniture is available at appropriate heights,
- The school environment is kept as neat and clutter-free as possible,
- Nearly all play areas are accessible to wheelchair users.

Curriculum

- All areas of the curriculum are accessible to all pupils and all pupils partake in all activities (with appropriate support as necessary),
- All school visits are evaluated with pupils needs in mind,
- All pupils, including those who do not possess a school or LA IDP, still receive teaching assistant support where needed,
- Differentiated work is provided for those with learning difficulties,
- Members of staff are experienced in dealing with a range of disabilities, including medical and “hidden” disabilities,
- Members of staff are experienced in dealing with a range of needs including autism, vision and/or mobility problems, and allergies,
- The school has quiet areas available for staff to complete low distraction work with individuals and/or small groups of pupils,

Written Information

- There is a long history of good communication with parents, with outside agencies and with the community as a whole – we believe that parents regard the school staff as being approachable to any concerns regarding disabilities,
- When curriculum and non-curriculum-based policies are reviewed, access issues are considered,
- There are close links with outside agencies that can provide support and expertise e.g., Health Services, Occupational Therapists, Family Support Service, Children’s services, educational psychologists, CAMHS.

Addressing Needs

The school is not complacent regarding its responsibilities under the Equality Act 2010 and, following consultation with stakeholders and educational research have drawn up an accessibility plan. The plan is reviewed annually.

The Physical Environment of the School 2024-2028

Target	Action to be Taken	Success Criteria	Monitoring & Evaluating	Staffing & Resource Implications	Start Date	Review Deadline
Ensure sufficient disabled parking spaces.	Ensure current spaces are marked correctly and that it is communicated to the wider school community that these are disabled spaces. Consider other possible locations.	Available parking for disabled visitors to the school site.	Headteacher and GB	LA to complete	Ongoing	1/2/24
Create a walkway on the main playground for parents and pupils to access at collecting time.	Ensure marking plan as discussed with LA following Estyn inspection (May 22) is completed.	All pupils and parents will have a safe walking route to parked vehicles.	Headteacher and GB	LA to complete as part of post inspection works.	Ongoing	1/2/24
Improve lighting around the exterior of the school building.	Outdoor lights to be reviewed around the school and additional lights added to create a well-lit area for those walking around the school site.	Outdoor areas will be well-lit at night.	Headteacher and GB	School to research cost implication of fitting outdoor lights.	TBC	1/2/24
Review main playground 'electric' exit door to ensure this is working correctly.	Electrics in the door are not currently working, meaning that easy opening mechanism isn't working.	All pupils will be able to open the door easily for access in and out of the building.	Headteacher and GB	This has been reported to LA and they have been to look at it.	Ongoing	1/2/24
Ensure that the area to the front of school is kept clear of leaves.	The front of the school can get a build up of leaves which become slippery when wet and can cause large puddles in the main entrance pathway.	There will be a clear walkway to the main entrance of the school.	Headteacher and staff	Eco-Committee members to timetable in 'Keeping school grounds tidy' sessions.	Ongoing	1/2/24
Improve provision for pupils with severe visual impairment.	Labels, posters, displays and educational resources need to be provided in large print where possible.	Full curricular access for visual impaired pupils	Headteacher and staff	No cost to school	Ongoing	1/2/24

Access to the Curriculum 2024-2028

Target	Action to be Taken	Success Criteria	Monitoring & Evaluating	Staffing & Resource Implications	Start Date	Review Deadline
Ensure that all pupils can access out of school activities e.g., clubs, trips, residential stays.	Review out of school provision to ensure compliance with legislation. Consider individuals needs and put actions in place to support access and participation.	All pupils have equal access to school activities.	Headteacher and staff	TBC with individual cases.	When required	1/2/24
Ensure that all pupils have an understanding and awareness of disabilities, including those that may be hidden, and are able to support others in a positive way.	School staff to ensure that curriculum provision targets an understanding of what disabilities are and how all pupils can support those with them.	All pupils would understand each other's individual needs and would be able to support in a positive way.	Headteacher and staff	No cost to school	Ongoing	1/2/24
Ensure there is gender equality across the school.	Staff to ensure that both boys and girls are provided with the same opportunities and that stereotypes are not used e.g., Strong boys called on to help.	Boys and girls will be treated equally by all staff across the school.	Headteacher and staff	No cost to school	Ongoing	1/2/24
Review curriculum provision to ensure there is an understanding of the lives of others around the World, especially in areas of conflict.	School staff to ensure that lessons are provided which allow for a discussion regarding conflict and other world events. Staff to support pupils in developing empathy for children affected by these conflicts and events.	All pupils will understand World events, including conflicts and will develop empathy for those affected.	Headteacher and staff	First News Resource	Ongoing	1/2/24

Delivery of Written Information 2024-2028

Target	Action to be taken	Success Criteria	Monitoring & Evaluation	Staffing & Resource Implications	Start Date	Review Date
Ensure that parents are regularly updated on relevant and important information regarding their child.	Staff to contact parents in person, by phone, through Eduspot messages, by letter or by email to discuss any relevant or important information e.g., accidents, progress, behaviour.	All parents are kept informed about their child.	Headteacher and staff	No cost to school	As required	1/2/24
Ensure that parents and carers are supported in understanding letters and information shared by the school and are supported to complete forms as needed.	Headteacher and admin staff to be available to parents to support them in accessing and understanding all school communication.	All parents are aware of school information and events.	Headteacher and staff	Eduspot system- FOS. Website running costs	When required	1/2/24

Employment Issues 2024-2028

There are currently no disabled members of staff employed at the schools.

Target	Action to be taken	Success Criteria	Monitoring & evaluation	Staffing Resources Implications	Start Date	Review Deadline
Ensure that disabled people have equal opportunities regarding employment or voluntary work at Ysgol Caersws.	Adhere to statutory requirements re. shortlisting, etc.	Statutory requirements met.	Headteacher & GB	No cost to school	When required	1/2/24

Appendix 5

Stakeholder Consultation

Questions for Pupils	Responses (25 responses- Year 4, 5 and 6)
Q1. When you started at this school did you feel welcomed? Q1a. Do you still feel this way?	Yes 15 Can't remember 8 No 2 Yes 23 Can't remember 0 No 2
Q2. Does the school make all its pupils feel included? (by this we mean that all pupils are given the same opportunity to take part fully in lessons, clubs, other activities, go on school trips etc)	Yes 10 Don't know 15 No 0 <ul style="list-style-type: none"> • Sometimes staff ask for strong boys to do jobs- Why not strong girls? Girls are just as strong! • Younger pupils are not always included in games at playtimes. • When playing games sometimes people pass to their friends all the time. • Sometimes Urdd sports competitions say that events are girls only or mixed but are never boys only.
Q3. If you needed to, is there a person that you feel happy going to talk to, to help you feel part of the school?	Yes 24 Not sure 1 No 0
Q4. Are there any things which stop you feeling part of the school? If so, please tell us about them.	Yes 13 Not sure 11 No 1 <ul style="list-style-type: none"> • Bullying
Q5. What do you think about the way the school deals with bullying?	😊 25 😐 0 😞 0
Q6. Do you feel that you are treated differently from your classmates? If so, in what way are you treated differently?	Yes 0 Not sure 1 No 24 <ul style="list-style-type: none"> • No suggestions provided.
Q7. Has the school changed anything to help you play a full part in school life? Has this worked?	<ul style="list-style-type: none"> • They have introduced more yard games so that we have things to do. • They have clubs like football club and scratch club.
Q8. What ONE thing could the school do to improve the way in which it makes pupils feel welcome and part of the school?	<ul style="list-style-type: none"> • Make sure everyone is kind and welcoming to each other. • Make sure that you check on each other at playtimes to make sure everyone has someone to talk to.
Q9. Do you have any problems in taking part in lessons or school activities? If yes, please tell us about them.	<ul style="list-style-type: none"> • No answers provided.

Questions for parents / carers	Responses (10 responses)
Q1. How effective is the school in recognising the needs of all pupils and ensuring that individual pupils are treated fairly, and any differences/difficulties respected?	Very effective 9 Not very effective 0 Fairly effective 1 Not at all effective 0
Q2. Does your child experience any special difficulties in taking a full part in lessons or school activities? If so, please tell us about them.	No / No response 9 Yes - 1 <ul style="list-style-type: none"> • In reading and writing.
Q3. Do you feel that this school actively welcomes you and your child/children?	Yes 10 Not sure 0 No 0
Q4. Do you feel that there are any social or physical barriers to you, your child/children or anyone you know accessing the school environment? If yes, please state what they are.	Yes 10 Not sure 0 No 0
Q5. Do you feel that the school bullying procedures are effective?	Yes 7 Not sure 3 No 0
Q6. Do you think that the school approach to equalities is comprehensive and effective? If no, how could it be improved?	Yes 10 Not sure 0 No 0
Q7. Has the school changed anything to help your child/children (if they need it) play a full part in school life? If so, how successful do you feel they have been? (If this question is not applicable, please ignore or write N/A - thank you).	Not applicable / No response 7 Yes- 3 <ul style="list-style-type: none"> • Wellbeing sessions were put in place on realising my child needed them. They were good, but I feel feedback to parents about them could be better. • They have been understanding and considerate with my daughter's health needs, adapting her routine to allow her time to relax when needed, considering her well-being at all times. • My daughter is in a higher year group based on her ability not her age.
Q8. What do you think the school does well to make sure everyone feels welcome and part of the school community?	<ul style="list-style-type: none"> • Everyone is very friendly. • Community links- community board and link with local churches. • All staff are friendly and approachable. • Always welcoming and approachable, especially the headteacher. • The school does a great job at keeping parents informed about school activities via emails and messages on the parents app. • Fantastic communication and very welcoming. • Everyone is very friendly and helpful. Nothing is too much trouble. School activities and events are well advertised so that parents are aware and have plenty of notice to attend. Text service is brilliant.

	<ul style="list-style-type: none"> • Everyone is always made to feel welcome. Events are put on to welcome the whole community to the school e.g., summer fete. • Holds different events throughout the year. Facebook updates are good. • Good communication between staff and parents. Approachable when parents do have issues.
Q9. What do you think are the most important things that the school could do to promote equality and inclusion?	<p>No response 5</p> <ul style="list-style-type: none"> • Lots of cultural days- learning about cultures and different families in the school. • Maybe looking at different cultures that are a part of the school i.e., looking at food, traditions, and features. • Make sure every child's voice gets heard and no-one gets ignored. • Reflect in lessons and through activities. • Keep doing what you are doing.

Questions for staff	Responses (5 responses)
Q1. Are there any social or physical barriers preventing you or any pupil, parent, or another teacher from accessing the school environment or participating in school activities? (if yes please list them)	Yes 0 Not sure 0 No 5
Q2. If you face any problems relating to equality issues, do you know who to speak to for advice?	Yes 5 Not sure 0 No 0
Q3. Do you feel that the school bullying procedures are effective?	Yes 5 Not sure 0 No 0
Q4. Do you feel that you are treated differently by your colleagues or peers? If you are, why/in what ways are you treated differently?	Yes 1 (No details given) No 4
Q5. Has the school made any "adjustments" in order to provide you with equal access to school life? If so, how successful have they been? (If this question is not applicable to you, please leave blank or write N/A in the space provided - thank you).	Yes 0 N/A 5
Q6. How confident are you that the concept of equality has been recognised at this school? What area/issue do you feel could be improved upon?	Very confident 5 Not very confident 0 Fairly confident 0 Not at all confident 0 No response 0
Q7. Do you feel pupils from any of the protected characteristic groups (see the listing provided) face any specific barriers/difficulties at this school? If so, what are the barriers and how could they be addressed?	Yes 0 Not sure 0 No 5

Q8. What could be improved and/or introduced at the school to promote equality of opportunity?	No response 5
Q9. Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues?	Yes 5 No 0
Q10. How confident are you that you are able to meet the diverse needs of all the pupils within your teaching groups?	Very confident 3 Not very confident 0 Fairly confident 2 Not at all confident 0