



Ysgol Cefn Mawr Strategic Equality Plan 2021 - 2025

Learning Enjoying Achieving

**In a high quality learning environment
within a safe, caring, happy school**



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Foreword

Ysgol Cefn Mawr CP is a safe, caring, happy school. High standards are achieved through taking care of each individual. We have high expectations for all pupils and work in partnership with parents to ensure the best possible education for every child. Our aim is to create a caring and secure environment where pupils enjoy learning, respect others, develop confidence and independence.

Working together we can support each other to create this culture and aspire to our shared school vision -

Learning Enjoying Achieving

In a high quality learning environment within a safe, caring, happy school

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and are treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Headteacher and Chair of Governors

1. Introduction

1.1 Background

The Equality Act 2010 brings together and replaces the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a single act. Further information can be found in the following Fact File produced by Governors Wales: <http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010>

About Our School

Ysgol Cefn Mawr CP caters for children 3-11 years. We are a medium sized school with between 180-200 pupils on roll. The school is situated on the outskirts of Wrexham.

Pupil Profile

In January 2021, PLASC data:

52% of our pupils are girls and 48% are boys, 17% are eligible for free school meals and 7% of pupils are on the ALN Register. The school has a stable population. Pupils are mainly from White British backgrounds, with 5% of pupils coming from Asian, Chinese or other backgrounds. The main religion represented in our school is Christianity, with fewer than 1% of pupils registered as other beliefs. 3% of our pupils currently speak English as an additional language. We aim to be a fully inclusive school.

Staff Profile

We have 31 teaching and non-teaching staff. 100% of teaching and non-teaching staff are White British. 90% of our staff are female and 10% of our staff are male. 6% of our staff are Welsh speaking.

Governor Profile

We have 13 school governors. The school governing body is made up of 23% men, 69% women, and 1 vacancy. No governors are Welsh speaking, all are White British and none are from Black, Asian or minority ethnic backgrounds. One governor is second generation Polish.

1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained with the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2. Public Sector Equality Duties

2.1 The General Duties

The Governors' Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it (Protected Characteristics are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take 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;
- Encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) ("the 2011 Regulations") imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its "equality objectives" no later than 2 April 2021. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives; 6
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;
 - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body's compliance with the general duty;
 - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
 - Publishing or reviewing a Strategic Equality Plan);

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;

- To make a Strategic Action Plan ("SEP") no later than 2 April 2021. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. Gender - male or female
2. Disability - all disabled people
3. Gender Reassignment - people who were born in the wrong gender
4. Race - people of any colour, nationality or ethnic or national origins
5. Religion or Belief - includes any religion / belief or lack of belief
6. Sex and Sexual Orientation - how people feel as well as act in respect of people of same sex, opposite sex or either sex
7. Pregnancy and Maternity - from the time the woman becomes pregnant
8. Age - young and old

3. Information Gathering and Engagement Process

Wrexham County Borough Council's Equality Manager, the Lifelong Learning Department and the Human Resources department have clear plans for improving data gathering, analysis and reporting.

We will review the current arrangements for equality monitoring and action plan accordingly.

Currently we gather the following equality monitoring information in our school:

Staff Profile

- Gender; Ethnicity; Religion; Language

Governor Profile

- Gender; Ethnicity; Religion; Language

Pupil Profile and attainment levels

- Gender; Ethnicity; Religion; Language; FSM

We have adopted the recruitment and selection policies and procedures of Wrexham County Borough Council and work closely with them when recruiting new staff.

Wrexham County Borough Council also support a number of our functions such as our allocation policies and procedures. We will work with the relevant departments of Wrexham County Borough Council to review our equality monitoring arrangements.

4. Relevant Information

We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

- Admissions data
- Attendance
- Behaviour Monitoring Records and Exclusions
- Pupil Progress
- Feedback from staff e.g. meetings, appraisal questionnaires
- Complaints statistics
- Analysis of parent / carer questionnaires, consultation evening responses, etc
- Governing Body reports to parents
- School Council feedback
- Pupil questionnaires
- GwE Monitoring and School Inspection Reports

Relevant information is published through newsletters, on the school website and in the annual Strategic Equality Plan Report.

5. Equality Impact Assessments

Equality Impact Assessments based on the LA model will be completed for any changes in relevant policy and practice. The results will be published via the school website or newsletters if a 'substantial' impact has been identified.

6. Staff Awareness

All staff and governors are aware of the Strategic Equality Plan. Staff and governors have opportunities to attend equality and diversity training provided by Wrexham County Borough Council when available.

7. Equality Objectives

We have identified four equality objectives based on our previous plan and in response to consultation and monitoring exercises e.g. parental questionnaires, discussion with School Council, analysis of data, H&S monitoring, etc.

Our objectives are:

- To improve the health and wellbeing of our pupils
- To reduce inequalities in educational outcomes to maximize individual potential
- To ensure that staff and pupils feel confident to report issues of concern

Our action plan outlines how we will deliver and monitor these objectives (see Appendix 1)

A further objective directly links and forms our Accessibility Plan (see Appendix 2):

- To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors.

8. Gender Pay Objective

All staff are paid according to the STPCD or NJC guidelines. Any information in respect of schools from the Council strategy will be used appropriately. The staff group at our school is too small to make statistical analysis appropriate to ensure that staff are not identifiable.

9. Employment Information

Employment information is collected annually as part of PLASC. WCBC collate information on employment.

Information about employment is published in our annual Strategic Equality Plan Report. Due consideration is given to data protection laws when publishing information. WCBC produce a report which includes school staff annually.

10. Publishing and Monitoring Results

The Strategic Equality Plan and the annual report is published on the school website. Newsletters inform parents of where they can find the SEP, the annual report and other school policies.

11. Contact Details

For further information about our plan or to request a copy of this document in an accessible format, or to obtain a copy of the documents listed here please contact:

Mrs A Green (Headteacher)

Telephone: 01978 820719

Email: mailbox@cefnmawr-pri.wrexham.sch.uk

12. Appendices

Appendix 1 - Strategic Equality Action Plan

Appendix 2 - Accessibility Plan

Appendix 3 - Equality Impact Assessment Exemplar

Appendix 4 - Strategic Equality Report (SER) 01.04.21-31.03.22

Appendix 5 - SER 01.04.22-31.03.23

Appendix 6 - SER 01.04.23-31.03.24

Appendix 7 - SER 01.04.23-31.03.25

The following school policies are also relevant. These are published on the school website and are available at school:

- Additional Learning Needs
- Behaviour and Anti-Bullying
- Charging and Remission
- Child Protection (Safeguarding)
- Collective Worship
- Curriculum / Teaching for Learning

- Data Protection
- Dignity at Work
- Educational Visits
- Equality & Diversity
- Food & Fitness
- Looked After Children
- Health & Safety
- Healthcare Needs
- Personal Development & Relationships (SRE)
- Transition
- Whistleblowing

KEY

Evaluation 01.04.21-31.03.22

01.04.22-31.03.23

01.04.23-31.03.24

01.04.24-31.03.25

Equality Objectives

Objective 1: To improve the physical health, mental health and wellbeing of our pupils and staff.			Year: 2021 - 2025
Action	Intended Outcome	Time Scale	Progress to Date
Review role of School Council and create pupil questionnaire	Staff aware of how to promote health and wellbeing	Dec 2021	Impacted by staff and pupil absence. To be reviewed September 2022. PASS Survey Y2-6 Election of new School Council April 2022. Meetings commenced.
Continue to raise awareness of CareFirst support and Education Support Partnership	Staff supported and can access further support as needs arise	On-going	Displayed in staffroom. Regular reminders to staff via email. All staff aware - Care First info on staff notice board. New members of staff informed.
Audit current practice using PHW pilot for emotional and mental health and first aid	Sound current practice is identified and areas to develop are targeted	Jan 2022	Initial documentation has been started. AG and CW training during summer term 2022.
Analyses pupil questionnaire and create pupil action plan	Pupil Voice drives strategies to support health and wellbeing of all pupils	Jan 2022 On-going	Ongoing. Pupil Voice ongoing. Part of Topic planning.
School Council to	Reduction in allegations	Nov 2021	Pupils involved in anti-

implement and analyse anti-bullying questionnaire. Plan for assembly / workshops to ensure characteristics are incorporated	of bullying. Pupils understand the impact of the actions on all pupils. Peer support is effective. Pupils are empowered to report any concerns.	On-going (annually)	bullying campaign. Anti-bullying theme day - autumn term 2022. School Council organised and judged a competition. PC Hulley, Schools Liaison Officer, conducted assemblies/workshops.
Increase staff awareness / training of the impact of Adverse Childhood Experiences (ACEs)	Staff to attend Trauma Informed Schools training. Support TAs.	Jan 2022	Training for all teachers and TAs GwE Jan 2022 All staff received ACE training.
Staff training kept up to date - first aid, child protection, healthcare needs, emergency planning, trauma training	Pupils needs are met	Annually	CP L1/L2. First Aid spring term 2022 All staff completed basic first aid for paediatrics. Radicalisation training.
Create facility for parents to receive training for emotional / mental health	ELSA trained staff member to run awareness workshops		Ongoing Planned outside agencies to deliver training summer term 2023.

Objective 2: To reduce inequalities in educational outcomes to maximise individual potential.			Year: 2021 - 2025
Improve information gathering for PCP by increasing involvement of families. Continue to use PCPs to	All pupils identify strengths; what to improve and how they can be supported. Peer support.	Annually	Questionnaires implemented to increase family involvement; comprehensive PCPs created September

<p>identify what is important to the child and how they can be supported.</p> <p>Review the quality of these</p>	<p>Utilise family questionnaires and review good day / bad day information.</p> <p>Review termly</p>		<p>21.</p> <p>Questionnaire given to parents.</p> <p>PCP shared and sent home with annual reports.</p> <p>Ongoing.</p>
Analyse progress data against all protected characteristics.	<p>Data supports target setting and SIP.</p> <p>Inequalities are reduced/</p>	On-going	National Test results collated and analysed.
Analyse uptake of extra-curricular activities for all protected characteristics.	<p>Maximum participation by all pupils.</p> <p>Extra-curricular activities are accessible to all.</p>	Annually	<p>Sports survey from LA</p> <p>Analysed questionnaire to be distributed by School Council May 2023.</p>
Continue to consider diversity when identifying suitable intervention and reviewing curriculum planning.	ALNCO supports staff to ensure diversity considered when planning for individuals, groups and classes.	On-going	<p>Ongoing CfW/ long term plans</p> <p>Ongoing.</p>
Analyse sports survey bi-annually and encourage uptake of sports across protected characteristics e.g. uptake of girls, etc.	All groups of pupils participate in sports.	July 2022 Bi-annually	<p>Ongoing</p> <p>Completed survey June 2022.</p>
Implementation changes for ALN Transformation Bill and analyse impact against protected characteristics.	<p>ALN Pupils reach maximum potential and are suitable supported.</p> <p>Multi-agency working is effective.</p>	Jan 2022	<p>Ongoing</p> <p>Ongoing</p>
<p>Implement changes to pedagogy and curriculum planning for new curriculum.</p> <p>Analyse impact against protected characteristics.</p>	<p>Inequalities are reduced.</p> <p>Maximum engagement in learning for all pupils.</p>	Sep 2022	<p>Ongoing</p> <p>Ongoing. See SDP.</p>

Objective 3: To ensure that staff and pupils feel confident to report issues of concern.			Year: 2021 - 2025
Digital Leaders to provide support for pupils with online concerns / worries.	Support available for children. Relevant concerns can be action planned accordingly. Hwb.	On-going	Ongoing. Information provided to classes. PC Kim Jones visit Safer Internet Day. Ongoing support from PC Hulley through workshops, assemblies and parent workshops.
Staff to maintain familiarisation with WCBC policies e.g. Dignity at Work, Whistleblowing, Grievance	As policies are reviewed, ensure staff are aware they are expected to familiarise themselves with content. Display on staff noticeboard.	July 2022 (annually)	Ongoing as part of policy timetable. All policies on Q drive.
Review staff handbook to ensure conduct and how to report concerns is clear.	Staff are aware of expectations and how to report concerns.	Sep 2022	Reviewed annually. Reviewed annually.
Include up to date specific information on protected characteristics and identify based bullying etc. on school notice board for staff,	Information readily available for staff.	On-going	Reviewed and updated regularly.
Keep staff awareness and training up to date e.g. Domestic Violence; Prevent; Child Protection.	Staff training up to date and staff aware to support pupils / report concerns.	On-going	Ongoing. Annual training.
Increase number of Level 2 Safeguarding trained staff.	Increase L2 trained staff from 2 to 3	Apr 2022	Increased to 3 to include EW.
School Council to use	Worry box available for	On-going	Ongoing.

responses from pupil questionnaire to identify any further actions.	<p>children to raise concerns.</p> <p>Relevant concerns can be action planned accordingly.</p> <p>Re-introduce Worry Wednesday Peer Support stations on playgrounds.</p>		Ongoing.
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Accessibility Plan (Objective 4)

To ensure our school is accessible, inclusive and welcoming to pupils, parents / carers and visitors (Accessibility Plan)			Year: 2021 - 2025
Action	Intended Outcome	Time Scale	Progress to Date
Improve visibility of outdoor steps	Steps painted yellow for visually impaired users on site.	Sep 2021	Repainted - monitored as part of H&S check. Redone completed and reviewed during annual H&S check.
Ensure visual aids are in place for pupils / staff who require these for learning e.g. software; size of font.	Coloured overlays for any for any children who require them. PC, appropriate software and large font ensure all staff can use IT equipment.	On-going	Ongoing. Pen readers and overlay rulers purchased Sum 22 Staff IT equipment repaired LA Ongoing.
Audit of disabled pupils in school to identify any factors which affect participation / accessibility. Action plan any needs accordingly.	Identify: patterns of attendance; areas of curriculum which are restricted; engagement in extra-curricular activities; areas of school with limited access.	July (annually)	As and when necessary. Ongoing - reviewed regularly.
Audit of disabled staff and recruitment procedures. Action plan any needs accordingly.	Identify any necessary adjustments to environment or practices.	July (annually)	Ongoing. Ongoing.
Audit of users to ensure site is accessible for all. Action plan any needs accordingly.	Identify users e.g. parents, other visitors, volunteers, etc.	July (annually)	As and when necessary as part of H&S. Ongoing
Continue to improve awareness of disability through the curriculum,	Curriculum planning / short term planning. Raise staff awareness	On-going	Ongoing. Inclusion topic (Autumn 2022)

assemblies and role models.	when planning assemblies / whole school activities		incorporated in assemblies. Capitals BSL and work with CSSEF.
Monitor Healthcare Needs Policy	Needs of all pupils are met. Staff training is up to date.	On-going	Ongoing. Online training completed. Reviewed as part of policy timetable. Ongoing
All relevant policies to be quality impact assessed (EIA) in line with policy review schedule.	All policies meet requirements of Equality Act 2010 and DES Information is provided in appropriate formats. All information is published.	On-going in review cycle	Ongoing. Ongoing
Review accessibility when building work is complete in all areas.	Review with LA	On-going	Complete. Ongoing
Improve toilet facilities / shower facilities for pupils with IHP.	Review with LA	On-going	Ongoing
Improve disabled access to KS2 lower yard.	LA to provide ramp	Sep 2022	Not currently necessary, will keep under review.
Provide sensory space (nurture room) in both FPh/KS2 for pupils to maintain their wellbeing and access to learning through behavioural support		Apr 2022	Completed November 2022.

This policy was reviewed by the Senior Leadership Team and adopted by the Governing Body on 17th May 2022.

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Review date: May 2025



YSGOL CEFN MAWR

Strategic Equality Plan 2022-2025
Equality Impact Assessment Form

Policy number and name:

PC	Issues	Data Used/Consultation	Mitigation	Who?	When?
Disability					
Gender/Reassignment					
Ethnicity					
Religion/Belief					
Poverty					
Welsh Language/Culture					



YSGOL CEFN MAWR
Annual Strategic Equality Plan Report (SER) 2021-2022

Section 1

Introduction

This is the first annual report for Ysgol Cefn Mawr's Strategic Equality Plan 2021-2025. It covers the period 1st April 2021 to the 31st March 2022. This first year report has been impacted by the after effects of Covid-19.

The report is to describe how well we are progressing with the objectives contained in our plan.

Objective 1: To improve the physical health, mental health and wellbeing of our pupils and staff.

During the period we took part in an Anti-bullying Campaign, Trauma Informed Schools training and Basic Paediatric First Aid training was delivered to all staff. We employed a Sports Coach to work with small groups in years 2-6.

Objective 2: To reduce inequalities in education outcomes to maximise individual potential.

During this period, we introduced increased involvement of families in gathering and using information for PCPs. We employed a Sports Coach to work with small groups to release the class teacher to work with small groups.

Objective 3: To ensure that staff and pupils feel confident to report issues of concern.

Internet safety information provided to all classes. PC Kim Jones (Police Liaison Officer) held Safety Internet assemblies and workshops. Classes completed activities for Safer Internet Day.

All relevant policies updated as per our schedule, information posted on Q drive and on staff notice boards. Staff handbook reviewed and updated.

Objective 4: To ensure our school is accessible, inclusive and welcoming to pupils, parents/carers and visitors.

Premises improvement carried out to assist visual impaired. Supplies purchased to ensure curriculum is accessible to all e.g. pen reader and overlay rulers. Health and Safety audit carried out during the summer term.

Section 2

The effectiveness of our arrangements for identifying the collecting relevant information is appropriate. Systems are reviewed in line with guidance from the Local Authority.

Our Staff

Employment information is collected annually as part of PLASC.

Teaching Staff	Full Time Men	Full Time Female	Part Time Men	Total Directed Hours per Week	Part Time Women	Total Directed Hours Per Week
Headteacher		1				
Assistant Headteacher		1				
Teachers		5	1	11	3	68

Support Staff	Full Time Men	Full Time Women	Part Time Men	Hours per Week	Part Time Women	Hours per Week
HLTA		2				
Teaching Assistants		7	1	15	1	4
Admin Staff		1				

Employees who have left the school's employment: 2

Teaching staff are provided with an annual salary review statement. Support staff salaries are also reviewed annually.

Date: 31 March 2022



YSGOL CEFN MAWR
Annual Strategic Equality Plan Report (SER) 2022-2023

Section 1 Introduction

This is the first annual report for Ysgol Cefn Mawr's Strategic Equality Plan 2021-2025. It covers the period 1st April 2022 to the 31st March 2023. This first year report has been impacted by the after effects of Covid-19.

The report is to describe how well we are progressing with the objectives contained in our plan.

Objective 1: To improve the physical health, mental health and wellbeing of our pupils and staff.

All staff aware – information for Care First Support posted on staff notice board. New staff members informed. AG and CW trained using PHW pilot for emotional and mental health and first aid, during summer term 2022. Pupil Voice included as part of Topic planning. Anti-bullying theme day held autumn term 2022 where School Council organised and judged a competition. PC Erin Hulley (Police Liaison Officer) conducted assemblies/workshops. All staff received Adverse Childhood Experiences training. All staff completed Basic Paediatric First Aid training and Radicalisation training.

Objective 2: To reduce inequalities in education outcomes to maximise individual potential.

National Test results collated and analysed. Sports Survey completed June 2022.

Objective 3: To ensure that staff and pupils feel confident to report issues of concern.

Internet Safety support from PC Erin Hulley through workshops, assemblies and parent workshops. Additional staff member trained in Safeguarding.

Objective 4: To ensure our school is accessible, inclusive and welcoming to pupils, parents/carers and visitors.

Awareness of disability through the curriculum is included in Topic planning autumn 2022 and incorporated in assemblies. Nurture/Rainbow Room set up November 2022 to provide pupils with support to deal with their emotions.

Section 2

The effectiveness of our arrangements for identifying the collecting relevant information is appropriate. Systems are reviewed in line with guidance from the Local Authority.

Our Staff

Employment information is collected annually as part of PLASC.

Teaching Staff	Full Time Men	Full Time Female	Part Time Men	Total Directed Hours per Week	Part Time Women	Total Directed Hours Per Week
Headteacher		1				
Assistant Headteacher		1				
Teachers		5	1	11	3	43

Support Staff	Full Time Men	Full Time Women	Part Time Men	Hours per Week	Part Time Women	Hours per Week
HLTA		1				
Teaching Assistants		8			1	4
Admin Staff		1				

Employees who have left the school's employment: 2

Teaching staff are provided with an annual salary review statement. Support staff salaries are also reviewed annually.

Date: 31 March 2023