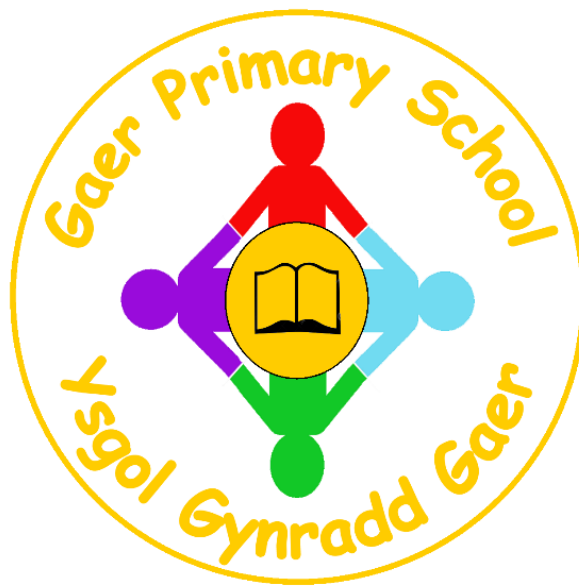
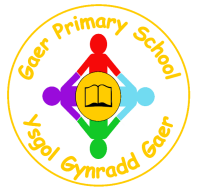


Gaer Primary School

Strategic Equality Plan 2024-2028





Gaer Primary School's values

Vision Statement: 'Everyone achieving; learning in harmony'

Mission Statement: To build an inspiring community through teamwork, trust and respect; providing a fun and safe environment where we all achieve.

Our Core Values: Trust; Inspire; Respect.

School Governance

Mrs B Williams ***Chair of Governors of Gaer and Maesglas Primary School Partnership***

Gaer and Maesglas Primary School Partnership has 17 members on the governing body, consisting of local council members, community, school and parent representatives.

Mr A. Smith ***Headteacher***

Miss C. McCarthy ***Deputy Headteacher***

School Council consists of learners from Y2-Y6. They are elected by their peers annually and collaborate to create an action plan based on ideas presented by the council from their classes.

How you're going to monitor the plan

Gaer Primary School will monitor the progress of the actions of the Strategic Equality Action Plan as an ongoing process. Evaluations will be shared with the school's governor annual report.

Reviewed outcomes and updates will be embedded with the Action Plan and inform or amend targets for all stakeholders and the actions going forward.



Demographic Data

PLASC data (Jan 2023) is used to describe the demographic information of Gaer Primary School. This will vary over the 4 years of the strategy, but provide a useful starting point to understand the demography of Gaer Primary School.

Gender split among learners and staff

	Learners (%)	Staff (%)
Female	51.2 %	82.6%
Male	48.8%	17.4%
Unknown	0	0
Total	100%	100%

Ethnicity split among learners and staff

	2011 Census		
Ethnic Origin	Newport %	Learners %	Staff (%)
Total Asian	5.4	3.5%	
Total Black	1.7	3%	
Total Other	1.0	5.2%	
Total Mixed	1.9	8.1%	4.3%
Total White	89.9	79.7%	95.7%
Total Unknown	0.1	0.5%	
Total	100	100	100

ALN learners

	Learners (%)
Male	73.8%
Female	26.2%
Total	100%

Free School Meals

	Learners (%)
Male	13.4%
Female	15.2%
Total	28.6% of all learners

Equality Objectives and Actions

Equality Objective 1

Leadership, Governance and Involvement: the school will use its standing within the community in promoting equality issues, and ensure that its governance processes are robust and involve all learners equally.

Engagement: The school has sought views of the pupils, staff, governors and the community to inform the actions detailed. It has done this through meeting with groups, gathering data from questionnaires and a range of stakeholder forums.

Actions

		<u>Responsibility & Deadline</u>	<u>Evaluation</u>
<u>1</u>	The school will promote and facilitate pupil council meetings and will take steps to ensure that pupil council is representative of the school's learners across protected characteristics.	DHT & class teachers	
<u>2</u>	The school has an innovative range of 'pupil voice groups' which focus on shared rights and responsibilities. This includes: Ambassadors; Criw Cymraeg; Digital Leaders; School Council; Eco Committee	CMc MC JJ/KB EH DH At the outset of each academic year	
<u>3</u>	School communications to parents and carer are delivered in plain, easy to understand language. This includes a new website, Teachers to Parents texting service and newsletters	SMT	
<u>4</u>	Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.	HT LA	
<u>5</u>	Staff and School governors will receive equality and diversity training, which will be based on DARPL (see DARPL Action Plan 2024)	Cluster INSET	
<u>6</u>	The leadership of the school will manage professional learning to ensure staff, learners and governors are involved with promoting equality issues	HT/DHT	

Describe how this objective and its actions support wider policies, processes and legislation:

This objective and associated actions have been developed because schools play an important role in their community. They can meet their statutory duties by being more visible around equality issues, and can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. **the school accessibility strategy** are relevant strategies to the school's future development.

In addition, both the objective and its actions have been strongly influenced by the idea that **Pupil Voice** is important to the development and culture of a school's culture and the values of its learners, strongly supporting many of the principles of Equality Objective 2: Community Cohesion.

The objective also supports many of the principles within Well-being of Future Generations, including both **collaboration** (through its integration of multiple strategic priorities) and **involvement** (through its coproduction with relevant stakeholders). The objective links directly to the wider Welsh Government policy for 'Diversity and Anti-Racism Professional Learning'.



Equality Objective 2

Community Cohesion: the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.

Engagement: The school has sought views of the pupils, staff, governors and the community to inform the actions detailed. It has done this through meeting with groups, gathering data from questionnaires and a range of stakeholder forums.

<u>Actions</u>		<u>Responsibility & Deadline</u>	<u>Evaluation</u>
<u>1</u>	The school will provide Family and Community Engagement opportunities: - Weekly Family Learning Programme to enable parents to forge a strong connection with the school - Stay and Play Nursery Sessions to support parents to engage with their children and each other in a safe and welcoming environment - Growing together YR workshops to support parents to engage with their children and each other in a safe and welcoming environment - Parent/Carer workshops in classes	SMT Class teachers ongoing	
<u>2</u>	The school will ensure that all stakeholders are represented in the Anti-Bullying Policy and implement a range of methods to detect and identify identity-based bullying, these will feed into local authority data via Bullying Incident Recording Form	SMT ongoing	
<u>3</u>	The school will explore ways in which it can embed the contributions that the Global Majority and LGBTQIA+ communities have made to history and wider society into lessons	HWB Lead Class Teachers ongoing	
<u>4</u>	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	SMT Prevent training (Feb 22)	
<u>5</u>	Share the Relationship and Sexuality Education Policy with the school community and support parents to understand the content and pitch of the delivery of this provision. RSE policy available on school website	SMT Class Teachers 2024	

Describe how this objective and its actions support wider policies, processes and legislation:

This objective has been developed to reflect the important role schools play in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the equality act to foster good relations between people who share a protected characteristic and those who do not.

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)



Equality Objective 3

Equity in Education: the school plays an active role in maximising the opportunity that learners have in schools and how it supports children and young people to thrive, progress, make positive choices, achieve and be the best they can be.

Engagement: The school has sought views of the pupils, staff, governors and the community to inform the actions detailed. It has done this through meeting with groups, gathering data from questionnaires and a range of stakeholder forums.

<u>Actions</u>		<u>Responsibility & Timeframe</u>	<u>Evaluation</u>
<u>1</u>	The school will ensure that the children have opportunities to engage in experiences beyond the classroom. School trips and visits will enable learners to broaden their outlook and support them to thrive, make positive choices and progress. This will involve: • Termly trips out of the school grounds • Visitors to school • Residential Trip for Y6 • Outdoor Learning • Sport opportunities • Music lessons from external providers • Project launch events • Sharing learning with parents • Partnership events (across Gaer and Maesglas) • Cluster events (e.g. transition visits to JFS)	SMT Class teachers - ongoing	
<u>2</u>	The school will ensure that the learners engage with a broad and relevant curriculum, in accordance with Curriculum for Wales. This includes learning focus on diversity and equity during each Autumn Term.	SMT Class teachers - ongoing	
<u>3</u>	Work with EAS and the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	ongoing	

Describe how this objective and its actions support wider policies, processes and

legislation: This objective has been developed to reflect the important role schools play in developing a curriculum that is bespoke to their children and their needs, as outlined within Curriculum for Wales. This involves collaboration with school, cluster and the wider learning network (EAS).