Abbey Primary School
Ysgol Gynradd Abbey

Strategic Equality Plan

September 2026

Approved/Reviewed Date: _____

Signed: _____

Rights Respecting

Article 2 - Non-Discrimination
Article 14 – Freedom of thought, Belief and Religion
Article 23 – Children with Disability
Article 30 – Children from Minority or Indigenous groups
Article 34 – Sexual Exploitation

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At Abbey Primary School, we are proud of the diversity within our school community and recognise the importance of preparing our pupils to thrive in an increasingly diverse and interconnected society. We are committed to promoting equality of opportunity and ensuring that all pupils, staff, parents, carers and visitors are treated with fairness, dignity and respect, regardless of disability, race, sex, age, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership status.

We strive to foster a culture of inclusion, belonging and mutual respect, where every individual feels valued, supported and confident in expressing their identity. We want all members of our school community to feel welcomed, respected and able to participate fully in every aspect of school life.

We carefully monitor the progress, wellbeing and experiences of our pupils to identify and address any barriers to learning, participation or achievement. The information we gather helps us to provide appropriate support, raise standards and ensure that our provision meets the needs of all learners. Through positive promotion of equality and diversity, we actively challenge discrimination, prejudice, bullying and stereotypes, and work to create a safe and inclusive environment where respect, understanding and kindness are embedded in everyday practice.

At Abbey Primary School, we believe that diversity enriches our community and strengthens our school. We celebrate the unique backgrounds, experiences and perspectives of all those who learn, work and visit here, recognising that everyone has an important contribution to make.

1.2 Characteristics of our school

Our school is a large mainstream primary school serving the Neath Abbey and Skewen communities of Neath and includes a specialist Early Years Assessment Centre. Currently, 385 pupils are on roll, including Nursery-aged children.

Our pupils come from a wide range of educational, medical, cultural and social backgrounds, and we are proud of the diverse needs represented within our school community. Approximately 17% of pupils are eligible for Free School Meals. A total of 17.5% of pupils are identified as having Additional Learning Needs (ALN), including 25 pupils in the mainstream setting and 11 pupils within the Early Years Assessment Centre who have a Local Authority maintained Individual Development Plan (IDP). In addition, 20 pupils have a school-maintained IDP. We also support 11 pupils who have English as an Additional Language (EAL).

More than half of our pupils (56%) attend the school from outside the designated catchment area. While the catchment itself is not considered either significantly affluent or deprived, the school serves a broad and diverse population. Abbey Primary School is currently placed within Free School Meals Benchmark Group 2. English is the predominant language spoken at home, and approximately 3% of pupils identify as being from an ethnic minority background.

At Abbey Primary School, our overarching aim is to provide a happy, welcoming and nurturing environment where every individual is valued, respected and supported to achieve their full potential. We are committed to fostering a culture of inclusion, ensuring that all pupils, staff and families feel a sense of belonging and are empowered to make a positive contribution to both the school community and wider society. Inclusion is at the heart of everything we do, and we take pride in ensuring that every child is given the opportunity to thrive, succeed and flourish.

1.3 Promoting Equality, Achievement and Inclusion

At Abbey Primary School, we are committed to ensuring that every pupil has the opportunity to succeed, thrive and achieve their full potential. We recognise that pupils have differing needs and experiences, and we use a range of information and evidence to ensure that our provision is equitable, inclusive and responsive.

To achieve this, we will:

- Use relevant school and contextual data to identify barriers to learning and improve the support provided to individual pupils and groups of learners.
- Monitor attainment, progress, attendance, wellbeing and participation data across different groups, including those with protected characteristics, and take appropriate action where gaps or inequalities are identified.
- Take account of the achievements, strengths and needs of all pupils when planning learning experiences and setting ambitious yet achievable targets. Pupils will also be encouraged to reflect on their learning and identify meaningful next steps for improvement.
- Ensure equality of access to the curriculum, enrichment activities and wider opportunities, equipping pupils with the knowledge, skills and values needed to contribute positively to a diverse society.
- Use resources, texts and learning materials that reflect the diversity of modern Wales and the wider world, while avoiding stereotypes and promoting positive representation.
- Promote attitudes, values and behaviours that challenge discrimination, prejudice and inequality.
- Provide opportunities for pupils to develop an understanding of their own identity and culture, while fostering appreciation and respect for the cultures, beliefs and experiences of others.
- Work in partnership with parents and carers and actively encourage their involvement in supporting their children's learning and development.
- Create opportunities for thoughtful discussion among pupils and staff about equality, diversity, inclusion and the impact that stereotypes and societal expectations can have on wellbeing, aspirations and achievement.
- Deliver high-quality teaching and learning experiences that are inclusive, accessible and reflective of the needs, backgrounds and experiences of all pupils within our school community.

Through these actions, we aim to create a learning environment where every child feels valued, respected and empowered to achieve success.

1.4 Setting our equality objectives

At Abbey Primary School, we recognise our legal and moral responsibility to promote equality, celebrate diversity and ensure that everyone within our school community is treated with dignity, fairness and respect. We are committed to creating an inclusive environment where all learners, staff, parents, carers, governors and visitors can participate fully and achieve their potential, regardless of any protected characteristic as defined by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our Strategic Equality Plan (SEP) sets out how we will meet our statutory equality duties while embedding fairness, inclusion and respect at the heart of school life. The plan supports our vision of ensuring that every pupil

is provided with the opportunities, support and encouragement required to succeed academically, socially and emotionally, and to reach their full potential.

The SEP aims to ensure that equality considerations are integral to all aspects of school improvement, decision-making, policy development and everyday practice. Through this work, we seek to create a culture where diversity is valued, barriers to participation are removed, and every individual feels safe, respected and included.

Through the equality objectives, improvement actions and strategic priorities contained within this plan, we aim to:

1. Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity by removing barriers, addressing disadvantage and promoting fair access to learning, support and wider opportunities for all members of our school community.
3. Foster positive relationships and mutual respect between individuals and groups from different backgrounds, cultures, beliefs and experiences, creating a school culture that values diversity and promotes a strong sense of belonging.

By embedding these principles throughout our curriculum, policies, practices and relationships, we aim to ensure that Abbey Primary School remains a welcoming, inclusive and aspirational learning community where everyone is valued and empowered to thrive.

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1;**
- views expressed by our school council and governing body that have been involved in the development of the plan; ministries (pupil voices groups)
- issues arising as a result of our analysis of our pupil data, EAL pupils

Our School Equality Objectives are set out in **Section 5 and Appendix 2. - update**

2. Responsibilities

2.1 Governing Body

The Governing Body is fully committed to promoting equality, diversity and inclusion across all aspects of school life. Through this Strategic Equality Plan, governors reaffirm their commitment to ensuring that Abbey Primary School is an inclusive and welcoming environment where every pupil is valued, respected and supported to achieve their full potential.

The Governing Body will work to ensure that the school responds effectively to the diverse needs of its pupils, staff and wider community, paying due regard to the protected characteristics identified within the Equality Act 2010.

In fulfilling its responsibilities, the Governing Body will:

- Ensure that equality, diversity and inclusion remain central to the school's vision, values and decision-making.
- Promote fair and equitable recruitment and employment practices, ensuring that no individual is disadvantaged or discriminated against when applying for employment or development opportunities within the school.
- Take all reasonable steps to ensure that the school environment is accessible and welcoming to all, including pupils, staff, parents, carers and visitors with disabilities.
- Strive to ensure that communication and information are accessible and inclusive, meeting the needs of all members of the school community.

- Monitor policies, procedures and practices to ensure that pupils are not subjected to discrimination, harassment, victimisation or unfair treatment.
- Support the school in identifying and removing barriers that may prevent individuals from participating fully in school life.
- Promote a culture of respect, belonging and equality throughout the school community.

The Governing Body will monitor progress against the objectives set out within this Strategic Equality Plan and will review its impact on an ongoing basis. To ensure transparency and accountability, progress towards the Equality Objectives will be reported annually through the Governing Body's Annual Report to Parents and through the school's established monitoring and self-evaluation processes.

2.2 Headteacher / Senior Leadership Team (SLT)

The Headteacher and Senior Leadership Team are responsible for leading and promoting a culture of equality, diversity and inclusion throughout the school. They play a key role in ensuring that the principles and objectives of this Strategic Equality Plan are embedded within the daily life of the school and reflected in its policies, practices and provision.

The Headteacher and Senior Leadership Team will:

Lead the implementation, monitoring and evaluation of the school's Strategic Equality Plan, with the support and oversight of the Governing Body.

- Ensure that all staff understand their responsibilities under the Equality Act 2010 and are familiar with the school's equality duties, objectives and expectations.
- Promote equality, diversity and inclusion through school policies, procedures and day-to-day practice.
- Ensure that recruitment, selection, training and professional development opportunities are fair, transparent and free from discrimination.
- Give due regard to equality considerations when making decisions relating to staffing, curriculum development, resource allocation and school improvement priorities.
- Promote equality of opportunity through an inclusive curriculum that reflects and celebrates diversity, challenges stereotypes and prepares pupils for life in a modern and diverse society.
- Ensure that all pupils have equitable access to learning, enrichment activities, leadership opportunities and wider aspects of school life.
- Foster a culture of mutual respect, dignity and belonging where all members of the school community feel valued and supported.
- Ensure that incidents involving discrimination, bullying, harassment, prejudice or hate-related behaviour are dealt with promptly, appropriately and in accordance with Local Authority guidance and the school's policies.
- Monitor relevant school data, including attainment, attendance, wellbeing, behaviour and participation, to identify and address any inequalities or barriers to achievement.

Through effective leadership and ongoing monitoring, the Headteacher and Senior Leadership Team will work to ensure that equality, inclusion and respect remain at the heart of Abbey Primary School and that all members of the school community are able to flourish and achieve their full potential.

2.3 Staff – teaching and non-teaching

At Abbey Primary School, promoting equality, diversity and inclusion is the responsibility of every member of staff. All staff play a vital role in ensuring that our school is a welcoming, respectful and inclusive community where every individual is valued and supported to succeed.

All staff will:

- Treat all pupils, colleagues, parents, carers and visitors with fairness, dignity and respect, and actively support the aims and objectives of the school's Strategic Equality Plan.

- Maintain an awareness of their responsibilities under the Equality Act 2010 and contribute positively to the promotion of equality and inclusion throughout the school.
- Create and maintain a learning environment that is safe, supportive and free from discrimination, prejudice and harassment.
- Use teaching materials, resources and learning experiences that positively reflect diversity and promote understanding of different backgrounds, cultures, identities and experiences, while challenging stereotypes and misconceptions.
- Ensure that all pupils are encouraged and supported to participate fully in learning and wider school life, regardless of their background, needs or personal circumstances.
- Challenge discriminatory language, behaviour, prejudice and stereotypes whenever they occur, ensuring that such incidents are addressed appropriately and used as opportunities for learning and reflection.
- Record and report incidents of discrimination, harassment, bullying or prejudice-based behaviour in line with Local Authority guidance and the school's policies and procedures.
- Support colleagues, support staff, lunchtime supervisors and other members of the school community in promoting positive relationships and responding effectively to incidents of discrimination or unfair treatment.
- Foster positive relationships between pupils and encourage respect, empathy, kindness and understanding of others.
- Contribute to a school culture where diversity is celebrated, inclusion is promoted and everyone feels a strong sense of belonging.

Through their daily interactions, professional conduct and commitment to inclusive practice, all staff contribute to creating a school environment in which every member of the community is respected, valued and empowered to achieve their full potential.

3. Information gathering and Engagement

3.1 Purpose and process

The collection and analysis of information is essential in helping us understand the needs of our school community and ensuring that our policies, practices and provision promote equality, inclusion and fairness for all.

This information supports us in:

- Identifying areas where barriers to participation, achievement or wellbeing may exist.
- Evaluating the effectiveness of our policies, procedures and practices.
- Informing decisions about actions needed to promote equality and eliminate discrimination.
- Monitoring progress against our Strategic Equality Plan and Equality Objectives.
- Reviewing the impact of interventions and initiatives designed to improve outcomes for pupils and other members of the school community.
- Ensuring that resources and support are targeted effectively to meet identified needs.

Our engagement, planning and decision-making are informed by the information we gather about the representation, experiences and outcomes of different groups within our school community. This enables us to identify strengths, address potential inequalities and ensure that everyone has equitable opportunities to participate and succeed.

We are committed to collecting and using information in a sensitive, respectful and lawful manner, recognising that some aspects of equality monitoring may relate to personal or protected characteristics. We will always ensure that information is handled appropriately and in accordance with data protection requirements.

Understanding the diverse experiences, backgrounds and needs of our pupils, staff, parents and carers is vital in helping us create a school environment where everyone feels valued, included and supported. By gathering and

analysing relevant information, we can make informed decisions, drive continuous improvement and ensure that equality remains at the heart of everything we do.

3.2 Types of information gathered

To effectively promote equality, advance inclusion and eliminate discrimination, Abbey Primary School gathers and analyses a wide range of information relating to the experiences, participation and outcomes of members of our school community. This evidence informs our planning, monitoring and self-evaluation processes, enabling us to identify areas of strength, respond to emerging needs and take targeted action where improvements are required.

The information collected may include:

- Pupil attainment, progress and achievement data, analysed across different groups of learners to identify and address any disparities in outcomes.
- Feedback from pupils through learner voice activities, including the School Senedd, Rights Ambassadors and other pupil leadership groups, ensuring that pupils' views are valued and contribute to school improvement.
- Attendance and punctuality data, including analysis of trends amongst different groups of learners.
- Behaviour and exclusion data, monitored to identify any patterns or inequalities affecting particular groups.
- Records of bullying, harassment, discrimination and prejudice-based incidents, including those relating to any protected characteristic.
- Wellbeing and engagement information gathered through pupil, parent/carer and staff surveys, questionnaires and consultation activities.
- Staff recruitment, retention, professional development and workforce information, helping to ensure fair and equitable employment practices.
- Feedback from parents, carers and other stakeholders regarding their experiences of the school and its provision.
- Evidence of actions taken to engage families and groups who may be underrepresented, harder to reach or less likely to participate in school activities and consultation processes.
- Participation rates in extra-curricular activities, pupil leadership opportunities and wider aspects of school life.

This information enables us to evaluate the effectiveness of our equality objectives, identify and address potential barriers to participation or achievement, and ensure that all members of the school community are able to access the opportunities and support they need to thrive. Through regular monitoring and review, we strive to create a school environment where everyone feels valued, included and empowered to succeed.

3.3 Engagement

Abbey Primary School is committed to engaging meaningfully with all stakeholders in the development, implementation and review of its Strategic Equality Plan and equality objectives. We recognise that effective engagement helps ensure that our policies and practices reflect the needs, experiences and aspirations of our school community.

We actively seek the views of:

- Pupils
- Parents and carers
- Staff
- Governors
- Community partners and other users of the school

We are committed to ensuring that communication is accessible and inclusive for all members of our community. Where appropriate, we will provide information in alternative formats and make use of translation or interpretation services to support effective communication and engagement.

To gather views and evaluate the impact of our work, we will use a range of consultation and engagement methods, including:

- Pupil, parent/carer and staff questionnaires and surveys.
- Feedback from governors through committee meetings, monitoring visits and governing body discussions.
- Learner voice activities, including the School Senedd, Rights Ambassadors and other pupil leadership groups.
- Consultation events, meetings and stakeholder discussions.
- Feedback gathered through school self-evaluation and improvement processes.
- Information and updates shared through the school website, newsletters and digital communication platforms.

We value the contributions of all stakeholders and use their feedback to inform decision-making, shape school improvement priorities and strengthen our commitment to equality, diversity and inclusion. By working collaboratively with our school community, we aim to ensure that every individual feels heard, respected and able to contribute to the ongoing development of Abbey Primary School.

4. Equality Impact Assessment (EIAs)

Abbey Primary School is committed to ensuring that all policies, procedures, decisions and proposed changes are fair, inclusive and accessible to everyone within our school community. One of the ways we achieve this is through the use of Equality Impact Assessments (EIAs).

An Equality Impact Assessment is a structured process that helps us consider how our policies, practices and proposals may affect individuals or groups who share protected characteristics, including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (including non-belief)
- Sex
- Sexual orientation
- Welsh language

The purpose of an Equality Impact Assessment is to identify and address any potential barriers, unintended disadvantages or risks of discrimination that may arise from our decisions. It also helps us identify opportunities to promote equality, foster inclusion and improve outcomes for all members of the school community.

By undertaking Equality Impact Assessments, we aim to:

- Ensure compliance with equality legislation and the Public Sector Equality Duty.
- Promote fairness and equal access to opportunities, services and provision.
- Identify and reduce the risk of direct or indirect discrimination.
- Recognise and respond to the diverse needs of pupils, staff, parents, carers and visitors.
- Support informed decision-making and continuous school improvement.
- Strengthen our commitment to inclusion, belonging and wellbeing.

- Ensure that the needs of Welsh speakers are appropriately considered and supported.

The school will undertake Equality Impact Assessments, where appropriate, on policies, procedures, strategic decisions and new initiatives. The findings of these assessments will inform planning, implementation and review processes to ensure that equality and inclusion remain central to all aspects of school life.

Through this approach, we seek to ensure that every member of our school community is treated fairly, feels valued and is able to participate fully in the life of the school.

5. Objectives and Action Plans

To further strengthen our commitment to equality, inclusion and positive outcomes for all members of our school community, Abbey Primary School has identified the following Equality Objectives for the period 2025-2029:

Objective 1
Strengthen the monitoring, analysis and use of equality data to improve outcomes, wellbeing and participation for all learners.

We will regularly review and analyse a range of information, including attainment, attendance, wellbeing, behaviour and participation data, to identify patterns, address potential inequalities and ensure that all pupils are able to access the support and opportunities they need to succeed.

Objective 2
Improve attendance and punctuality, particularly for vulnerable and underrepresented groups, by reducing inequalities in attendance and persistent absenteeism.

Through targeted support, effective monitoring and strong partnerships with families and external agencies, we will work to remove barriers to attendance and ensure that all pupils are able to benefit fully from their education.

Objective 3
Promote an inclusive school culture where diversity, equality, respect and belonging are actively celebrated.

We will continue to develop a school environment in which every pupil, member of staff and family feels valued, represented and able to participate fully in school life.

Objective 4
Improve the accessibility of learning, communication and the school environment for pupils, families, staff and visitors.

We will continue to identify and remove barriers to participation, ensuring that our provision is inclusive, responsive and accessible to all.

Further information about these objectives, including the actions, success criteria and monitoring arrangements, can be found in Appendix 1: Equality Action Plan 2025-2029.

Monitoring, Review and Evaluation

Abbey Primary School is committed to ensuring that the Strategic Equality Plan remains a meaningful and effective driver for improvement. Progress against the Equality Objectives will be monitored regularly by the Senior Leadership Team and Governing Body through the school's self-evaluation and improvement processes.

The effectiveness of the Strategic Equality Plan will be evaluated through:

- Analysis of pupil attainment, attendance, wellbeing and participation data.
- Monitoring of prejudice-related incidents and complaints.
- Feedback from pupils, parents, staff and governors.
- Equality impact assessments.
- Annual reviews of the Equality Action Plan.
- Governor scrutiny and challenge.
- Inspection and external review processes.

An annual progress report will be shared with governors and stakeholders, and the plan will be reviewed to ensure that it continues to reflect the needs and priorities of the school community. Through ongoing monitoring and evaluation, we will ensure that equality, diversity and inclusion remain at the heart of our vision and practice at Abbey Primary School.

6. Publication and reporting

Abbey Primary School is committed to ensuring transparency and accessibility in relation to its equality duties and commitments. This Strategic Equality Plan will be published on the school's website and made available upon request through the school office. The plan can also be provided in alternative formats where required to ensure accessibility for all members of the school community.

Progress against the Equality Objectives and associated action plans will be monitored and reviewed annually. The impact of the Strategic Equality Plan on school practice, provision, culture and outcomes will be evaluated as part of the school's self-evaluation processes and reported through the Governing Body's Annual Report to Parents. This enables governors and stakeholders to assess the effectiveness of the school's work in promoting equality, diversity and inclusion and to identify priorities for further development.

The school collects and analyses a range of equality-related information to support effective planning, monitoring and improvement. This information is used solely to identify trends, evaluate outcomes and monitor participation, achievement and satisfaction across different groups within the school community.

All information will be collected, stored and processed in accordance with data protection legislation and confidentiality requirements. Where equality data is analysed and reported, it will be anonymised to protect individual identities. Personal information that could identify specific individuals will be held securely and separately from any published statistical information.

To safeguard confidentiality and ensure individuals cannot be identified through published reports or analyses, the school will not publish data relating to groups containing fewer than five individuals.

Through the careful collection, analysis and use of equality information, Abbey Primary School aims to continuously improve outcomes, remove barriers to participation and ensure that every member of the school community feels valued, included and able to thrive.

7. Monitor and Review

As part of our commitment to promoting equality, diversity and inclusion, Abbey Primary School will regularly monitor, review and evaluate the effectiveness of this Strategic Equality Plan (SEP) and its associated objectives.

We are committed to:

- Regularly reviewing and analysing the data, information and evidence used to identify and inform our Equality Objectives.

- Monitoring progress against our Equality Action Plan to ensure that planned actions are having a positive and measurable impact.
- Using Equality Impact Assessments to evaluate the effect of policies, practices and decision-making on individuals and groups with protected characteristics.
- Ensuring that equality considerations remain central to school improvement planning, policy development and day-to-day practice.
- Identifying and addressing any barriers to participation, achievement or wellbeing that may affect members of our school community.
- Taking appropriate action to promote equality of opportunity, foster positive relationships and eliminate discrimination, harassment and prejudice.

The review process will be:

- Informed by a wide range of evidence, including attainment, attendance, wellbeing, behaviour and participation data.
- Based on meaningful consultation with stakeholders, including pupils, staff, parents/carers and governors.
- Supported by ongoing self-evaluation and school improvement processes.
- Used to identify emerging priorities, set future objectives and refine action plans where necessary.

Findings from annual reviews will inform future planning and ensure that the Strategic Equality Plan remains responsive to the needs of our school community and aligned with both local and national priorities.

A full review of this Strategic Equality Plan will be undertaken in **September 2030**, with progress against the Equality Objectives reviewed annually by the Senior Leadership Team and Governing Body. This will ensure that Abbey Primary School continues to promote equality, celebrate diversity and provide an inclusive environment where every individual can thrive and achieve their full potential.

Appendices

App. 1 Regional Equality Objectives
App. 2 School Equality Objectives and Action Plan
App. 3 Current School Access Plan

APPENDIX 1

Recommended Appendix 1: Equality Priorities (2026-2030)

Priority 1
Strengthen the monitoring, analysis and use of equality data to improve outcomes, wellbeing and participation for all learners.

Priority 2
Improve attendance and punctuality, particularly for vulnerable and underrepresented groups, by reducing inequalities in attendance and persistent absenteeism.

Priority 3
Promote an inclusive school culture where diversity, equality, respect and belonging are actively celebrated.

Priority 4
Improve the accessibility of learning, communication and the school environment for pupils, families, staff and visitors.

Strategic Equality Plan 2026-30 - Equality Objectives and Action Plan

Equality Objective 1: Strengthen the monitoring, analysis and use of equality data to improve outcomes, wellbeing and participation for all learners.

Task	Responsible Person	Timescale	Success Criteria	Annual Review
Establish a whole-school equality monitoring framework covering attendance, attainment, wellbeing, behaviour and participation.	Headteacher / SLT	Autumn 2026	Consistent systems for collecting and analysing equality-related data are established.	
Analyse pupil outcomes termly to identify trends and gaps between groups of learners.	SLT	Termly	Gaps are identified early and appropriate interventions implemented.	
Provide staff training on equality duties and the effective use of data to support improvement.	Headteacher	Spring 2027	Staff understand how equality data informs provision and support.	
Report equality data and emerging trends to governors annually.	Headteacher	Annual	Governors effectively monitor equality outcomes and impact.	
Evaluate the effectiveness of interventions aimed at reducing inequalities.	SLT	Annually	Improved pupil outcomes, wellbeing and participation across identified groups.	
Complete a full review of equality data trends to inform future priorities.	SLT / Governors	Summer 2030	Future equality objectives are informed by robust evidence.	

Equality Objective 2: Improve attendance and punctuality, particularly for vulnerable and underrepresented groups, by reducing inequalities in attendance and persistent absenteeism.

Task	Responsible Person	Timescale	Success Criteria	Annual Review
Analyse attendance and punctuality data termly for identified groups of learners.	Attendance Lead / SLT	Termly	Attendance trends and concerns are identified promptly.	
Implement targeted support plans for pupils identified as persistently absent.	Attendance Lead	Ongoing	Reduction in persistent absenteeism.	
Strengthen parental engagement through attendance meetings and support programmes.	Headteacher / Attendance Lead	Ongoing	Improved family engagement and attendance outcomes.	
Promote good attendance and punctuality through rewards, recognition and awareness campaigns.	SLT	Ongoing	Improved attendance and reduced lateness across the school.	
Work collaboratively with external agencies to address barriers to attendance.	Attendance Lead	Ongoing	Increased support for vulnerable families and pupils.	
Review the effectiveness of attendance interventions annually.	SLT / Governors	Annual	Attendance and punctuality improve for targeted groups.	

Equality Objective 3: Promote an inclusive school culture where diversity, equality, respect and belonging are actively celebrated.

Task	Responsible Person	Timescale	Success Criteria	Annual Review
Review curriculum content to ensure diversity and inclusion are represented across all Areas of Learning and Experience.	Curriculum Lead	Annual	Diverse perspectives and experiences are reflected across the curriculum.	
Deliver assemblies, focus weeks and awareness campaigns which celebrate diversity and promote equality.	SLT	Ongoing	Increased pupil understanding of equality and diversity.	
Strengthen learner voice opportunities through School Senedd and ambassador groups.	Pupil Voice Lead	Ongoing	Pupils feel represented and able to contribute to school improvement.	
Celebrate cultural, religious and national events throughout the year.	Curriculum Team	Annual	Greater appreciation and understanding of diversity across the school community.	
Promote respectful relationships through wellbeing, anti-bullying and rights-based learning.	Wellbeing Lead	Ongoing	Positive behaviour and respectful interactions are evident across the school.	
Gather stakeholder feedback on inclusion, belonging and school culture.	SLT	Annual	Positive feedback demonstrates an inclusive school environment.	

Equality Objective 4: Improve the accessibility of learning, communication and the school environment for pupils, families, staff and visitors.

Task	Responsible Person	Timescale	Success Criteria	Annual Review
Complete an annual accessibility audit of the school environment.	Headteacher / Site Manager	Annual	Accessibility barriers are identified and addressed.	
Review accessibility of school communications, including digital communications and written information.	SLT	Annual	Information is accessible to all stakeholders.	
Ensure appropriate assistive technologies, adaptations and resources are available to support learners.	ALNCo	Ongoing	Pupils can access learning effectively and independently.	
Review classroom environments and teaching approaches to ensure inclusive practice.	ALNCo / SLT	Ongoing	Learning environments meet the needs of all learners.	
Consult with pupils, families and staff regarding accessibility needs and improvements.	SLT	Annual	Stakeholder views inform accessibility planning.	
Review and update the School Accessibility Plan annually.	Governors / SLT	Annual	Accessibility priorities remain current and responsive to need.	