

Ysgol Gynradd Dafen Primary School



Cynllun Cydraddoldeb Strategol Strategic Equality Plan

This policy shows due regard to the United Nations Convention on the Rights of the Child.

Article 2: No discrimination

Article 28: Access to Education

***“Nurturing creative, resilient learners
ready to play a full part in an ever-
changing world.”***

Contents of our Strategic Equality Plan (SEP)

- 1. Our distinctive character, values, priorities and aims**
 1. School values
 2. Characteristics of our school
 3. Mainstreaming equality into policy and practice
 4. Setting our equality objectives
- 2. Responsibilities**
 - 2.1 Governing Body
 - 2.2 Senior Leadership Team
 - 2.3 Staff – teaching and non-teaching
- 3. Information gathering and Engagement**
 - 3.1 Purpose and process
 - 3.2 Types of information gathered
 - 3.3 Engagement
- 4. Equality Impact Assessment**
- 5. Objectives and Action Plans**
- 6. Publication and reporting**
- 7. Monitor and Review**

Appendices

- | | |
|---------------|---|
| App. 1 | Protected characteristics |
| App. 2 | Equality Objectives |
| App. 3 | School Equality Objectives and Action Plan |

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Dafen Primary School we are proud to be an inclusive school where we work together to challenge, inspire and motivate all children to become successful, confident and caring citizens of our diverse world. We work together to create a happy environment where all members of the school community feel safe, can enjoy, achieve and make a positive contribution to the school and the wider community. We promote a culture where pupils are happy, believe that they can succeed, take responsibility for their learning, set targets for their own achievement, and develop as independent learners.

Our values are:

- We are imaginative – we are creative thinkers and doers.
- We are curious – we encourage inquisitiveness and like to ask questions.
- We are proud – we take pride in our school and ourselves and want everyone to succeed.
- We are courageous – we take risks and give it a go.
- We are original – we celebrate differences.
- We are resilient – we persevere and learn from any mistakes.
- We are aspirational – we strive to be the best we can be.

We aspire to achieve these aims by:

- Providing opportunities and learning strategies to enable children to develop skills to be able to stand up for what is right and play their part in Wales and the world.
- Inspiring our pupils to be the best that they can be and always ready to learn more.
- Promoting healthy lifestyles, and self-confidence to do their best in society.
- Engaging our learners in showing their initiative in many different ways so they can do their best in life and work.

1.2 Characteristics of our school

Dafen Primary School caters for children with ages ranging from three to eleven years. At present, there are approximately 105 children on the roll. The school was built in 1938 to serve the Dafen Community. It is situated in Lon Yr Ysgol, a cul-de-sac away from main road traffic. The building contains spacious classrooms in which carefully structured learning is organised. The school's location offers the children varied environmental experiences – rural, urban and marine studies. Visits to different localities are regularly organised so that the children may appreciate their heritage, take pride in the environment and learn of the contributions of the contrasting areas to a rich and fulfilling way of growing up. The school controls its own finances under the Carmarthenshire Locally Managed Schools (Fair Funding) Scheme and is administered by the Governing Body.

According to the Linguistic Categorisation of Schools through the County's statutory Welsh in Education Strategic Plan (WESP). Our current code is English Medium; the Aspirational code to 2032 will be T2.

Learners are organised in classes according to their age. Currently, 38% of pupils receive free school meals whilst 22% of learners are currently accessing Universal Learning Provision within the school, 4% of learners are currently accessing Additional Learning Provision. None of our learners have statements. The ALN register is lower than previous years due to the school transitioning to the ALN Code and the school has created an effective monitoring register through Provision Mapping in Teacher Centre.

The school attendance for 2022/23 was 87.62%.

National Identity	%
Welsh	34
English	2
Scottish	0
Irish	0
British	52
Other	1
Ethnic Background	
Asian and any other Ethnic Group	2
British Gypsy	1
Indian	1
Polish	1
Traveller of Irish Heritage	1
White – British	83
White and Black Caribbean	1
Aspect	
Pupils' first language English and or Welsh	88
Pupils' first language Other (Panjabi and Polish)	2
Pupils identified with additional learning needs	4
Pupils entitled to free school meals	42
Pupils coming from home where Welsh is the first language	0
Pupils Looked After by Carmarthenshire	3

1.3 Mainstreaming equality into policy and practice

Dafen School is committed to the need both to eliminate unlawful discrimination and to promote equality for learners, staff and others using school facilities.

We do not unlawfully discriminate against anyone, whether learner, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

We promote the principles of fairness and justice for all through the education that it provides in the school. We seek to ensure that, wherever possible, all learners have equal access to the full range of educational opportunities provided by the school.

We strive to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its

policies, practices and guidelines.

We ensure that recruitment, employment, promotion and development opportunities are open to all.

We challenge personal prejudice and stereotypical views whenever they occur. We are aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We value each learner's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

We strive to be proactive in tackling prejudice and unlawful discrimination.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

We aim to provide all our learners 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 learners;
- monitor achievement data according to the various protected characteristics and action any gaps
- take account of the achievement of all learners when planning for future learning and setting challenging targets
- ensure equality of access for all learners 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 learners to appreciate their own culture and celebrate the diversity of other culture
- seek to involve all parents in supporting their child's education
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our learners.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - taking 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
 - encouraging 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
3. Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

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

- The equality objectives identified in **Appendix 2**;
- views expressed by stakeholders that have been involved in the development of the scheme
- issues arising as a result of our analysis of our learner data

The delivery of our Equality Plan will contribute to all of our actions and commitments to improve the attainment and progression of all learners.

Our School Equality Objectives are set out in **Section 5 and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to learners, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and learners
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic 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:

- implementing the school's Equality Plan, supported by the governing body in doing so ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's Equality Plan and equality objectives
- ensuring that all appointments' 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
- ensuring that all staff are aware of the above

2.3 Staff – teaching and non-teaching

At Dafen we regard **equality for all as a responsibility for all**. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained through collaboration with people 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.

In addition, the school also formally consults with stakeholders eg people from one or more of the protected groups who have an interest in the way 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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of questionnaires. The questions

included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- learner attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group (when appropriate);
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

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 equalities duties. We take into account 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 taken into account when we set priorities.

Stakeholders	Collaboration and consultation through:
Learners	<ul style="list-style-type: none"> ➤ School Council/Healthy Schools ➤ Eco Council ➤ Criw Cymraeg ➤ Rights Respecting Ambassadors ➤ Class discussions ➤ Listening to Learners ➤ Peer Mediation

<p>Parents/Carers</p> <p>IDP, ALP & ULP</p>	<ul style="list-style-type: none"> ➤ Questionnaires and comments ➤ 'Open Door' Policy ➤ Open Evenings ➤ Parental consultations ➤ Direct contact with individual parents/carers when needed, verbally and written. ➤ Letters requesting views/ideas from parents.
<p>Staff</p>	<ul style="list-style-type: none"> ➤ Daily contact/discussion ➤ Staff meetings ➤ Whole phase meetings ➤ SLT meetings ➤ Strategic Equality Plan questionnaires ➤ AoLE termly audits of planning and coverage ➤ AoLE annual self-evaluation reports ➤ Lesson observations ➤ Book Looks ➤ Learning walks ➤ Performance management meetings ➤ 'Open door' policy
<p>Governors</p>	<ul style="list-style-type: none"> ➤ GB meetings ➤ Sub- committee meetings ➤ Regular contact with Governors: visits, telephone, e-mail ➤ Questionnaires ➤ Termly meetings to discuss curriculum ➤ Governors meeting with other stakeholders eg parents, school council ➤ 'Open door' policy
<p>Local Authority</p>	<ul style="list-style-type: none"> ➤ Termly reviews of school's performance with ESA ➤ Reports following visits by LA officers ➤ Headteacher meeting discussions ➤ Accreditation visits : Healthy Schools, Green/Platinum Flag, Rights Respecting Schools.
<p>Wider community</p>	<ul style="list-style-type: none"> ➤ Attendance at school events eg coffee mornings, fetes, concerts etc ➤ School visitors – Canon Marianne church assembly

	<ul style="list-style-type: none"> ➤ School visits ➤ Burns by your side – Reading with dogs
Social Services	<ul style="list-style-type: none"> ➤ Contact via school visits, review meetings, LAC review meetings, CP meetings, TAF meetings ➤ Action for Children/SNAP Cymru ➤ Attendance at school training
Hywel Dda Local Health Board	<ul style="list-style-type: none"> ➤ Contact with school nurse ➤ Regular contact with SALT ➤ Regular contact with physiotherapists, occupational therapists ➤ Individual reports from health professionals eg SALT, CAMHS, visually impaired service, hearing disability service etc
Other	<ul style="list-style-type: none"> ➤ Comments from visiting groups eg theatres, assembly groups, dance groups, Scarlets etc. ➤ Outside Agency Feedback forms and Collaborative Working forms used as evidence.

4. Strategic Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us 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 this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy. Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- ❖ **Continue to ensure 'Equality of Opportunity' for all.**
- ❖ **Continue to ensure that all learners achieve their full potential taking**

account of the Four Purposes in the Curriculum for Wales.

- ❖ **Provide relevant training to all staff and Governors on SEP and to all stakeholders on equality issues and the protected characteristics, including radicalisation.**
- ❖ **To embed our newly revised 'Relationships and Sexuality Education (RSE) Policy'.**

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

- 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 the SEP 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 SEP and its action plan 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 SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SDP itself on 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 characteristic in performance, take up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information that identifies the individual. In order to protect the identities of individuals when trend information is published, no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans.

This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

Dafen Primary School
Strategic Equality Plan 2024-2028
Appendices

Appendices

App. 1	Protected characteristics
App. 2	Equality Objectives
App. 3	School Equality Objectives and Action Plan

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 employee

Appendix 2 Equality Objectives

Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Carmarthenshire County Council's engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

1. Close the attainment gap by raising standards of children receiving free school meals, children with additional educational needs and Gypsy Traveller children

Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the LAC Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Monitor the performance of vulnerable groups, identifying any underperformance against benchmarked information and signpost to good practice

Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues

Dafen Primary School
Strategic Equality Plan
2024 – 2028
Equality Objectives and
Action Plan

Equality Objective 1.

Continue to ensure 'Equality of Opportunity' for all

Our Research:

Stakeholder questionnaires, feedback from visitors, lesson evaluations, governor visits to lesson feedback, LA school visits, event evaluations

Information from Engagement:

Data Development:

- Continue to use stakeholder questionnaires and consultations
- Act immediately upon any issues perceived as barriers to equality of opportunity
- Engagement with wider community at various school events
- Monitoring visitors' comments in more formal manner particularly with regard to our inclusive ethos.
- Q & A session with HT by school council/older pupils

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

- Annual review of vision and aims with clear focus on equality of opportunity for all
- Consistent positive comments from visitors regarding our inclusive ethos
- Lesson observations clearly demonstrate whole school inclusive ethos with everyone being given maximum opportunity to succeed in all areas.

Actions:

	Description	Responsibility	Start	End
1.1	Annual review of school vision and aims to ensure they focus on equal opportunities for all	HT/SLT/whole staff	Summer 2024	Annual
1.2	Embed use of questionnaires/consultations relating to inclusivity and equal opportunity with a range of stakeholders to support SEP and whole school improvement process	HT/SLT	Summer 2024	Annual

MONITORING

**Dafen Primary School
Strategic Equality Plan
2024 – 2028
Equality Objectives and
Action Plan**

Equality Objective 2.

Continue to ensure that all pupils achieve their full potential taking account of the 4 purposes in the Curriculum for Wales.

Our Research:

School tracking system, data analysis, target setting data, listening to learners, LA annual review, Estyn inspection outcomes, lesson evaluations, monitoring of standards by HT/AHT/SLT/ AoLE leads.

Information from Engagement:

- Improve attainment of pupils eligible for FSM by use of PDG
- Data analysis with ESA recognises that no groups are disadvantaged eg FSM data, LAC children.

Data Development:

- Continue to use stakeholder questionnaires and consultations
- Continue to use tracking system with increased consistency in use by staff
- Continued development of pupil individual target setting
- Differentiation consistency in lessons to address needs of individuals at all levels of ability
- Reduced number of behaviour incidents at low level.

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

- Differentiation consistently used across both phases
- Reduction in difference of attainment between vulnerable pupils and non-vulnerable pupils
- Secured system for pupil individual target setting deployed consistently across

Actions:

	Description	Responsibility	Start	End
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1.1	Annual review of school vision and aims to ensure they focus on raising pupil outcomes for all pupils	HT/SLT/ whole staff	Summer 2024	Annual
1.2	Rigorous data analysis by all staff to support targeting support for individual learners. This is to include identification of trends. Data presented to Governors termly as it is	HT/SLT/ whole staff	Summer Term 2024	Annual
1.3	Further embed pupil identifying own targets with staff and through use of AfL strategies, to include levels where appropriate.	SLT/Staff	Summer 2022	Termly
MONITORING				

Dafen Primary School
Strategic Equality Plan
2024 – 2028
Equality Objectives and
Action Plan

Equality Objective 3.

Provide relevant training to all staff and Governors on SEP and to all stakeholders on equality issues and the protected characteristics, including radicalisation

Our Research:

School improvement plans, annual costed CPD plan, individual staff training, GB training needs, questionnaires/consultations responses, listening to learners, data from lesson evaluations

- **Information from Engagement:**
- Need for training on SEP by staff and Governors
- Need for radicalisation training for all
- Need for enhanced CP training

- **Data Development:**
- Stakeholder reviews
- Course/training evaluations
- Lesson evaluations

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

- Rigorous CPD/ training programme in place for all staff
- Relevant support in place staff and other stakeholders including pupils regarding information on equalities and the protected characteristics.

Actions:

	Description	Responsibility	Start	End
1.1	Review current training programme provide annual equalities update to all staff and GB as part of the annual review of school's vision and aims.	MD	Summer 2024	Annual
1.2	Agenda equalities as part of school council work relating it to policy development	MD/SLT	Summer 2024	Annual
1.3	Raise equalities issue as discussion in circle time sessions and/or Q &A session with head	MD/staff	Summer 2024	On going

1.4	Provide radicalisation training for governors and staff. Review and adopt policy.	MD/staff	Summer 2024	Annual
MONITORING				

Dafen Primary School
Strategic Equality Plan
2024 – 2028
Equality Objectives and
Action Plan

Equality Objective 4.

To embed and develop our newly revised 'Relationships and Sexuality Education (RSE) Policy'.

Our Research:

Stakeholder questionnaires, lesson evaluations, listening to learners, staff meeting minutes, discussion/observation at playtimes/lunchtimes etc

Information from Engagement:

- Increased awareness of Areas of Regulation.
- Better engagement in interventions, peer mediation and set tasks
- Greater respect shown to peers and equipment around the school and environment

➤ **Data Development:**

- Continue to use stakeholder questionnaires and consultations to inform policy writing
- Monitoring of impact of implemented strategies and policy.

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

- Area of Regulation and Relationship and Sexuality Education (RSE) Policy is seen to be having a positive impact on all stakeholders
- Consistent positive comments from visitors regarding our inclusive ethos and standards of behaviour.
- Monitoring clearly demonstrates use of positive inclusive ethos.

Actions:

	Description	Responsibility	Start	End
1.1	Training in Peer Mediation to all staff	TS / SP	Spring 2024	Annual
1.2	Strategies to develop Peer Mediators for learners and peers	SP/Year 5	Spring 2024	Annual
1.3	Strategies included in new Relationships and Sexuality Education (RSE) policy	SLT	Spring 2022	Annual

MONITORING