



Ysgol Bro Tawe



Equality Plan 2021 – 2025

Introduction and Context

This Equality Plan template is designed to enable schools to develop their Plan for the four year period 2021-2025.

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. Previous Equality plans covered the periods 2012-2016 and 2016-2020 with the next Plan covering the period 2021-2025.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, anti-bullying, positive behaviour management, improving attainment, pupil voice, Powys' Mental Health and Emotional Wellbeing Policy, Welsh Government framework and pupil support. Whilst building their own curriculum in line with the Curriculum for Wales Framework, schools should ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors, external agencies and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data and context will form the basis of the equality objectives within the school's Equality Plan for the next four years.

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan.

The requirement to record, monitor and report on all racial incidents remains the same. (Link accessible from the Hwb Network 'Addysg Powys Education' – under Files or via this link

<https://forms.office.com/Pages/ResponsePage.aspx?id=4Z4dwLAOVEeZrgOuinMrUA8Vcz-48kdCj13bikUNFAhUMkc3WVQzWjNRVkg5N0NaVVBYNzY0OFIQTiQIQCN0PWcu>)

Ysgol Bro Tawe

Equality Plan 2021 – 2025



Equality Plan agreed by Governors:

..... (Signed by Chair)

..... (Date)

Plan due for review: ...December 2025... (Every four years)

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

Learning to Live, Living to Learn

At Ysgol Bro Tawe we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement and progression of pupils will be monitored and we will use this information to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Bro Tawe we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Ysgol Bro Tawe, we aim to create a caring, nurturing and respectful environment where pupils will develop confidence and independence to make lifelong friends. We offer an inclusive environment where we strive to work in partnership with parents and the local community of Ystradgynlais and surrounding areas.

We aim to deliver a stimulating, exciting and challenging curriculum which encourages our pupils to become:

- *Ambitious capable learners, ready to learn throughout their lives*
- *Enterprising creative contributors, ready to play a full part in life and work*
- *Ethical, informed citizens of Wales and the World*
- *Healthy, confident individuals ready to lead fulfilling lives as valued members of society.*

Our mission is to allow every pupil to reach their full potential to become the best that they can be as they prepare for an ever-changing world.

Our vision is encapsulated in Article 29 –
‘Your Right to be the best you can be.’

1.2 Characteristics of our school

Ysgol Bro Tawe is situated on the edge of Ystradgynlais in the Swansea Valley. The school opened in September 2012 following the closure of Glanrhyd, Cynlais, and Gurnos primary schools. There are currently 207 pupils on roll.

Nearly all pupils are white British and come from homes where English is the main language. Around 20% of pupils are eligible for free school meals. The school identifies around 20% of pupils as having additional learning needs.

The school houses a specialist ASD centre which can accommodate 8 pupils.

1.3 Mainstreaming equality into policy and practice

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 pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual information to improve the ways in which we provide support to individuals and groups of pupils
- monitor progress and achievement information according to the various protected characteristics and action any gaps
- take account of the progress and achievement of all pupils when planning for future learning and setting challenging targets
- ensure equality of access for all pupils and prepare them for life in a diverse society
- use materials that reflect the diversity of the school, population, and local community in terms of the various protected characteristics, without stereotyping
- promote attitudes, values and ethics that will challenge racist and other discriminatory behaviour or prejudice
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other religions, values, and ethics in the Curriculum for Wales Framework
- seek to involve all parents / carers in supporting their child's education
- encourage classroom and staffroom discussion of equity and equality issues which reflect on social stereotypes, expectations, and the impact on learning
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users 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 **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

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

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. 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
 - c. 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 persons who share a relevant protected characteristic and persons who do not.

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

- The local authority equality objectives identified in **Appendix 2**
- views expressed by stakeholders who have been involved in the development of the plan
- issues arising as a result of an analysis of pupil information / progress

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) 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 will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

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

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan annually, as part of its Annual Report to Parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- 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 Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents (link available within the Files section of the 'Addysg Powys Education' network on Hwb)
- supporting the work of ancillary or support staff and encouraging 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 the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through 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 e.g. 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 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 a questionnaire to determine equality issues. 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 groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress information relating to different groups
- children and young people's views are actively sought and incorporated in a way that values their contribution
- information about how different groups access the school's curriculum and how they make choices between disciplines
- sports and activities choices of all groups
- uptake of enrichment activities by group
- exclusions data analysed by group
- 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 considered when we set priorities.

Stakeholders	Collaboration and consultation through:
Pupils	<ul style="list-style-type: none"> • School council • ECO Council • Listening to Learners • Class discussions
Parents	<ul style="list-style-type: none"> • Questionnaire and comments • 'Open Door' policy • Parent consultations • Direct contact with individual parents verbally or written • Discussions at IEP reviews/TAC meetings/LAC meetings • Contact with parent governors
Staff	<ul style="list-style-type: none"> • Daily contact / discussion • Staff meetings • Lesson observations • Learning walks • Performance management meetings • 'Open door' policy
Governors	<ul style="list-style-type: none"> • Governing Body meetings • Sub-committee meetings • Regular contact with Governors: visits, telephone, email etc
Local Authority	<ul style="list-style-type: none"> • Annual review of school's performance with SI officers • Reports following visits by LA officers • Head teacher meeting discussions
Wider community	<ul style="list-style-type: none"> • Contact with those who hire the school • Attendance at school events e.g. coffee mornings, fetes concerts etc • School visits
Social Services	<ul style="list-style-type: none"> • Contact via school visits, review meetings • LAC review meetings, CP meetings, TAC meetings
Powys Health Board	<ul style="list-style-type: none"> • Contact with school nurse • Regular contact with physiotherapists, occupational therapists • Contact with SaLT
Other	<ul style="list-style-type: none"> • Accreditation visits – healthy schools, EC schools, Sports Wales • Comments form visiting groups e.g. theatres, ministers etc • Collaborative working forms

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Continue to ensure that all pupils achieve their potential and facilitate their 'right to be the best that they can be'. (Article 29 – UNCRC)
2. Close the attainment gap by raising standards of vulnerable groups of learners (FSM, BESD, CLA, ASD, ALN)
3. Provide relevant training to all staff and Governors on Equality Plan and to all stakeholders on equality issues and the protected characteristics, including radicalisation.
4. Provide training for staff on issues faced by Refugees and best practice in supporting the families (EYST).

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We have action plans covering all relevant protected characteristics (**Appendix 3**). 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 its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to parents / carers.

All information collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

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

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

The review of the Equality Plan 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 evidence based - using information that the school has gathered and analysed
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our Equality Plan every four years.

Ysgol Bro Tawe

Equality Plan 2021–2025

Appendices

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Protected Characteristics under the Equality Act 2010

- **Age***
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Local Authority Equality Objectives

The Council has developed seven Equality Objectives, the first of which relates to education

Objective 1 - 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.

Powys 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 special 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 CLA Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Use of TYFU to record support and share information with parents / carers
- Monitor the performance of vulnerable groups, identifying any underperformance and signpost to good practice

Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues
- Develop and embed a whole-school approach for emotional and mental wellbeing as outlined in the Welsh Government's statutory Framework (2021) and Powys' Mental Health and Emotional Well-being Policy (2022). Include links to WG Framework and Powys Policy?

Ysgol Bro Tawe Equality Plan 2021–2025 Equality Objectives and Action Plans

<p>Equality Objective 1</p> <p>1. Continue to ensure that all pupils achieve their potential and facilitate their 'right to be the best that they can be'. (Article 29 – UNCRC)</p>
<p>Our Research: School tracking system, data analysis, target setting data, listening to learners, LA annual review, lesson evaluations, monitoring of standards, stakeholder questionnaires, Estyn inspection report, Area learning Team reports, WAG Personalised Assessment Reports.</p>
<p>Information from Engagement:</p> <ul style="list-style-type: none"> • <i>Continue to reduce gap between family and school attainment</i> • <i>Data analysis recognises that no groups are disadvantaged e.g. FSM data</i> • <i>Behaviour management strategies to proactively manage behaviour which impinges on learning for individuals or for others</i> • <i>Provide support for learners and families following the Covid-19 pandemic.</i>
<p>Data Development:</p> <ul style="list-style-type: none"> • 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 • Consistent positive comments from visitors regarding our inclusive ethos
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> • Differentiation consistently used across the whole age range • Secured system for pupil individual target setting deployed consistently across the school. • Positive Behaviour strategies are well embedded in the school.
<p>Actions:</p>

	Description	Lead Responsibility	Resource Implications	Start date	Review date
1.1	Annual review of school aims and vision to ensure they focus on raising pupil outcomes for all pupils	HT/SLT/All Staff	n/a	Autumn 2021	Annually
1.2	Data analysis by all staff to support targeting support for individual learners. Identification of trends.	HT/SLT	Ensure tracking system is up-to-date to allow accurate analysis.	Autumn 2021	Annually
1.3	Differentiation by task to be developed by all staff, evidenced in planning and work scrutiny and through listening to learners	All staff		Autumn 2021	Termly through Monitoring activities
1.4	Further embed the 4 purposes of the curriculum <ul style="list-style-type: none"> • Ambitious, capable learners who are ready to learn throughout their lives. • Enterprising, creative contributors who are ready to play a full part in life and work. • Ethical, informed citizens who are ready to be citizens of Wales and the world. • Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. 	All staff	Funding from WG Grants to allow staff to access all relevant training needs and collaborative working.	Autumn 2021	Annually

Equality Objective 2

Close the attainment gap by raising standards of vulnerable groups of learners (FSM, BESD, CLA, ASD, ALN)

Our Research:

All identified learners to make good progress and achieve their predicted targets. (WAG Personalised Assessment Data & Teacher Assessment)

Information from Engagement:

Achievement data analysed by protected characteristics

Data Development:

- Continue to use tracking system with increased consistency in use by staff

- To use one page pupil profiles to support learners' learning and to reflect 'pupil voice'
- To ensure all learners have individual SMART targets.
- Differentiation consistency in lessons to address needs of individuals at all levels of ability
- To use Thrive to profile groups and individuals to monitor the progress of social and emotional development

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

- 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 Children Looked After are of good quality, ensuring effective use of the CLA Pupil Deprivation Grant
- Further embed the Person Centred Planning approach to ensure pupils with additional learning needs have appropriate targets for improvement
- Monitor the performance of vulnerable groups, identifying any underperformance and signpost to good practice

Actions:					
	Description	Lead Responsibility	Resource Implications	Start date	Review date
1.1	Use person Centred Planning approach to ensure pupils with additional learning needs have appropriate targets for improvement	J Williams		Autumn Term 2021	Termly
1.2	To build capacity for ELSA provision through the training of another ELSA	J Williams	ELSA Training	Autumn 2022	Termly
1.4	To develop an understanding of Attachment Issues and implement suggested strategies as applicable to support pupils with emotional difficulties	B. Evans J Williams	Partnership working with outside agencies including Western Bay Adoption	Autumn Term 2021	Annually

1.5	To continue to provide good quality experiences for vulnerable pupils through the PDG funding.	B Evan	Careful Budgeting of PDG	Autumn 2021	Termly
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Equality Objective 3

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

Provide relevant training for staff on issues faced by Refugees and best practice in supporting the families (EYST).

Our Research:

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

Information from Engagement:

- All staff to undertake Prevent training at least every 3 years.
- To ensure new staff undertake prevent and safeguarding 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	Lead Responsibility	Resource Implications	Start date	Review date
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.	BE / JW		Summer Term 2021	Annual
1.2	Agenda equalities as part of school council work relating it to policy development	J Williams		Summer Term 2021	Annual

1.3	Raise equalities issue as discussion in circle time sessions and/or Q &A session with head	All Staff		Summer Term 2021	Ongoing
1.4	Provide radicalisation training for governors and staff. Review and adopt policy. Stakeholders to complete online PREVENT training on The Home Office website	BE	Online training	Ongoing	Annually
1.4	To continue to embed UNCRC principles "Rights for All" so that the school community understands the importance of equality	J Williams		Ongoing	Annually

School Accessibility Plan

Please click on the link below to view our Accessibility Plan

[Ysgol Bro Tawe Accessibility Plan](#)