



Nant Celyn Primary School
Ysgol Gynradd Nant Celyn

Strategic Equalities Plan
2025-2028

**This Policy was adopted/updated by the
Governing Body of
Nant Celyn Primary School:**

Headteacher:	Ms Keri Smith
Chair of Governors:	K Andrews
Link Governor:	Kim Andrews
Co-ordinator:	Ms Keri Smith
Date:	03.07.25
Signed (Chair of Governors):	
Date:	03.07.25

Strategic Equalities Plan			
Date	Review Date	Coordinator / Link Governor	Current Policy Committee
July 2025	July 2028	Keri Smith HT	Full Governing Body

Strategic Equality Plan Policy Statement

1. Our School

Nant Celyn of Primary School is 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 of pupils will be monitored and we will use this data 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We are aware that there are pupils in every class who will grow up to be Lesbian, Gay, Bisexual or Transgender (LGBT) and that there will be parents, staff and other members of the school community who are LGBT. All of these people, their faiths, cultures, communities and languages Nant Celyn values equally.

2. Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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. Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic (as defined by the Equalities Act 2010) and persons who do not share it

We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are to:

1. To authentically cover diverse topics and promote anti-racism through the school curriculum.
2. To ensure that there is equity between split parents/families.
3. To challenge bullying throughout Nant Celyn.

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

4. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services

5. Equalities Summary Statement

Nant Celyn Primary School aims to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LEA to help actions to combat hate crime across the City.

6. Responsibilities

Leadership and Management Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, e.g. "Anti-Bullying Policy", "Harassment Policy" etc. and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is **Ms Keri Smith**. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded, analysed within the school and sent to the LA termly.

The Equal Opportunities Co-ordinator is **Ms Keri Smith**.

The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

7. Information gathering and Engagement

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 assessments 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 about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

We regularly consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We are blessed with a very diverse school community and through our regular contact with parents, school council and staff we have been able to inform this Strategic Equality Plan.

We have also been mindful of national and regional priorities in Education when setting our objectives and our own Equality Data and information has been key when setting attainment targets. Where we found we had gaps in data that has formed improvement targets around the collection of data.

We also sought advice from our Governing body and LA both of which are made up of diverse communities. People from a diverse range of Ages, Genders, Ethnicities, Religions or Beliefs and Sexual Orientations were involved in the production of this document.

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and is communicated to parents via Group Ed. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

We will report and annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality 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.

Based on the above, we will review the Plan and republish when necessary, but not less than annually with a full review not less than four yearly.

Strategic Equality Action Plan 2025-28

Nant Celyn of Primary School Strategic Equality Plan 2025-28

Objective 1: Promote racial equity and embed anti-racist practice across all aspects of school life in alignment with DARPL and the Welsh Government’s Anti-Racist Wales Action Plan.

Rationale: As a school committed to equity, inclusion, and social justice, we recognise the need to actively challenge racism and promote a culture of belonging for all learners, staff, and families. This priority supports the Welsh Government’s vision for an anti-racist Wales by 2030 and aligns with the Curriculum for Wales' emphasis on ethical, informed citizens of Wales and the world.

Objectives	Success Criteria	Persons responsible	Timescale	Monitoring
<p>1. Leadership & Governance: Ensure school leadership demonstrates a clear commitment to anti-racism through policy, practice, and strategic planning.</p> <p>2. Professional Learning: Engage all staff in high-quality, ongoing anti-racist professional learning through DARPL resources and partnerships.</p> <p>3. Curriculum & Pedagogy: Embed diverse, inclusive, and anti-racist content across the curriculum, ensuring representation of Black, Asian and Minority</p>	<ul style="list-style-type: none"> ● Cluster Leads completed Anti-racist training leading to a commonality of programme across whole cluster ● All staff complete DARPL-aligned anti-racist training annually. ● Curriculum audits show increased representation and inclusive content. ● Pupil surveys indicate a sense of belonging and safety across all ethnic groups. 	<p>Keri Smith – HT Kim Andrews - CoG</p>	<p>September 2025</p>	<p>Progress will be reviewed termly by the senior leadership team and governing body, with annual reporting to stakeholders.</p>

<p>Ethnic histories, cultures, and contributions.</p> <p>4. Pupil Voice & Wellbeing: Create safe spaces for learners to explore identity, challenge discrimination, and express their experiences and ideas.</p> <p>5. Community Engagement: Strengthen relationships with families and community members from diverse backgrounds, ensuring their voices shape school improvement.</p> <p>6. Cluster focus: Cwmbran High Cluster HTs to complete initial training in 25-26 and roll programme of work out across all schools</p> <p>7. Monitoring & Accountability: Collect and analyse data on race and ethnicity to identify disparities, inform action, and measure progress.</p>	<ul style="list-style-type: none"> • Engagement with families from diverse backgrounds increases year-on-year. • Racial incidents are recorded, addressed, and used to inform preventative strategies. • Cynefin Steering Group and Pupil Council established and embedded within the life of the school 			
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Objective 2: Develop and Embed Low Arousal Learning Environments to Support Emotional Regulation and Inclusive Practice

Rationale: To enhance the emotional well-being and engagement of all pupils—particularly those with ALN, sensory sensitivities, or anxiety—by fostering calm, predictable, and sensory-considerate classrooms. This supports readiness to learn, reduces behavioural incidents, and promotes a safe and inclusive school culture.

Objectives	Success Criteria	Persons responsible	Timescale	Monitoring
<p>1. Staff research project on the impact of low arousal environments</p> <p>2. Audit current learning environments to identify sensory stressors and opportunities for calming adaptations.</p> <p>3. Provide staff CPD on low arousal principles, co-regulation strategies, and the neuroscience of stress and behaviour.</p> <p>4. Co-produce classroom design guidance with ALNCo and pupils with lived experience.</p> <p>5. Establish calming spaces or sensory regulation zones in key areas of the school.</p> <p>6. Regularly review implementation and gather pupil, parent, and staff voice.</p>	<p>- All classrooms reflect consistent visual and environmental strategies that reduce overstimulation (e.g. soft lighting, clear displays, clutter-free spaces).</p> <p>- Staff trained and confident in low arousal approaches, including de-escalation, trauma-informed practice, and sensory support.</p> <p>- Pupil feedback reflects increased feelings of safety, calm, and belonging.</p> <p>- Reduction in behaviour incidents linked to dysregulation or environmental triggers.</p>	<p>Sam Evans – P2 Lead Jess DT – P3 Lead Angela Edwards - ALNCo</p>	<p>October 2025</p>	<p>Termly learning walk</p> <p>Wellbeing survey results</p> <p>Teacher feedback</p>

Objective 3: Develop the school as a Community Focused School through a collaborative cluster approach to reduce barriers to learning, promote equity, and strengthen partnerships with families and the wider community.

Rationale: Community Focused Schools are central to tackling inequality and supporting the well-being of all learners. By adopting a cluster-based model—working in partnership with other local schools, early years settings, and secondary providers—we can share resources, align strategies, and provide consistent, high-quality support across the community. This approach supports the Welsh Government’s vision for equity, inclusion, and the Well-being of Future Generations.

Objectives	Success Criteria	Persons responsible	Timescale	Monitoring
<ol style="list-style-type: none"> 1. Cluster Collaboration: Work jointly with cluster schools to develop shared priorities, pool expertise, and coordinate services that meet the needs of all families across the area. 2. Family Engagement & Support: Strengthen relationships with families through inclusive communication, shared events, and targeted support services delivered at both school and cluster level. 3. Multi-Agency Partnerships: Collaborate with local health, social care, and third-sector organisations across the cluster to provide wraparound support and early intervention. 	<ul style="list-style-type: none"> • Joint action plans and shared outcomes developed across the cluster. • Increased family participation in cluster-wide events and services. • Regular multi-agency meetings coordinated across the cluster to support vulnerable families. • Positive feedback from families on accessibility, communication, and support. • Evidence of improved learner engagement and well-being across all schools in the cluster. 	<p>Keri Smith – HT Hannah Jones – CFS Lead</p>		<p>Progress will be reviewed termly by the school’s senior leadership team in collaboration with cluster leads and community partners. An annual evaluation will involve input from families, staff, and external agencies across the cluster.</p>

<p>4. Extended Services & Access: Offer accessible facilities and services beyond the school day, including parenting programmes, adult learning, and community events—delivered in partnership across the cluster.</p> <p>5. Equity in Participation: Identify and remove barriers that prevent families from engaging with schools, ensuring inclusive access to services and opportunities across the cluster.</p> <p>6. Learner Voice & Belonging: Empower pupils to contribute to community and cluster-wide initiatives, fostering pride, inclusion, and a sense of shared identity.</p>	<ul style="list-style-type: none"> • Community facilities used regularly by families and partners across the cluster. 			
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Objective 3: Ensure parity of access, voice, and engagement for separated parents and carers, recognising diverse family structures and upholding the rights of all legal guardians.

Rationale: In line with the Equality Act 2010 and the Welsh Government’s commitment to inclusive education, it is essential that schools recognise and support the needs of separated parents. Children thrive when all significant adults in their lives are respected, informed, and included. This priority seeks to ensure that no parent or carer is disadvantaged due to family breakdown, and that all children benefit from equitable support and communication.

Objectives	Success Criteria	Persons responsible	Timescale	Monitoring
<p>1. Inclusive Communication: Ensure that both parents/carers with parental responsibility receive timely, equal access to school communications, reports, and invitations to events.</p> <p>2. Staff Awareness & Training: Provide training for staff on the legal rights of separated parents and inclusive practices that avoid assumptions about family structures.</p> <p>3. Policy & Practice Review: Audit and update school policies and procedures to reflect inclusive language and practices that support separated and blended families.</p> <p>4. Pupil Wellbeing: Support children from separated</p>	<ul style="list-style-type: none"> • School communication systems allow for dual contact entries and equitable information sharing. • Staff demonstrate confidence in handling queries from separated parents with fairness and professionalism. • Policies reflect inclusive language and are reviewed annually. • Feedback from separated parents indicates improved access, inclusion, and satisfaction. • Children from separated families 	<p>Dean Davies - DHT Anna Richards - SSSO</p>	<p>September 2025</p>	<p>Progress will be reviewed biannually by the senior leadership team and governing body. Feedback will be gathered from parents and carers through surveys and informal consultation.</p>

<p>families with sensitivity, ensuring their emotional needs are recognised and met in a non-judgmental environment.</p> <p>5. Conflict Sensitivity: Develop clear protocols for managing situations where parental conflict may impact school engagement, prioritising the child's best interests while upholding legal responsibilities.</p>	<p>report feeling supported and understood.</p>			
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