Objective 1 - Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences, understanding how prejudice and stereotyping may affect individuals or groups

Evidence- Questionnaires/ Survey results, Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Results

Protected Characteristic-

- **Race**
- **Religion and Belief**
- **All other protected characteristics with regards to procedures for dealing with incidents**

Quantitative Target- All members of the school community feel safe and valued and that there is a common understanding of a zero tolerance of racist bullying or discrimination.

Actions *What is it we want to do?*	Outcome – What will success look like?	Resources / External support / Professional learning	Time Scale	Monitoring / Responsibility *Who is monitoring the action? When? How?*	Actual Outcomes
Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype	Increased staff awareness of Anti-Racism, stereotypes and prejudice	Professional learning for those working in education to develop an understanding and development of anti-racist practice	September - July	Planning reviews Learning walks Listening to learners Professional discussions	

		Courses - DARPL			
Complete and distribute Anti Racism Survey to schools in the Cluster	Gather information to analyse a baseline of current knowledge	https://forms.office.com/e/abcChPvdgh -	September 2023 March 2024	Data analysed from Survey to create action	
Create open and honest discussions around Anti Racism with Senior Leaders	"Honest Conversations" involving Senior Leaders surrounding the topic of Anti Racism	Anti Racist Action Plan- Anti-Racist Wales Action Plan (gov.wales)	September 2023	SLT Meetings HT Meetings	Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity – September 2023
Develop an Anti-Racist Cluster Vision (Diversify/ Decolonise)	Cluster vision to be established and become part of the school's curriculum in all cluster schools	Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working	March 2024	SLT Curriculum Leads	Summer-Cluster vision to be completed / finalised – SLT's

		Group- black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf (gov.wales)			
Provide age-appropriate Classroom Workshops for all children within the Cluster	All children within the cluster have experienced a workshop on the topic of Anti Racism and stereotyping	Show Racism the Red Card Workshops No Boundaries Workshops Black Curriculum	**2024-2025**	SLT Curriculum Leads Class teachers	All children to have participated in Anti Racism / stereotyping workshops Racist incident may increase after workshops as understanding will be greater
Participate in a Gwent Education Minority Service – GEMS Project	For all schools to have taken part in a project delivered by GEMS team	https://www.newport.gov.uk/en/Schools-Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx	2024-2025	Curriculum Leads to contact GEMS and book a project	

| Objective 2 - All stakeholders will work to eliminate the disadvantage and barriers that make it hard for people to access the same opportunities as everyone else. |
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| Evidence- questionnaires of all stakeholders, pupil voice during lessons and learner voice teams, individual school data, including attendance and performance. |
| Protected Characteristic-

• Sex
• Age
• All relevant protected characteristics |
| Quantitative Target: All learners and young people to have the same opportunities regardless of protected characteristic. |

Actions *What is it we want to do?*	Outcome – What will success look like?	Resources / External support / Professional learning	Timescale	Monitoring / Responsibility/ *Who is monitoring the action? When? How?*	Actual Outcomes
Raise attainment of identified groups of learners through tracking data of all groups of learners including FSM and low attendees, to	Increase 100% staff awareness of barriers to learning	Interventions for Numeracy, Literacy & Wellbeing for identified pupils.	October 23- July 24	TIS/Thrive trained staff Interventions co-ordinator & SLT	

address any gaps in attainment and put in place any appropriate interventions to aid those pupils.	and what needs to be addressed. Reduce gaps in attainment and attendance between pupils from protected groups.	Nurture provision and classes ACE awareness training		Governor Performance & Improvement committee BITS (Behaviour Intervention Team)	
Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.	Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)	Parent/carer questionnaires to identify workshops needed to support their children.	October 23- July 24 Reviewed annually	Attendance Officer/Family Engagement Officers	
Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.	Raise aspirations of pupils through encouraging them to believe in themselves and their ability to influence their own future.	Pupil questionnaire results for SEP stakeholder Consultation. Visitors to raise aspirations of pupils including past pupils.	October 23- on going reviewed annually	SLT Learning teams	
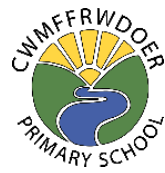
		School & Eco Council and learning teams to write to local industry.			

Objective 3 - Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.
Evidence- Training records, School policies, stakeholder survey results
Protected Characteristic- Religion, Race, Sex, Gender re-assignment plus All relevant protected characteristics
Quantitative Target : All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse.

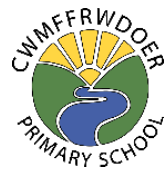| Actions *What is it we want to do?*	Outcome – What will success look like?	Resources / External support / Professional learning	Timescale	Monitoring / Responsibility/ *Who is monitoring the action? When? How?*	Actual Outcomes
Issue a daily message about respecting others covering all protective characteristics.	Annual Assembly program highlighting topics of inclusivity and equality.	Thought for the day resource pack Assembly resources PSE SOL	Ongoing from September 2023	SLT Wellbeing lead / PSE lead T & L Review / Pastoral reviews Learning walks PSE lead / Wellbeing Co-ordinator	

				Assembly observations	
To use restorative processes to build and embed positive relationships throughout the cluster.	All stakeholders within the cluster to use RA approaches to behaviour management	Restorative approaches paperwork	Secondary Phase – Ongoing from September 2023. Primary Phase -	SLT wellbeing lead / SLT behaviour lead T & L Review Learning walks Pupil voice	
Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.	Clear understanding by all stakeholders of the term 'Bullying' to ensure there is accurate recording	LA training session with Allison Dally	Ongoing from November 2023	SLT wellbeing lead / SLT behaviour lead Anti – bullying policy	Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying
Record, monitor and report bullying incidents relating to race, disability, homophobia, transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based	Accurate records of all incidents reported to the LA on a termly basis.	LA Anti – Bullying proforma SIMS In school records	Termly	SLT wellbeing lead	

incidences of bullying ensuring consistency and rigour.					
Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society. https://www.unicef.org.uk/rights-respecting-schools/	Rights respecting school award achieved	Unicef resources	November 2023 – July 2025	SLT Wellbeing lead / PSE lead Assembly program PSE resources Pupil voice Learning walks	
Professional Learning VAWDASV in an attempt to raise awareness and spot signs of violence against women.	All staff to complete the required training resulting in raised awareness	LA online training package	September 2023 - 2025	SLT wellbeing lead / DSO Individual school Staff training records	
Development of a cluster Anti bullying project / joint school council project	Successful cluster project linked to children's rights developed and implemented	(Will be identified at the time of implementation)	September 2024-25	SLT wellbeing lead / Transition lead School council notes	

				Listening to learners	
Regular follow up observations and listening to learners' activities to assess impact.	Clear program of listening to learners' activities with clear actions implemented into future projects	Online survey packages	Ongoing	SLT wellbeing lead. Survey results Results of listening to learner activities	

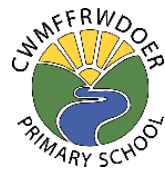| Objective 4: All stakeholders will value and recognise the contributions of everyone and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. |
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| Evidence: All stakeholder questionnaires, bullying logs, Torfaen anti -bullying questionnaires, SHRN survey, PASS survey |
| Protected Characteristics: Sexual Orientation. Gender reassignment. Sex |
| Quantitative Targets: All Learners and young people recognise that they are valued, listened to and that their opinions and views are important and are taken account of when decisions are being made. |
| Rationale HAVE we got any data on numbers of homophobic / sexist bullying incidents in the comp? We have had 1 in BHVC. |

Actions *What is it we want to do?*	Outcome *What should success look like?*	Resources / External support/ Professional Learning	Timescale	Monitoring / Responsibilities *Who is monitoring the action? When? How?*	Actual outcomes
Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour. Ensure lead staff in all schools have an understanding of	All staff in cluster schools. Wellbeing / Pastoral Leads for each school.	Ian Timbrell / Stonewall training Children in Wales training	Training cost. Training cost.	SLT Wellbeing lead All staff Headteacher	

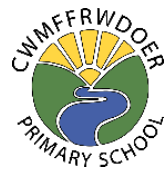|				SLT	
transgender young people and are able to offer effective support. Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to represent their own families (books, dolls). Audit curriculum resources to ensure contributions of LGBTQ+ people are recognised, e.g. Alan Turing. Gather, and report to all governors, cluster data on incidents of bullying linked to gender or stereotyping, sharing	Department / AoLE Leads. Curriculum Leads. Headteachers.	Practice sharing across cluster. Practice sharing across cluster. N/A	Books. Age-appropriate resources. Dolls / figurines for primary and SNRB. Release time for leads. Books. Useful websites. Release time for leads. SIMS	SLT ALNCO All Staff PSE/Wellbeing lead	

actions taken and adjusting the curriculum to address emerging themes.				Wellbeing lead Pupil voice	

Objective 5: To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.
Evidence: Annual site visits and reports. Duty of care programme.
Protected Characteristics; Age. Disability
Quantitative Targets: All school sites accessible

Actions What is it we want to do?	Outcome *What should success look like?*	Resources / External support/ Professional Learning	Timescale	Monitoring / Responsibilities *Who is monitoring the action? When? How?*	Actual outcomes
Develop a cluster approach to universal provision, acknowledging the differences and documenting these in a cluster provision overview to aid transition. Audit school buildings for accessibility.	ALNCos SLT members and pupils – travelling across all 4 school sites.	Support from Gareth Edwards (ALN Team) LA Health & Safety Officer to provide input.	Spring 2024 Release time for ALNCos.		

			Transport between sites.		