



CYFLAWN I **TEGWCH** A RHAGORIAETH
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EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED** **WELLBEING** FOR ALL

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL EDUCATION AND INCLUSION SERVICES DIRECTORATE

LLANHARI PRIMARY SCHOOL SCHOOL STRATEGIC EQUALITY PLAN 2023-2026



Date of approval by the governing body: 5th December 2023

Date of annual review: Autumn term 2024

Date of full review: Autumn term 2026

LLANHARI PRIMARY SCHOOL STRATEGIC EQUALITY PLAN 2023-2026

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THE FOREWORD

At Llanhari Primary school we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 – 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Emma Coates
HEADTEACHER

Colin Lewis
CHAIR OF GOVERNORS



1. INTRODUCTION

In Llanhari Primary School, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

At Llanhari Primary School we aim to provide a wide range of enriching learning experiences, along with the support and guidance that an individual needs to reach their potential. We aim to foster a love of learning that is lifelong enabling our children to become Healthy Confident Individuals, Ethical Informed Citizens, Ambitious Capable Learners and Enterprising Creative Contributors.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity. Our school values were decided by all stakeholders and are: **HAPPINESS-PERSISTENCE-INDEPENDENCE-KINDNESS-CONFIDENCE-RESPECT**

Llanhari Primary School ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellence in Education and enhanced wellbeing for all.'

2. Our School Context

Our school is an English-medium all-age (3-16) comprehensive school in an area of Llanharry. There are 170 learners on roll, including 70 in the Foundation phase

and 100 in key stage 2. In total, around 34% of learners are eligible for free school meals. Approximately 12% of learners have an additional learning need. Around 3% of pupils have statements of special educational needs. The school has a diverse population, and approximately 5% of pupils come from a minority ethnic background and speak English as an additional language. All pupils are taught through the medium of English, with Welsh taught as a second language

As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

3. INTEGRATING EQUALITY INTO STATUTORY AND NON-STATUTORY POLICIES

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the: Pupil Discipline/Anti-Bullying Policy; SEN/ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

4. AIMS OF THE STRATEGIC EQUALITY PLAN

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

5. EQUALITY ACT (2010) AND PUBLIC SECTOR EQUALITY DUTIES IN WALES

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act,
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

6. ROLES AND RESPONSIBILITIES

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of 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; and
- ensures that no individual 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/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- implementing the school's Strategic 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 Strategic Equality Plan and Equality Objectives;
- ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
- ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility.

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 local authority and school's policies, e.g., reporting of racial incidents; and
- supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. ENGAGEMENT

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- an analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- learner voice activities and school council feedback;
- an analysis of school complaints;
- feedback provided from parental consultation events and workshops;
- feedback from annual review processes; and
- outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

8. DATA ANALYSIS AND EVALUATION

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. The school has undertaken a deep dive evaluation into 'What do we mean by Equity in education at Llanhari Primary', using the 'Enabling Equity and Excellence Toolkit' provided by Central South Consortium. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- an analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate;
- engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- data on the recruitment, development and retention of employees; and an
- evaluation of historical actions and outcomes in relation to equality.

9. EQUALITY IMPACT ASSESSMENTS

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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 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 Strategic Equality Plan itself

10. STAFF PROFESSIONAL LEARNING

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

11. EQUALITY OBJECTIVES

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM etc). A detailed self-evaluation has been carried out using the CSC toolkit 'Enabling Excellence and Excellence', evaluating 'What do we mean by Equity in education'.

Please see Appendix 1 for the details of the Strategic Equality Plan for 2023-2026 and the Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities. The Strategic Education Plan covers all the relevant protected characteristics as defined by the Equality Act (2010).

The actions detailed in Strategic Equality Plan are aligned with our School Improvement/ or school development Plan and both plans are cross referenced so that they are inextricably linked.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;

- expected impact and indicators of achievement (success criteria);
- clear timescales;
- lead responsibilities for identified actions;
- resource implications; and
- specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

12. GENDER PAY OBJECTIVE

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

13. PUBLISHING AND MONITORING RESULTS

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

14. STRATEGIC LEADERSHIP

The lead for the Strategic Equality Plan in Llanhari Primary School is Emma Coates

Further information can also be provided by the headteacher if required.

Appendix 1:

Llanhari Primary School STRATEGIC EQUALITY PLAN FOR 2023-2026

Date of Issue:	Autumn 2023
First review of the Strategic Equality Plan:	Autumn 2024
Formal review of Strategic Equality Plan:	Summer 2026

Equality Objective 1 RACE

a) To raise awareness and understanding of DARPL

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc) – see below

Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)

How does your school know and respond to the diversity of your learners?

How do we know?

We have a wide range of information that ensures we know the diversity and needs of our learners.

Our on-entry information consists of meetings with parents as part of pre-school transition, often in the home as well as in school. Throughout the school year all parents have access to parents' evenings and reports. All pupils are sent a 'permission' booklet at the start of each year to gather information about, not only permissions but also needs and relevant background information.

Our assessment plan ensures we gather information on pupils' diversity in terms of academic and social achievement regularly throughout the year. These are complimented by pupil progress meetings to ensure all our vulnerable groups are catered for and make progress.

How do we respond?

We have developed an inclusive curriculum and pupils are accepting of pupil differences. Our RSE/RE scheme of work, Jigsaw programme and our school values lessons all promote diversity and give opportunities for discussion. We have accessed outside support to deliver some aspects of the curriculum, in particular the 'Spectrum' workshops.

We provide additional support to our learners internally through nurture, ELSA, Pyramid Club. Externally we have accessed Eye to Eye counselling and SHINE.

We also seek advice and additional support from external agencies, e.g. We had support from the Diversity and inclusion manager (Melanie Warburton) regarding transgender pupils.

Staff have attended training to meet the changing diversity needs of the school e.g., Staff have attended gender equality training.

Staff are undertaking action research on a range of challenges that face our learners. For example, some staff are investigating dyslexia and others looking at the ASD classroom environment

Further data required in future

Staff to attend DARPL training 2023/24 and for this to be included in the SDP target 'Cross curricular themes 2023/24

Success criteria

- Staff have an understanding of the principles of DARPL
- Ensure the DARPL principles are woven into the curriculum

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Staff to undertake training	No cost	EC	Autumn 2023	Summer 2024
1.2	Head Teacher/SMT to attend DARPL conference	Supply cost (1 day) PL grant	EC	November 2023	
1.3	Links with School Beat Officer to deliver anti Racism assemblies	No cost	EC	Autumn 2023	Summer 2024
1.4	Audit current curriculum to ensure experiences are woven in that support DARPL principles	Supply cost (1 day) PL grant	EC	Spring 2024	Summer 2024
1.5	Purchase a range of resources (reading books) to promote diversity and race		TMB	Autumn 2023	

Equality Objective 2 – all characteristics

Ensuring Pupil progress for all using formal assessments

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc) – see below**Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data analysis)**

What information does your school gather about learners so that all staff can accept, understand and attend to all learners' physical, social, linguistic, cognitive, and academic differences?

Our school gathers a wide range of data to ensure we accept, understand, and attend to all learners needs. This builds on from the previous section on data and information. Information is gathered on all pupils and additional information and assessments carried out on learners in need of additional support e.g. Boxall Profiles. We develop one-page profiles with pupils, ensuring we understand their needs. IEP's and IDP's are developed with all stakeholders involved with the child. We also liaise closely with a range of external agencies.

Physical:

Foundation Phase observations regularly assess pupils' physical development and learning is adjusted to cater for differing needs, this ensures staffs understanding of needs. For example, in Foundation Phase individual progress books are kept for each child, with one in depth individual observation per half term, which include information about all areas of development. Individual targets are generated from these observations, and activities tailored to individual needs. These support daily observations. We develop intimate care plans for those learners in need of support for toileting and changing. These are completed in partnership with parents. We work closely with Occupational Therapy to implement any physiotherapy plans they may suggest. All pupils are baselined on entry to Reception.

Social:

All pupils complete our school 'wellbeing' questionnaire, which identifies any areas they would like to improve on and undertake PERMA assessments. Wellbeing is also tracked via Taith 360.

Those children we think may need additional support following these assessments or by teacher referral can access a range of support – Nurture, ELSA, Lego therapy, Thrive, Shine. Additional assessment such as BOXALL are carried out on these pupils.

Linguistic:

Staff have a good understanding of the needs of our EAL pupils and carry out EAL assessments on pupils, adjusting learning accordingly.

We gather a range of information on all pupils to ascertain their linguistic ability. Wellcomm, Language Links and Phonics Screeners are carried out with all pupils and information shared with all Foundation Phase Staff. Pupils in need of support then access the relevant programmes, often delivered by support staff who also undertake assessments – ensuring they have a sound understanding of the pupils needs. PECs assessments and programme is delivered to those pupils with very poor communication and all staff have received training.

Cognitive:

We have a range of assessments in our Assessment Plan for all pupils. For example, CAT tests are carried out with all pupils in years 3 and 5. All pupils access regular reading tests and access interventions as needed – all pupils with reading ages more than 12 months behind access intervention support. We also use a Dyslexia screener to identify pupils that need additional focused support with reading and staff can then access the NESSY programme. All staff have also received dyslexia training from our educational psychologist.

Academic:

A wide range of data is collected on all pupils to ensure their needs are attended to. Termly tests include Salford Reading, Single Word Spelling, Puma maths. This information is used by staff to adjust learning and support. National literacy and numeracy test also add to the wealth of information collected.

These processes ensure staff understand, accept and can cater for the needs of our learners.

Further data required in future

Review current assessment timetable and processes at the end of the summer term 2023 and 2024

Success criteria

A clear assessment plan is in place highlighting quantitative data to be collected

Qualitative assessments are purposeful and support all learners development and school self evaluation

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Develop an annual assessment plan, ensuring data collected is purposeful and supports learner progression. Review it's impact at the end of the year.	No cost	TMB	Summer 2023	Summer 2024

1.2	Analyse data collected in the form of a report. Evaluate it's impact on teaching and learning at the end of the cycle.	No cost	TMB	Summer 2023	Summer 2024
1.3	Evaluate and track the progress of vulnerable pupils.	No cost	TMB	Summer 2023	Summer 2024

Equality Objective 3 (please link to protected characteristics)

Develop a whole school approach to anti bullying and a whole school relational policy.

Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc) – see below

Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data analysis)

How does your school increase participation and decrease exclusion from the curriculum?

The key to increasing and ensuring participation is listening to pupil voice. This is a particular strength in our school and is inclusive of all pupils.

Pupils are included in planning from a termly level down to the day-to-day planning. This is achieved through pupil planning exercises which allow pupils to suggest activities they would be interested in line with the 4 purposes and within a topic framework. Weekly, pupil progress meetings with a small group of pupils gather feedback on what the pupils thought of this week's activities (all pupils are included in these meetings over a few weeks), including what they liked and did not like.

Our new curriculum that we have designed for our learners, with their input, is providing exciting and engaging opportunities for learning for our learners. Pupil voice is also sought through L2L exercises and their involvement in our Senedd. Enrichment activities carried out as part of 'Wellbeing Wednesday' increase participation as feedback has shown that pupils enjoy this type of learning and look forward to the sessions. Our 'Showcase event' increase participation by giving a purpose and audience to learning.

Our positive approach to behaviour, including pupils in developing their own Class Charters and clear playtime expectations ensures engagement and participation in the classroom and playground. Parental involvement is also key to increasing participation and engagement. The school has achieved the Investors in Families diamond award – the highest level. Post covid, this level of engagement has continued with parent workshops provided on a range of curriculum topics, for example, workshops on the new curriculum, how we teach reading and phonics and how we teach mathematics.

How do we ensure equity?

Pupils access a differentiated curriculum that offers both support and challenge. Our SNSA support ensures access for our identified children to all experiences not just lessons in the classroom. For example, swimming lessons and trips.

Our nurture and ELSA provision supports our pupils in developing their social and emotional skills to ensure they are emotionally ready to access the curriculum provided. We also access the support of external services such as SHINE and Eye to Eye for specialist support for our most vulnerable learners.

Pupils with behavioural difficulties have positive handling plans and risk assessments. Staff know our children well and make reasonable adjustments to cater for their needs.

Staff support pupils in listening to learners' exercises. All pupils in years 2-6 are part of one of seven Senedd groups. Adjustments are made for pupils to access these groups in the form of additional adult support. These groups allow learners to present their views and influence practice in the school.

CPD for staff is also a key to ensuring equity through an understanding of pupil needs. Staff have undertaken ACE's training, Thrive and a range of behaviour support schemes.

Parents views were sought on the theme of the workshops they would like us to provide so we ensure we are catering for their needs as well. For example, parents wanted support on managing behaviours, so we have commissioned the support of our SHINE therapist to deliver this for them. We also provided a 'Cost of Living' fayre for them with a dozen providers showcasing their support for families, for example, The foodbank, Communities for work, Octopus energy.

Further data required in future

Continue to monitor the implementation of the new curriculum to ensure pupils remain engaged.

Develop a new relationship and behaviour policy

Success criteria				
Actions	Description	Lead Officer	Start Date	End Date
1.1	Revisit 'Anti-bullying' policy and ensure staff have a share understanding of the definitions and procedures.	EC	Autumn 2023	Summer 2024
1.2	Work with pupil to ensure a shared understanding of the definitions and support available	RE	Autumn 2023	Summer 2024
1.3	To undertake 'Anti-bullying' week as a whole school	RE	Autumn 2023	Summer 2024
1.4	Improve provision at playtimes through the establishment of playground leaders and activities.	EC	Autumn 2023	Summer 2024
1.5	Provide parent workshops on anti-bullying	EC	Autumn 2023	Summer 2024
1.6	Develop a whole school relational policy	RE	Autumn 2023	Summer 2024