

Cathays High School

Strategic Equality Plan

2024-25



Strategic Equality Plan agreed by Governors:

Peter Wong.... (Signed by Chair)

May 2024

Scheme due for review: May 2026

Contents of our Strategic Equality Plan (SEP)

Our school	3
Aims	3
Objectives and Action Plans	4
Scope	4
Equality Summary Statement	4
Responsibilities	5
Information gathering and Engagement	6
Publication and reporting	7
Monitor and Review	7
School Equality Objectives and Action Plan	9

Strategic Equality Plan Policy Statement

1. Our School

Cathays High school is situated in the Cathays area of Cardiff, serving pupils in years 7 to 13 (Key Stages 3-5). As of June 2023, we have 1170 pupils on roll. 549 of these pupils are female (47%) and 621 are male (53%).

41.4% of pupils are eligible for Free School Meals (FSM) and 7% of pupils are described as having Additional Learning Needs (ALN). [School IDP included]

The school is very ethnically diverse, with 72 languages (including dialects) spoken by pupils and their families, including Bengali, Farsi, French, Arabic, Portuguese, Panjabi and Urdu. 32% of pupils speak English as a first language, followed by 15% of pupils who speak Arabic as a first language, 11% who speak Bengali, and 6% who speak Somali.

Over three quarters of pupils (86%) are from Minority Ethnic backgrounds. 14% of pupils are White British, followed by 12% Bangladeshi, 10% Pakistani, 9% Arab and 6% Somali. 3% Czech and 1% Iraqi. 28% of pupils have English as an Additional Language (EAL Categories A-C only).

Pupils at Cathays High School hold various religious beliefs and practice many different religions. A majority are Muslim (58%). Other religions or beliefs represented in our school include: Christianity (21%), Hinduism (2%), Sikh (1%), Buddhism (1%), as well as those with no religious beliefs (15%). Other Religion is 2%, the remainder have either refused/not supplied.

We comply with the Local Authority Online Recruitment Policy and Procedure, which now monitors sexual orientation of staff. However, it does not yet provide adequate information to form a picture of our school. We are aware that we may have parents in same sex relationships and LGBT pupils; however, we have only collected this information for the last 4 years and do not have sufficient information for a complete picture of the school.

The school values equally all of these people, their faiths, cultures, communities and languages.

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 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.

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
3. Foster good relations between persons who share a protected characteristic 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

1. Reduce gaps in attainment and attendance of pupils from all protected groups.
2. Develop the curriculum to celebrate diversity and encourage a sense of 'cynffin'.
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

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 acting 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

At Cathays High School, we aim 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.

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 protected 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 LA to help to combat hate crime across the city.

6. Responsibilities

Leadership and Management

Commitment

The Governing Body and Leadership Team 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.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, e.g. "Anti-Bullying Policy", and that governors, staff, pupils, parents and guardians are informed.
- 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 through an annual evaluation.

The person with responsibility for dealing with reported incidents of unlawful discrimination the Assistant Headteacher in charge of Inclusion and Wellbeing. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded on SIMS, analysed within the school and sent to the LA termly.

The Equal Opportunities Co-ordinator is the Assistant Headteacher in charge of Inclusion and Wellbeing. The Equal Opportunities Coordinator ensures that the school regularly reviews and evaluates 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 examples 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 helping us decide 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 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.

8. Publication and Reporting

The school publishes the Strategic Equality Plan on our website and it is communicated to parents at parents' evenings and other events. 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 publish annually on the progress made on the action plan 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.

10. Opportunities in the curriculum.

There are a range of opportunities for students to learn about protective characteristics in PSHE, WBacc, assemblies and form periods. Year 7 PSHE focuses on positive relationships and generating an understanding that we are all different. There is also a RSE module in Year 7, 8 and 9. Lessons include body image, sexuality and respect for individuals.

Half termly topics for Years 7-9

Term 1 - RSE - Relationship and Feeling / Personal Safety, Care, Support and Wellbeing

Term 2 - Physical Health and Activity / Diet and Nutrition

Term 3 - Substance Misuse / Careers and Year 9 Local Charity Investigation

In Key Stage 4, students focus on healthy lifestyles, sexual health and feelings. There are also a number of opportunities through wellbeing tutorials where students discuss topical events such as the 'Pride' celebrations. PiXL 'Them and Us' resources also address issues such as stereotyping and racial discrimination.

PRIORITY: Reduce gaps in attainment and attendance between pupils from protected groups

<p>TARGETS:</p> <ol style="list-style-type: none"> To improve attendance and punctuality of Czech and Slovak Roma pupils to be in line with the school average. To improve attendance and punctuality of White British FSM students to be in line with the school average 	<p>LINK TO SDP: All staff Draft SDP 2023-24 (2023-26) - Google Docs IA2 - 2.1 Wellbeing</p>
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Actions	Lead Staff	Time scale	Success Criteria	REVIEW 1	END OF YEAR REVIEW 2024
To continue to use progress data, including the wellbeing survey, to plan individualized intervention packages to improve literacy for Czech and Slovak Roma students.	HOY team	Sept-Jul24	At least 70% of students from the CSR population are making strong progress against baseline data.	Interventions in all areas are now timetabled for all pupils. Next steps are to audit our intervention list for our CSR and analyze the impact of each intervention. At the next data point do an analysis of progress of students who are CSR in all subjects.	<p>MD saw 5 CSR students last year in KS3. All 5 became functionally literate between January and May last year and left the provision.</p> <p>100% of Czech students in last years' Year 11 achieved level 1</p> <p>50% achieved level 2 and level 2+. This is broadly in line with whole school figures and is more positive than previous years.</p>

<p>Continue to work with sport and family learning coordinators to design activities specifically designed to engage Czech and Slovak Roma pupils and track engagement.</p>	<p>EMW CRO</p>	<p>Sept-Jul24</p>	<p>At least 70% of pupils from the CSR community engage in at least 1 OOSH activity per term.</p> <p>Establish a Roma Council with a representative on the school council & celebrate Roma day.</p> <p>To establish a regular meeting point in the Splott/Adamsdown area that is attended by parents from the CSR community.</p> <p>Improved attendance & punctuality data for pupils from the CSR community (to be made more specific based an analysis).</p>	<p>The Out of Hours timetable is published, advertised to pupils and runs daily. EW has presented to the governing body. We are trialing a new register system so that we can more accurately track attendance at clubs for vulnerable groups eg. CSR. Next steps are for EW to conduct an interim survey and register analysis of attendance at clubs and review register systems.</p> <p>Next steps for family learning is for CR to set up a Roma council (based on pupil feedback about wanting this) with a view to planning activities for Roma day in April. CR is going to do some work in the Adamsdown/Splott area for support parents from the CSR community as a focus for the remainder of the year.</p> <p>1 IWB leader is assigned to work with CR on the engagement of parents in the work in Splott/Adamsdown and with the Roma counsel. Targeted those with sub 80% attendance. HOY 10 trailing a</p>	<p>Club register.xlsx</p> <p>A disappointing 20% of CSR students attended a club last year This will be a focus for the upcoming year.</p> <p>A Roma council was established last year. Along with Mrs Roy, they planned a successful celebration of Roma Day.</p> <p>3 parents attended Roma Day and Christina has tried to establish sessions in the community centre in Splott. Attendance at these has been sporadic, however.</p> <p>We would aim to establish this group further to use pupil voice to improve participation and attendance of students from this part of our community.</p> <p>Ela Williams will be leading the Roma Council this year alongside Christina to help improve attendance and engagement in clubs.</p>
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<p>Further refine our program of proactive work with families from the Czech and Slovak Roma community to lead to improvements in attendance and punctuality for these pupils, including home visits, family meetings using interpreters where necessary and referrals to EWS.</p>	<p>HOY team</p>	<p>Sept-Jul24</p>		<p>punctuality reward scheme with pupils from the CSR community who are persistently late. Next steps to review the impact of this intervention & data analysis of attendance and punctuality of this group of learners.</p>	<p>IWB leaders and Heads of Year work closely with families through phone calls, meetings and home visits.</p> <p>Wherever possible we make use of the LA translator or use language line. We have had a number of EWS referrals accepted by the service. CSR attendance was 76.9% which is still an area for development.</p> <p>GM and NJ will work closely with EW and JT to review our systems and processes, particularly around attendance to school.</p>
<p>Continue to utilise SafeTy and the School Counsellor to target Czech and Slovak Roma pupils' wellbeing.</p>	<p>HOY</p>	<p>Sept-Jul24</p>	<p>At least 70% of students from the CSR population who have been referred to SafeTy are making strong progress against personalized targets.</p>	<p>This is ongoing and bespoke to individual learners. See next steps for action 1. Also review wellbeing survey and conduct analysis of scores for pupils in CSR community and respond with bespoke plans.</p>	<p>Safe Ty Analysis -</p> <p>Safe Ty worked with 5 female students from the CSR community last year. None of the boys accepted additional support. This is a priority for the team this year.</p> <p>12 students from our Czech community were seen by the school counsellors this year. This is a significant uptake and makes up approximately 9% of the total students who received counselling when this group makes up approximately 3% of the school population.</p> <p>This was an increase from 6</p>

					students in 2022-23.
Continue to ensure that Czech and Slovak Roma students have access to extended opportunities where necessary and develop this provision with the TLR holder, especially at Key Stage 3.	CL3	Sept-Jul24	At least 70% of students from the CSR population who have been referred to Extended Ops are making strong progress against personalized targets.	This is ongoing and bespoke to individual learners. See next steps for action 1.	Almost all CSR pupils in KS4 have at least 2 options worth of lessons in Ext Ops provision. They are making good progress towards qualifications, However, a very few in Year 10 and 11 are a concern due to low attendance. 2 pupils at KS3 access Learning Pathways & Forest Schools provision.
Ensure pupils that are CSR have equal access to enrichment opportunities, including trips.	EMW	Sept-Jul24	At least 70% of students from the CSR community attending a free or paid trip on trip day.	Next steps - do an audit of how many CSR pupils sign up for free or paid trips.	Parent pay doesn't give us ethnicity data but this will be tracked from this year. We run a number of free trips on trips day to ensure that all students have an opportunity to attend a trip. We use our Jubilee Fund to contribute to the cost of trips if students request financial support.
Continue to utilise the Learning Support Team team to support WBFSM students with functional illiteracy and functional innumeracy.	MD & RK	Sept-Jul24	At least 60% of students who are WBFSM achieve functional literacy/numeracy within the year. All/almost all pupils who are WBFSM make progress from their	All learners with below functional levels of literacy have an intervention timetable for both literacy and numeracy as needed. Next steps - review the progress data of interventions following the first round of interventions.	MD worked with 3 WBFSM students last year for literacy interventions. All students who meet the criteria had the opportunity for interventions

			intervention baseline.		
Continue proactive work with families of WBFSM students including home visits, family meetings, family learning group offer and referrals to EWS.	HOY	Sept-Jul24	Improved attendance & punctuality data for pupils from the CSR community (to be made more specific based an analysis).	All pupils with attendance below 80% have had actions in line with the school's 5 step approach to attendance, including home visits. Attendance at the whole school has improved by over 1% point.	IWB leaders and Heads of Year work closely with families through phone calls, meetings and home visits. We have had a number of EWS referrals accepted by the service. WBFSM attendance was 75.4% which is still an area for improvement.
Further refine our program of proactive work with families of those who are WBFSM to lead to improvements in attendance and punctuality for these pupils, including home visits, family meetings using interpreters where necessary and referrals to EWS.	JT & NJO	Sept-Jul24		CR is in the process of conducting an audit of the family learning group to look at the profile of parents who attend. Very few parents of pupils who are WBFSM currently engage with this offer.	A significant proportion of WBFSM students had attendance under 60% which is a priority target for this year.
Ensure pupils that are WBFSM have equal access to enrichment opportunities, including trips.	EMW	Sept-Jul24	At least 70% of students from the WBFSM community attending a free or paid trip on trip day.	Pupils with FSM have access to request support from the hardship fund for trips and activities. Next steps - do an audit of how many WBFSM pupils sign up for free or paid trips.	Ethnicity attending the trips day wasn't tracked last year but will be this year. Attendance from WBFSM at clubs was low (under 10%) However, we are refining the system for recording attendance at clubs this year and many activities are being reviewed. We are also running a number of pupil voice activities to help us to amend the provision.

Continue to ensure that WBFSM students have access to extended opportunities where necessary and develop this provision with new TLR holder, especially in Key Stage 3.	CL3	Sept-Jul24	At least 70% of students from the WBFSM population who have been referred to Extended Ops are making strong progress against personalized targets.	This is ongoing and bespoke to individual learners. See next steps for action 1.	<p>- TA Timetable 24/25</p> <p>6 WBFSM students in KS3 accessed Extended Opps last year and 2 at KS4. Provision is very bespoke and matches closely the specific needs of the student.</p> <p>WBFSM students are over represented in Extended opps provision compared to the percentage in our school population.</p>
Ensure that all WBFSM students have access to ICT for online and home learning.	HOY	Sept-Jul24	All pupils who are WBFSM to have access to ICT to complete home learning.	<p>All pupils are offered the opportunity to request a device to complete work on if they don't have one at home. Next steps are to analysis the data of pupils who have been provided with a laptop.</p> <p>A Year 11 revision club has been set up twice weekly. This is advertised to all KS4 learners. All pupils who have FSM have been invited personally to attend.</p>	<p>The after school club run by Rob Morville was poorly attended last year.</p> <p>5 students were loaned laptops last year (Not WBFSM). If students request laptops they are able to receive one.</p> <p>Underachieving WBFSM students will be subject to specific, targeted support this year through our vulnerability tracker.</p>

PRIORITY: To ensure that the development of the new curriculum for Cathays provides opportunities to educate students about equality and diversity. This includes: teaching themes and experiences relating to Black, Asian and Minority Ethnic & LGBTQ+ communities across all parts of the school curriculum; cultivating learners' sense of cynefin; and revealing the diversity of perspectives and contributions made by the different communities in the development of Wales and the World, in the past and present.

TARGET:
 1. To build on our initial Black, Asian & Minority Ethnic audit, in order to maximize opportunities to celebrate diversity and equality across a range of areas.
 2. To build on the work of our Rainbow Alliance LGBTQ+ group and maximize opportunities to celebrate diversity and equality across a range of areas.

LINK TO SDP:
IA3 3.1 - Breath, balance & appropriateness of the curriculum
IA4 4.1 - Personal Development

Actions	Lead Staff	Time scale	Success Criteria	Mid Year review	End of year Evaluation
Further embed new curriculum provision to build on current opportunities to celebrate Black, Asian and Minority Ethnic culture and include the teaching of themes and experiences relating to Black, Asian and Minority Ethnic communities - across all parts of the school curriculum.	GHT	Sept-Jul 24	All areas in the school have strong representation of Black, Asian and Minority Ethnic communities where appropriate in the curriculum for YR7 & 8 and in assemblies and tutorials. Pupil and staff voice	This is part of our ongoing new curriculum review and is included as part of our new curriculum checklist. This is reviewed regularly through SMT meetings and Area meetings and will be part of ongoing curriculum development led by GHT.	Quality assurance processes and staff feedback in area teams show this is an area that is developing well. This priority will be further developed through the next stage of Curriculum for Wales implementation in 24/25, focussing on Year 9. There is some further need to review how well we embed these themes into curriculum areas other than English and Humanities.

<p>Embed the PSHE curriculum for Year 7 and develop the PSHE curriculum for Year 8.</p>	<p>JS</p>	<p>Sept-Jul24</p>	<p>expresses positivity about representation across the curriculum and in assemblies and form classes.</p>	<p>New resources are being developed for Year 7 and 8 which include opportunities to examine diversity and representation. A review of resources in Year 7 & 8 is part of the Health & Wellbeing teams improvement plan this year.</p> <p>Next steps: pupil and staff voice feedback activity via forms and school council.</p>	<p>The development of resources for PSHE in Years 7 and 8 has been successful. They were reviewed following consultation with primary schools, staff and student voice. We will continue to develop these into Year 9 this year and adapt following further feedback from staff, students and national priorities.</p>
<p>Continue to plan assemblies throughout the year that celebrate Black, Asian and Minority Ethnic culture, key cultural and religious events, as well as contributions of Black, Asian and Minority Ethnic individuals and communities to Wales and the wider world, and develop cynefin.</p>	<p>JT</p>	<p>Sept-Jul24</p>		<p>A comprehensive plan is in place for all assemblies for 23-24 that marks key cultural events throughout the year. This ties in with work that students do in form periods in RHSE and wellbeing sessions and is coordinated by JT & JS. The recent tutorial review highlighted positive engagement in these sessions. Next steps - review pupils' voices on these.</p>	<p>The assembly rota has been reviewed for 2024-25 and reflects school priorities and cultural/historical events successfully. Further student voice around PSHE lessons, assemblies and tutorials will take place this term.</p> <p>A tutorial and assembly walk has already taken place this term that highlights good practice and use of resources in tutorials.</p>
<p>Continue to identify opportunities within the local (Cardiff) community to celebrate diversity, other cultures and cynefin. To examine how these can enrich our curriculum.</p>	<p>JT</p>	<p>Sept-Jul24</p>	<p>Engagement with a range of relevant groups access the curriculum , enrichment activities and on school celebration days eg.</p>	<p>We've completed the first Business Forum meeting for 23-24 and curriculum leaders are developing links with local businesses. Where there are opportunities to celebrate diversity these will be pursued.</p>	<p>This priority will be further developed through the next stage of Curriculum for Wales implementation in 24/25, focussing on Year 9.</p> <p>There is some further need to review how well we embed these</p>

			<p>culture day.</p> <p>Pupil and staff voice expresses positivity about representation community group input.</p>	<p>We have worked with Cardiff Youth Service, visited Czech Republic, visited Price Waterhouse Cooper, tribal basketball, trip to Nantes, Cardiff Met, Gender Rights Festival, Health Hospital aimed at encouraging diversity in the medical profession.</p>	<p>themes into curriculum areas other than English and Humanities.</p> <p>Where possible we use the Business Forum to identify further enrichment opportunities for students.</p>
<p>Work closely with our alumni, parents, members of the community and governors to maximise opportunities to celebrate cynefin and encourage a sense of ambition across our student population.</p>	JT	Sept-Jul24			<p>We regularly have alumni in to speak at school events and use our Business Forum proactively. Students visited Welsh Water facilities last year as well as companies such as PWC. This year, we would aim to target our students most vulnerable to underachievement to ensure they engage with these sessions.</p>
<p>To source and evaluate potential training for governors and staff on anti-discrimination practices.</p>	JT	Sept-Jul24	<p>Relevant training delivered and positively received by staff and governors.</p>	<p>No progress. Need to identify contacts and specialist advice.</p>	<p>No progress on this specific target</p>
<p>Embed the work of the Rainbow Alliance group around gathering pupils voice implementing improvements</p>	JT with NJ2 & DOH	Sept-Jul24	<p>Pupil voice expresses positivity about school and the support they've received.</p> <p>School to achieve</p>	<p>The Rainbow Alliance group continues. We need to do further work on this area with regards to the new PSHE curriculum.</p>	<p>JT has sent 2 policies to the organisation and one more needs to be ratified by the governors. We need to discuss how to take this forward due to the 2 staff leaving this leaving the school recently. Pupil voice will be a key part of this</p>

			the Rainbow flag award.		planning.
Complete an updated peer-to-peer harassment survey with all learners and analysis the results	CM	Spring term 24		Planned for spring term	We set up a girl only group working with an organisation 'Our Streets Now' which looked at harassment in school . The group is working with CAM to develop resources for Year 11. The peer to peer harassment form will be done after Oct half term 24.
Roll out the Rainbow Award training to the wider school through Year & Form meeting.	DOH with HOY team	Summer term 24	Rainbow Flag training completed and positively received by staff.	Planned for summer 24 Awaiting a decision regarding the Rainbow Flag Award	We are in the process of submitting a few final policies to achieve the award. Due to 2 members of staff leaving, JT is liaising with the organisation with the aim of completing the award this half term.
Continue to utilise Safe Ty and the School Counsellor to target identified pupils with their mental health	HOY	Sept-Jul24	Identified students struggling with their mental health receive appropriate support when needed.	2 members of staff leads the LGBT+ group and these members of staff monitor those students' wellbeing. This group feeds into our pupil voice activities.	We have detailed reports from our school counsellors and Safe Ty that show excellent progress made with a range of students. A few students don't want to take up additional support, however. This year we will use our vulnerability tracker to target vulnerable students who we feel may need additional support.

<p>To source and evaluate potential training for governors and staff on anti-discrimination practices.</p>	<p>JT</p>	<p>Sept-Jul24</p>	<p>Relevant training delivered and positively received by staff and governors.</p>	<p>Training provided by DOH to the HOY team using Rainbow Flag Award resources. This was positively received by staff and has informed provision and procedures, particularly around pupil requests to change their pronoun and preferred names.</p> <p>Further advice and contacts needed as policies and procedures continue to develop.</p>	<p>Not able to source this as yet.</p>
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