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# Strategic Equality Plan

## 2024-28

**REVIEWED:** February 2024  
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# **Our distinctive character, priorities and aims**

## **1.1 School values**

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

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

## **1.2 Characteristics of our school**

Cwmbran High School is an English medium 11 – 16 school maintained by Torfaen local authority. The school opened in September 2015, following the closure of Fairwater High School and Llantarnam School. There are 1073 pupils on roll.

There are 5 main Cluster Feeder Schools; Blenheim Road Community Primary, Coed Eva Primary, Greenmeadow Primary, Nant Celyn Primary and Woodlands Primary. There are 58 teaching staff at Cwmbran High School. We currently have 47 full-time and 11 part-time staff. Overall, there are 110 staff at Cwmbran High School, including site and support staff.

Within the ALN area, there are 5 teaching staff, 3 base managers and 29 Teaching Assistants and 6 Sign Support Assistants.

The Senior Leadership Team consists of the Executive Headteacher, Head of School, 2 Deputy Headteachers and 2 Assistant Headteachers.

Around 37.09% of pupils are entitled to free school meals, which is above the National Average.

Nearly all pupils speak English as their first language and come from a white, British background.

Overall, 4% of pupils have a statement, 22% of pupils are on the ALN register which is in line with the National Average of 21.5%. Cwmbran High School has 3 specialist bases, including an ASD base that support Autistic Spectrum pupils, the HIB (Hearing impaired base) is a specialist provision to accommodate pupils with hearing impairments and we also have the Lighthouse for pupils with moderate emotional, social and behavioural difficulties, IRU (Internal Referral Unit) and The Church (Off-site provision) for pupils with severe emotional, social and behavioural difficulties.

### **1.3 Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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

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

## 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **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.

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

1. Prevent discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- The Torfaen equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys compared to girls
- issues arising as a result of an increase in the number of pupils undergoing, or beginning the process of, gender reassignment

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

# 1. Responsibilities

## 2.1 The Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- 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 pupils;
- ensures that no child is discriminated against whilst in our school

**In order to meet its reporting responsibility, the Governing Body will report on the progress of the SEP annually, as part of its Annual Report to parents.**

## 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the IEB in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination according to the Local Authority's and school's policies

## 2.3 Staff – teaching and non-teaching

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

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;

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

### 3. Information Gathering and Engagement

#### 3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to ensure equality and prevent 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 assessment 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 **while recognising issues of sensitivity in relation to the different protected characteristics**. We take particular steps to ensure that all young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

#### 3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and prevent discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;

- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;

### **3.3 Engagement**

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

## **4. Equality Impact Assessment**

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

As part of this school's compliance of 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 SEP itself.



## **5. Objectives and Action Plans**

Our chosen Equality Objectives are:

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans will be incorporated into the School Development Plan, which ensures that they will be checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on an annual basis, through the self-evaluation process.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends.

## 7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the 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.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

## Appendix 1

### **Torfaen Equality Objectives**

#### **The most important part of the 'Equality Promise'**

#### **The Council's Equality Objectives:**

##### **Gender Equality**

**The Council will ensure gender equality in pay within the workplace. This will be demonstrated through equality in pay and pay distribution within the workforce. (Executive Member for Resources)**

##### **How this will be achieved:**

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

##### **By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**The Council, in collaboration with other Stakeholders will work to reduce domestic abuse within the Torfaen community and improve its service response to victims of domestic violence (Executive Member for Corporate Governance and Community Safety).**

##### **How this will be achieved:**

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

##### **By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

## **Disability Equality**

**The Council will work to reduce the economic disadvantage and poverty faced by many disabled people as a result of reduced access to the opportunity for work and insufficient welfare support (Executive Member for Health, Social Care, Wellbeing and Equalities).**

**How this will be achieved:**

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

**By when:**

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We will improve access to council's buildings and services. (Executive Member for Resources)**

**How this will be achieved:**

Through building physical accessibility improvements into the standard estate management process.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We will work to improve accessibility to quality and timely housing suitable to the needs of disabled people. (Executive Member for Health, Social Care, Wellbeing and Equalities)**

**How this will be achieved:**

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

**By when:**

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**Race Equality**

**We will work toward narrowing the gap in educational participation and achievement for children for who it is demonstrable are disadvantaged in the education system (Executive Member for Children and Young People).**

**How this will be achieved:**

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

**By when:**

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We will work to ensure that all people feel safe and specifically work to reduce, detect and respond to hate crimes and harassment.**

**We will consider all groups that can be affected by hate crime this being: age, race, disability, religion and sexual orientation and transgender (Executive Member for Corporate Governance and Community Safety).**

**How this will be achieved:**

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

**By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

## **Age Equality**

**We will work to reduce the employment disadvantage experienced by the young people and the proportion of young people not in work, education, employment or training (Executive Member for Children and Young People)**

### **How this will be achieved:**

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We will work to reduce any care disadvantage experienced by older people and promote greater opportunities for re-ablement (Executive Member For Health, Social Care, Well Being And Equalities).**

### **How this will be achieved:**

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

### **By when:**

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

## Appendix 2

# Strategic Equality Plan 2024 – 2025: Equality Objectives and Action Plan

<b>Priority One:</b> Reduce Gaps in attainment and attendance between pupils from protected groups			
<b>Targets:</b> Continue to improve standards and progress of specific groups:			
<ol style="list-style-type: none"> <li>1. the outcomes of boys in comparison to girls in English, maths, science and capped points score</li> <li>2. the outcomes of FSM pupils compared to nFSM pupils</li> </ol>			
<b>Strategically Planned Tasks:</b>			
<ul style="list-style-type: none"> <li>➤ Further develop the use of SMID to enable HODs to effectively challenge outcomes within their departments - to track 'thirds' as well as FSM, MAT, ALN and gender.</li> <li>➤ To follow a calendar of RSL meetings to review performance at KS3 (2nd HODS in Core and HOY 9) and KS4 (Core HODS) to facilitate early interventions (both in 10 and 11).</li> <li>➤ Provide targeted intervention for Year 11 based on CDG performance in 2023 and Year 10 based on early PPE performance:               <ul style="list-style-type: none"> <li>• GCSE maths numeracy</li> <li>• GCSE English language</li> <li>• GCSE English literature</li> </ul> </li> </ul>	<b>On-Track</b>	<b>Lead Person(s)</b>	<b>Time Scale</b>

<ul style="list-style-type: none"> <li>➤ Develop and provide intervention strategies for FSM pupils who do not progress at the rate expected.</li> <li>➤ Provide intervention time within the curriculum for FSM in: <ul style="list-style-type: none"> <li>• Year 10 - English and maths</li> <li>• Year 11 – English and maths</li> </ul> </li> <li>➤ Develop a programme of intervention strategies for boys in core subjects to ensure that their performance is in line with boys and that of similar schools.</li> <li>➤ Provide mentoring support for targeted boys in years 9, 10 and 11 on career opportunities to improve engagement and aspiration.</li> <li>➤ Create a MAT group in each year group, track pupil' progress and develop opportunities to increase their exposure to academic career opportunities.</li> <li>➤ Develop and implement strategies to improve pupil' motivation.</li> <li>➤ Provide weekly lessons to vulnerable boys via the School of Hard Knocks to raise aspirations and engagement in school</li> </ul>			
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**Priority Two:** Develop the quality and use of our Equality Information as it applies to pupil and adults

**Targets:**

1. To better collect useful equality information on pupils' parents
2. Review equality monitoring at recruitment and selection stage of staff and governors
3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)

**Strategically Planned Tasks:**

**On-Track**

**Lead Person(s)**

**Time Scale**

- Amend our enrolment form so that it allows pupils parents to disclose elements of their diversity in line with the protected characteristics in the Equality Act. Data to be recorded
- Carry out an analysis of staff by protected characteristics based on current data:
  - i. Those successful compared to applicants by protected characteristic
  - ii. Staff leaving by protected characteristic
  - iii. Grievances and disciplinarys by protected characteristics

**Priority Three:** Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

**Targets:**

1. The whole school community is, and continues to be, committed to the ideal of equality for all
2. Staff and governors are aware of their statutory obligations under the Equality Act
3. The curriculum in all year groups evidences planned teaching of equality and diversity

**Strategically Planned Tasks:**

- Deliver at KS4 a qualification in Equality and Diversity for its students teaching awareness of the protected characteristics and the law around equality.
- TFTW/Assemblies and form time activities actively promote and celebrate the principles and practice of equality, diversity and anti-discrimination.
- Ensure planning for the new curriculum encompasses the principles and practice of equality, diversity and anti-discrimination imbedding within curriculum delivery.
- Staff to complete Race Awareness training.

**On-Track**

**Lead Person(s)**

**Time Scale**