

Cwmbran High School

**Strategic Equality Plan
2026 – 2030**



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Due for review:.....(date)

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1. Executive Summary

Cwmbran High School is committed to promoting equality, inclusion and wellbeing for all members of its school community. This Strategic Equality Plan outlines how the school will fulfil its duties under the Equality Act 2010 and the Public Sector Equality Duty, ensuring that all pupils are treated fairly and have equal opportunities to succeed.

The plan has been informed by a range of evidence including:

- school self-evaluation
- behaviour and exclusion analysis
- attendance monitoring
- pupil and parent voice
- governor scrutiny.

Analysis of this evidence indicates that the most significant equality challenges currently relate to:

- attendance
- behaviour and exclusions
- engagement and wellbeing for vulnerable learners.

The school's strategic response focuses on strengthening systems that support attendance, behaviour, wellbeing and safeguarding so that barriers to learning can be identified early and addressed effectively.

1.1 Headteacher Foreword

At Cwmbran High School we believe that every pupil deserves the opportunity to succeed in a safe, inclusive and supportive learning environment.

Our Strategic Equality Plan reflects our commitment to ensuring that all members of our school community are treated fairly and with respect. Equality is not simply a statutory requirement; it is a core principle that underpins our work as a school and reflects our values of positivity, kindness, resilience, respect and creativity where we aim for all learners to strive, believe and achieve.

We recognise that some pupils face additional barriers to learning. These may relate to socio-economic disadvantage, additional learning needs, wellbeing or safeguarding concerns. As a school we are committed to identifying these barriers and ensuring that appropriate support is provided so that every learner can thrive.

This plan sets out how we will continue to strengthen our systems for attendance, behaviour, wellbeing and safeguarding so that all pupils are able to access their education and achieve their potential.

1.2 Introduction

This Strategic Equality Plan outlines how Cwmbran High School will meet its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.

The Act requires public bodies to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between different groups.

The school is committed to promoting equality for individuals who share the protected characteristics defined within the Equality Act:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation.

The school also recognises the importance of addressing inequalities experienced by vulnerable learners, including pupils with Additional Learning Needs, pupils eligible for Free School Meals and pupils experiencing attendance or wellbeing difficulties.

2. Evidence Informing the Strategic Equality Plan

The Strategic Equality Plan has been developed using a range of evidence sources.

2.1 School Self-Evaluation

The school's wellbeing self-evaluation has identified the importance of strengthening:

- relational approaches to behaviour
- early identification of barriers to learning
- targeted support for vulnerable learners.

2.2 School Development Plan

The School Development Plan prioritises improving outcomes for vulnerable learners through strengthening systems that support attendance, behaviour, wellbeing and safeguarding which impacts on standards of learning

2.3 Behaviour and Exclusion Analysis

Analysis of behaviour data indicates that certain pupil groups are currently over-represented in exclusions, particularly:

- pupils eligible for Free School Meals
- girls.

This evidence has informed equality objectives relating to behaviour and inclusion.

2.4 Attendance Monitoring

Attendance data highlights persistent absence as an area requiring continued focus. The school's attendance strategy aims to identify emerging attendance concerns early and provide targeted support and also celebrate high attenders through rewards.

2.5 Stakeholder Voice

Feedback from pupils, parents and staff has provided valuable insight into experiences of behaviour systems, wellbeing and inclusion. This feedback has informed improvements to pastoral systems and behaviour expectations.

3. Distinctive Character, Values and Aims

Cwmbran High School is committed to creating a learning environment in which all pupils feel safe, respected and supported.

The school's work is guided by its core values below and motto to ***strive, believe, achieve*** where we expect our children to strive to achieve excellence and we believe that every child has the potential to reach their goals and achieve their ambitions.":

- positivity
- kindness
- resilience
- respect
- creativity.

These values underpin the school's approach to behaviour, relationships and inclusion.

The school aims to ensure that all pupils:

- feel a strong sense of belonging
- are treated fairly and respectfully
- are able to participate fully in school life
- receive the support they need to succeed.

4. Mainstreaming Equality into Policy and Practice

Equality is embedded within the school's everyday systems and practices.

4.1 Behaviour and Relationships

The Relationships and Behaviour Policy promotes a relational approach to behaviour and is supported by the Graduated Behaviour Response system. This framework ensures that behaviour responses are consistent and proportionate while supporting pupils to regulate behaviour and emotions.

4.2 Attendance

Attendance is a key priority for the school. The Prevent → Intervene → Escalate attendance strategy enables early identification of attendance concerns and ensures that appropriate support is provided for pupils and families.

4.3 Wellbeing and Inclusion

The school provides targeted pastoral support and wellbeing interventions for pupils experiencing barriers to learning. Internal provision, supports pupils who require additional support to remain engaged in education.

4.4 Safeguarding

Safeguarding systems ensure that vulnerable pupils are identified early and supported effectively through collaboration with external agencies where required.

5. Responsibilities

5.1 Governing Body

The Governing Body is responsible for ensuring that the school complies with equality legislation and for monitoring the implementation of the Strategic Equality Plan.

5.2 Headteacher

The Headteacher and Senior Team is responsible for ensuring that equality principles are embedded across the school and that the Strategic Equality Plan is implemented effectively.

5.3 Senior Leadership Team

Senior leaders monitor attendance, behaviour, safeguarding and wellbeing data to identify emerging inequalities; this monitoring is evaluated which leads to informed targeted interventions and the delegation to the appropriate staff member or agency.

5.4 Staff

All staff have a responsibility to promote equality through inclusive practice, consistent application of school policies and positive relationships with pupils and ensure the school values are reflected in our motto of strive, believe, achieve.

5.5 Pupils

Pupils are expected to contribute to a respectful and inclusive school community and to treat others with dignity and respect and uphold school values.

6. Equality Objectives 2026–2030

The school has identified the following equality objectives.

1. Improve attendance and engagement for vulnerable learners
2. Reduce inequalities in behaviour outcomes and exclusions
3. Strengthen pupil wellbeing and belonging
4. Ensure fair access to support and provision
5. Strengthen safeguarding and early intervention.

	Objective 1: Improve attendance and engagement for vulnerable learners	Objective 2: Reduce inequalities in behaviour outcomes	Objective 3: Strengthen wellbeing and belonging	Objective 4: Ensure fair access to provision	Objective 5: Strengthen safeguarding and early intervention
SDP Link	SDP Priority 2: Improve attendance and equity	SDP Priority 1: Behaviour, attitudes and reduction in lost learning	SDP Priority 1: Attitudes to learning and wellbeing	SDP Priority 3: Access to learning for all pupils	SDP Priority: Wellbeing & Inclusion leadership
Impact Measure	Attendance ≥90%; FSM/girls gap closes; PA reduced by ≥25%	Exclusions reduced by ≥33%; repeat incidents reduced by ≥25%	Wellbeing scores improve by ≥15%; behaviour incidents linked to dysregulation reduce	No subgroup over/under-represented; reintegration success ≥80%	Reduction in high-level safeguarding escalations; faster response times
Actions	Prevent– Intervene–Escalate; tracking meetings; targeted plans; family engagement	Embed behaviour system; CPD; subgroup tracking; RESET use	Wellbeing framework; pupil voice; targeted interventions	Provision audit; referral pathways; impact tracking	Early identification; multi-agency work; CPD
Success Criteria	Attendance ≥90%; reduced PA; FSM/girls gap narrowed	1/3 reduction exclusions; fewer repeat incidents	Improved survey outcomes; engagement increase	Balanced access; improved reintegration	Earlier intervention; improved outcomes
Resourcing	Attendance team; data systems; external agencies	CPD; behaviour systems; provision staffing	Pastoral staff; external support	Provision staff; tracking systems	DSL capacity; safeguarding systems

Timescales	Spring embed; Summer impact; Autumn sustain	Spring embed; Summer reduction	Spring launch; Summer impact	Spring audit; Summer improvements	Spring refine; Summer impact
Lead	DHT Attendance; Pastoral Team	DHT Behaviour; HOYs	DHT Wellbeing; HOYs	ALNCo; Provision Leads	DSL
Monitoring	Weekly reports; half-term analysis; governors	Weekly dashboards; termly reviews	Surveys; behaviour/attendance links	Half-term reviews; SLT oversight	Audits; case reviews; governors

6.1 Engagement

The development and implementation of this plan involves engagement with:

- pupils
- staff
- parents and carers
- governors
- external partners.

Pupil voice and stakeholder feedback inform the ongoing development of school policies and practices.

7. Equality Impact Assessment

When developing policies and initiatives, the school considers the potential impact on individuals who share protected characteristics as well as vulnerable learners.

Where potential inequalities are identified, actions are taken to ensure fair and inclusive outcomes.

8. Monitoring and Review

The Strategic Equality Plan will be monitored through:

- attendance analysis
- behaviour and exclusion monitoring
- safeguarding reviews
- pupil wellbeing surveys
- monitoring outcomes for vulnerable learners.

Progress will be reviewed regularly by senior leaders and reported to the Governing Body.

The plan will be reviewed annually as part of the school's self-evaluation cycle.

Appendices

Appendix A – Protected Characteristics

List of Equality Act protected characteristics.

Appendix B – Key Supporting Policies

- Relationships and Behaviour Policy
- Attendance Strategy
- Safeguarding Policy
- Additional Learning Needs Policy
- Anti-Bullying Policy
- Torfaen County Borough Council Strategic Equality Plan 2024-2028: [Strategic Equality Plan 2024 – 2028](#)