



Strategic Equality Plan

2024-2027

CATWG PRIMARY SCHOOL

Strategic Equality Plan agreed by Governors:

Date agreed: 3rd April 2025

Signed: (copy on file)

Scheme due for review: October 2027

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1. Our Distinctive Character, priorities and Aims

1.1 School Values

At Catwg Primary 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 will be monitored and we will use this data 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 Catwg, 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

Catwg Primary is situated in the village of Cadoxton, approximately two miles from the town of Neath.

We cater for c.210 pupils aged 3-11, there is an even split of boys and girls. Our school family currently includes 9 pupils with hearing impairment.

13% of pupils are eligible for free school meals, 18% of pupils are on the SEN register.

Pupils have a range of ethnic backgrounds including Indian, white British, white and black African, white and black Caribbean, white Asian, Polish and Filipino.

The faiths, cultures, communities and languages of all members of our school family are valued.

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. Eliminate 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 regional 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 v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;

- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

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

2. Responsibilities

2.1 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 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 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, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and support

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 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 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 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 disabled children and 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 eliminate discrimination may include the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- 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;
- outcomes of activities promoting community engagement and community cohesion;

- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

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 eg;

- Pupils are involved through the work of the School Council as well as through the curriculum eg in RVE.
- Policies on behaviour and anti-bullying are regularly reviewed with staff, pupils and governors and are available for perusal by parents and other stakeholders.

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. To ensure all pupils are given the opportunity to make a positive contribution to the life of the school, and to develop their pupil voice
2. To promote positive role models across all protected characteristics and increase participation and achievement in these groups
3. To promote pupil independence allowing them to become healthy, confident individuals

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.

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 a regular basis, through the governing body and with Estyn when the school is inspected.

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 prospectus includes a reference to the SEP and the values underpinning it.

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 by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

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 full 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.

We will undertake a full review of our SEP by October 2027.

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Appendices

- App. 1 Neath Port Talbot Equality Objectives**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 School Accessibility Plan**

APPENDIX 1

Neath Port Talbot Equality Objectives

Priority 1.1

All Children and Young People will have improved levels of attainment by accessing an education that inspires them to learn and develop the skills they need for the future they want.

Priority 1.2

All children and young people will be engaged in their learning and have a greater sense of belonging throughout their educational journey.

Priority 2.1

Our Staff will be supported and appropriate services promoted.

Priority 2.2

The emotional health and wellbeing needs of Children and Young People will be improved.

Priority 2.3

Our communities that need support will be able to access appropriate services.

Priority 3.1

People feel safe in their homes.

Priority 3.2

People feel safe in the community.

Priority 4.1

Our workforce reflects our diverse communities and is supported by our policies.

Priority 4.2

We will assist and provide support to members of our communities to enter employment.

Priority 4.3

Our Gender Pay Gaps are reduced.

Priority 5.1

Our services, digital and traditional, are accessible to all.

Priority 5.2

Our communities will enjoy increased social and community cohesion.

Priority 5.3

Decision making.

Priority 6.1

People and communities will benefit from interventions to alleviate poverty.

Priority 6.2

People will benefit from programmes and support to live as independently as possible.

Priority 6.3

Transport links are maintained or enhanced.

APPENDIX 2

Catwg Primary School

Strategic Equality Plan 2024 – 2027

Equality Objectives and Action Plan

Equality Objective 1

To ensure all pupils are given the opportunity to make a positive contribution to the life of the school, and to develop their pupil voice.

Our Research:

Looking at the profile of committee membership, are pupils with protected characteristics represented on committees?

This objective will be judged to be successful if...

There is diversity in membership of school committees

Actions	Responsibility	Plans to achieve by
Promote involvement of all pupils on school committees	staff responsible for committees	Annually
Monitor membership of committees	staff responsible for committees	Annually

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Strategic Equality Plan 2024 – 2027 Equality Objectives and Action Plan

Equality Objective 2 To promote positive role models across all protected characteristics, increase participation , and promote pupil independence allowing them to become ethically informed individuals		
Our Research: Information gathered from - Monitoring of lesson plans Lesson observations Learning environment Library books Resources for colouring i.e. skin colour pencils etc. Diversity assemblies Visits from community representatives Peace Mala involvement		
This objective will be judged to be successful if... Principles of equality policy are reflected in lessons Pupils observe positive role models across all protected characteristics Pupils from protected groups given opportunities to participate in all aspects of school life		
Actions	Responsibility	Plans to achieve by
Discuss curriculum at staff meetings to ensure that they offer opportunities to represent protected characteristics positively	Class teachers	Termly

Lessons planned and delivered, to ensure that there are opportunities for pupils to experience positive role models across all protected characteristics	Class teachers	Termly
Observe lessons to ensure that there are opportunities for pupils to experience positive role models across all protected characteristics	HT DHT	Annually

APPENDIX 3

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Accessibility Plan 2024 – 2027

Targets	Strategies	Outcome	Timescale	Achieved By
Ensure that school policies and curriculum do not contain discriminatory phrases	Monitor policies /procedures and curriculum.	School policies / procedures amended if necessary	Ongoing as part of monitoring process	Ongoing monitor + appropriate action
Ensure that learning needs of disabled pupils are met within the classroom	Discuss with all parties at enrolment Appropriate IEPs developed	Appropriate IDP targets established for pupils	Ongoing	
Monitor physical access to school building	Discuss any issues arising with school surveyor Premises on agenda at Governing Body meetings	Physical access appropriate for disabled users	Ongoing monitor, any work as LA budget allows	

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Accessibility Plan 2024 – 2027

Targets	Strategies	Outcome	Timescale	Goal Achieved
Strive to determine needs of disabled pupils prior to starting in school	Contact ALN as soon as needs are known	Any necessary adaptations carried out ASAP	Capital projects as LA budget allows	Ongoing monitor + appropriate action
Ensure that procedures for administration of medication to pupils are in line with school policy	Follow procedures for administering medication Organise training for staff as necessary	Written permission obtained to administer medication Health Care plans in place where appropriate Appropriate training provided where appropriate (eg Diabetes) Medication administered safely	Ongoing practice Training arranged when need arises	

Targets	Strategies	Outcome	Timescale	Goal Achieved
Ensure needs of Hearing Impaired pupils are met	Regular equipment checks carried out by audiology technician Regular staff deaf awareness sessions	Hearing impaired pupils have access to appropriate audiological equipment HI pupils can access all activities	Ongoing	Ongoing monitor + appropriate action
To ensure the safety of staff and pupils on out of school visits	Needs of disabled pupils/adults considered during risk assessment	Pupils/adults with disabilities can take part in activities safely	Ongoing	
To determine the need for reasonable adjustments for visitors to the school, parents in particular	Include a statement on invitation letters asking visitors if they have any special requirements school should consider Discuss requirements at enrolment	School able to make reasonable adjustments for visitors Visitors able to access school building and activities	Ongoing As budget allows	
To provide information to parents in alternative formats where required	Discuss with parents on enrolment of pupils	Information provided in alternative format where required	Ongoing	