

# Cathays High School

## Strategic Equality Plan 2025-27



**Strategic Equality Plan agreed by Governors:**

.....Peter Wong..... (Signed by Chair)

**Scheme due for review: ..... July 2027 ..... (Date)**

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**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 PLASC 2026, we have 1298 pupils on roll. 632 of these pupils are female (48.7%) and 666 are male (51.3%).

31.3% of pupils are eligible for Free School Meals (FSM) (Years 7-11) and 7.6% of pupils are described as having Additional Learning Needs (ALN) (Years 7-11).

The school is very ethnically diverse, with 69 languages (including dialects) spoken by pupils and their families, including Bengali, Farsi, French, Arabic, Portuguese, Panjabi and Urdu. 385 (30%) of pupils speak English as a first language.

Over three quarters of pupils (85.3%) are from Minority Ethnic backgrounds. 14.7% of pupils are White British. 23% of pupils have English as an additional language (EAL Categories A-C].

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 (20.2%), Hinduism (2%), Sikh (0.6%), Buddhism (0.9%), as well as those with no religious beliefs (13.7%).

We comply with the Local Authority Online Recruitment Policy and Procedures and the school values all of these people, their faiths, cultures, communities and languages equally.

## 2. Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. The purpose of our Strategic Equality Plan is summarised below:

- a) 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.
- b) Ensure that our School Development Plan places focus on equality and that it is always at the forefront of our planning and allocation of resources.
- c) Ensure that we continue to use an evidence-based approach to determine the most effective ways of supporting students, families and staff.
- d) Eliminate discrimination, harassment and victimisation in the school (please also refer to our school's positive relationships & anti-bullying policies).

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 quality assurance data.

The UK Government identifies the following as **protected characteristics**:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

### **3. Scope**

This plan 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.

### **4. Responsibilities**

#### **Leadership and Management**

##### **Commitment**

The Governing Body and Leadership Team of the school will work with all its partners in promoting equal opportunities and in fostering good relations and in tackling unlawful discrimination. They will encourage, support and enable all pupils and staff to reach the highest standards possible.

##### **Headteacher**

The Headteacher is responsible for:

- Making sure the Strategic Equality Plan is readily available, along with related policies, e.g. Positive Relationships Policy, Anti-Bullying Policy, Teaching and Learning Policy and that governors, staff, pupils, parents and guardians are informed.
- Making sure policies and their procedures are followed.
- Producing regular information for staff and governors about how the policy is working and providing training for them on the policies and this plan if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Ensuring that the School Development Plan supports these aims.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Strategic Equality Plan is regularly monitored and reviewed through an annual evaluation.

**The person with responsibility for dealing with reported incidents of unlawful discrimination** is 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 Arbor, Classcharts and/or My Concern and analysed within the school.

**The Equal Opportunities Co-ordinator** is the Deputy Headteacher (Community and Cynefin). 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:

- Teaching lessons that support the progress of all students, including those who are most vulnerable to underachievement.
- 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.

## **5. Publication and Reporting**

The school publishes the Strategic Equality Plan on our website. It is available in large print and other formats on request. We will report and publish annually on the progress made on the action plan and the impact of the plan itself on outcomes, school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

## **6. Monitoring and Reviewing**

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).

Objective	Actions	lead persons	Timeline	Quality Assurance	Evaluation of progress Nov 26
<p>1. All members of the school community feel welcome, included and valued.</p>	<p>a. To continue to ensure the positive relationships policy, curriculum offer and intervention and support programs are inclusive and available to all.</p> <p>b. To continue to ensure all new students and families are supported in the admissions and induction processes and that all students are assigned a 'buddy' on arrival to help them feel welcome.</p> <p>c. Continue to embed key cultural and religious events in the school calendar.</p> <p>d. Ensure planning and resources are inclusive of all protected characteristics through effective differentiation in lessons and in curriculum planning.</p> <p>e. Continue to develop the PHSE curriculum to ensure the topics of rights and responsibilities, relationships, risks and</p>	<p>a.NJO &amp; GT</p> <p>b. JT</p> <p>c. JT &amp; HP</p> <p>d. HV &amp; HP</p> <p>e. CAM</p> <p>f. JT, GRT &amp; SP</p> <p>g.NJ</p>	<p>a. Ongoing through policy and procedure reviews</p> <p>b. Ongoing through admissions process</p> <p>c. Annually as part of school calendar development</p> <p>d. Ongoing through teaching &amp; learning and development of the curriculum</p> <p>e. Ongoing through PSHEcurriculum review</p> <p>f. Ongoing</p> <p>g. In line with the induction program for new staff</p>	<ul style="list-style-type: none"> <li>● Pupil wellbeing surveys</li> <li>● Parent surveys</li> <li>● Staff surveys</li> <li>● Focus groups</li> <li>● Notes and outcomes from pupil voice groups</li> <li>● Quality assurance and self-evaluation activities around PRP, teaching and learning &amp; the curriculum</li> <li>● Attendance data &amp; meeting analysis</li> <li>● Data on discrimination and hate incidents on My Concern and Classcharts</li> </ul>	

	<p>exploitation and social media effectively teach pupils understanding, respect and tolerance for all.</p> <p>f. Continue to provide accessible venues and signage (e.g. prayer rooms, breastfeeding spaces, wheelchair access).</p> <p>g. To ensure all new IWB staff who work with families have training on developing positive relationships and raising awareness of different cultures and beliefs, especially for those who conduct home visits.</p>				
<p>2. To cultivate learners' sense of cynefin. To reflect the diversity of perspectives and contributions made by different communities to Wales and the World.</p>	<p>a. Continue to plan assemblies and tutorials that are relevant to our community and celebrate protected characteristics e.g. race, ethnicity, religion, sexual orientation, disability.</p> <p>b. Continue to celebrate key cultural and religious events.</p> <p>c. Further embed new curriculum provision building on opportunities to teach themes and provide experiences that relate to</p>	<p>a. JT &amp; JS</p> <p>b. JT and EMW</p> <p>c. GT</p> <p>d. JT &amp; NF</p>	<p>a. Annually through the development of the assembly/tutorial rota</p> <p>b. Annually as part of school calendar development</p> <p>c. Ongoing through the development of teaching &amp; learning and the curriculum</p>	<ul style="list-style-type: none"> <li>● Pupil wellbeing surveys</li> <li>● Focus groups - notes and outcomes from pupil voice groups</li> <li>● Quality assurance and self-evaluation activities related to the curriculum and tutorials eg. tutorial &amp; learning walk, observations, . book looks, curriculum audits, etc</li> <li>● Pupil engagement in eisteddfod activities</li> <li>● Cathays Eye</li> </ul>	

	<p>the specific context of our community. .</p> <p>d. To continue to develop the school's Eisteddfod celebration to ensure that almost all KS3 students take part in the celebrations.</p>		<p>d. Annually in the spring term</p>	<ul style="list-style-type: none"> <li>• Reports to governors</li> </ul>	
<p>3. To further develop a diverse calendar of events which recognises and celebrates diversity.</p>	<p>a. To ensure key events such as Black History Month, International Women's Day, National Autism Day, Pride month, International Roma day, etc feature in assembly and tutorial presentations.</p> <p>b. To build on our first Iftar event to ensure that this is repeated annually and involves a wide representation of students and members of our community.</p> <p>c. To further develop our Languages and Culture Day to include members of the wider community</p> <p>d. To utilise the School Community Partnership to organise additional opportunities for members of the community to celebrate cultural events.</p> <p>e. To organise an annual</p>	<p>a.JT</p> <p>b. JT</p> <p>c. JT &amp; NF</p> <p>d. JT &amp;CR</p> <p>e. JT &amp; CR</p> <p>f. JT</p>	<p>a. Annually in the summer in line with the development of the tutorial and assembly calendar</p> <p>b. Annually</p> <p>c. Annually (summer term)</p> <p>d. Ongoing through development of community partnership</p> <p>e. Annually (April)</p> <p>f. Ongoing in partnership with pupil groups</p>	<ul style="list-style-type: none"> <li>• The development of the calendar</li> <li>• Pupil and parent feedback surveys</li> <li>• School Community Partnership meetings</li> <li>• Attendance at events</li> <li>• Cathays Eye</li> </ul>	

	<p>Roma Day celebration.</p> <p>f. To utilise pupil voice in organising cultural celebrations e.g. bake sales, charity events and other activities.</p>				
<p>4. To continue to develop a whole-school communication strategy that ensures school communications are accessible to all</p>	<p>a. Ensure important publications such as the prospectus, Cathays Eye and policies are available online so they can be viewed and translated by parents.</p> <p>b. Develop the use of language line translation service for phone calls and meetings where needed.</p> <p>c. Continue to utilise the language skills of staff and post 16 students to support families at meetings, parents evenings and other events.</p>	<p>a.JT &amp; EW</p> <p>b.JT &amp; NJO</p> <p>c.JT &amp; KH</p>	<p>a. Annually, as policies and documents are renewed</p> <p>b. Ongoing, as part of IWB staff training</p> <p>c. Ongoing - development of a more proactive strategy, Summer 2026</p>	<ul style="list-style-type: none"> <li>● JT/GHT/DF review of the website</li> <li>● NJ/GM through IWB meetings</li> <li>● JT/CR/EMW analysis of attendance and use of translators</li> <li>● Parent feedback</li> </ul>	
<p>5. To ensure pupils who are Roma achieve in line with their peers</p>	<p>a. CHR to meet with all roma families and pupils on arrival and develop positive relationships.</p> <p>b. Hold a pupil voice meeting with a cross section of roma learners to ascertain their views on school, barriers to attendance and key events</p>	<p>a. CHR and JT</p> <p>b. JT, NJ, CHR &amp; EMW</p> <p>c. KH &amp; GM</p>	<p>a. Ongoing, through the admissions process</p> <p>a. Summer 2026</p> <p>b. Ongoing through tracking and analysis of progress</p>	<ul style="list-style-type: none"> <li>● JT through admissions process</li> <li>● Feedback from pupil voice meetings and actions from them</li> <li>● Analysis of data regarding achievement and progress</li> </ul>	

	c. Continue to ensure the progress, attendance and engagement of pupils who are CSR are tracked, monitored and reported on in line with the reporting calendar.				
6. To continue to develop our PSHE curriculum and Positive Relationships Policy to eliminate our pupils' and staff experience of VAWG* in school.  <i>(*Violence Against Women and Girls)</i>	<p>a. Ensure all staff complete the mandatory VAWG training bi-annually.</p> <p>b. Ensure the DSP team and relevant members of the IWB team conduct the Ask &amp; Act level 2 VAWG training at least bi-annually.</p> <p>c. Ensure all instances of violence against women and girls are recorded on either My Concern or Classcharts</p> <p>d. To ensure relevant topics are included in the PSHE curriculum. Such as; healthy relationships, harassment and exploitation and are updated in line with any new guidance or resources provided.</p> <p>e. Continue work with outside agencies in the development of resources eg. Our Streets Now, BAWSO.</p>	<p>a. NJO</p> <p>b. NJO</p> <p>c. NJO</p> <p>d. JT &amp; CAM</p> <p>e. NJO &amp; CAM</p> <p>f. NJO &amp; IWB team</p> <p>g. NJO &amp; IWB team</p>	<p>a. Biannually</p> <p>b. Biannually</p> <p>c. Ongoing</p> <p>d. Annually in Health and Wellbeing improvement plan</p> <p>e. Ongoing through Inclusion and Wellbeing Team</p> <p>f. Annually</p> <p>g. Ongoing through Inclusion and Wellbeing Team</p>	<ul style="list-style-type: none"> <li>● Training records</li> <li>● Monitoring of ClassCharts and My Concern</li> <li>● Review of PSHE curriculum</li> <li>● Wellbeing intervention record</li> <li>● Analysis of results of surveys</li> </ul>	

	<p>f. Complete an annual peer-to-peer harassment survey with all learners and analyse the results.</p> <p>g. Continue to refer pupils experiencing difficulties and members of their family to relevant support agencies such as children's services, women's aid, RISE etc.</p>				
<p>7. To encourage more boys to feel confident in accessing support systems where necessary</p>	<p>a. To ensure that boys are made aware of support systems such as counselling/safety.</p> <p>b. To run pupil voice groups focussing on boys' perceptions of wellbeing support.</p> <p>c. To ensure that there are opportunities for boys to discuss wellbeing and mental health in PSHE and Wellbeing lessons.</p> <p>d. To ensure that assemblies and PSHE/Wellbeing lessons provide boys with good examples of positive role models.</p> <p>e. To monitor referrals to outside agencies to ensure that boys who need additional support have</p>	<p>a. NJO &amp; IWB team, SLT and HoYs</p> <p>b. NJO, RW</p> <p>c-d. JT, JS, CAM</p> <p>e. NJO &amp; IWB team</p>	<p>a. Ongoing through IWB Team</p> <p>b. Starting Summer 2026 and ongoing</p> <p>c. Ongoing as part of curriculum review</p> <p>d. As above</p> <p>e. Ongoing through IWB Team</p>	<ul style="list-style-type: none"> <li>● Counselling records and analysis</li> <li>● Records of meetings and actions taken</li> <li>● Wellbeing booklets, learning walks, lesson observations, book looks</li> <li>● Assembly rota, development of resources and curriculum</li> <li>● Analysis of referrals and support</li> </ul>	

	opportunities to receive it.				
8. To continue to develop our PSHE curriculum and Positive Relationships Policy to eliminate our pupils' and staff's experience of racism.	<p>a. To continue to develop assemblies and tutorial resources that tackle racism and celebrate diversity.</p> <p>b. To continue to act on any reported incidences of racism towards staff and/or students in line with school policies.</p>	<p>a. JT, JS, CAM</p> <p>b. NJO/HP</p>	<p>a. Ongoing</p> <p>b. Ongoing</p>	<ul style="list-style-type: none"> <li>• Tutorial and assemblies - learning walks</li> <li>• Development of the PSHE curriculum</li> <li>• Analysis of incidents and self evaluation</li> </ul>	
9. To continue to develop our PSHE curriculum, Rainbow Alliance and Positive Relationships Policy to eliminate our pupils' and staff's experience of homophobia and/or transphobia.	<p>a. Embed the work of the Rainbow Alliance group around gathering pupil voice and implementing improvements to resources and systems related to diversity.</p> <p>b. To continue to develop assemblies and tutorial resources that tackle discrimination and homophobia</p> <p>c. To continue to act on any reported incidences of homophobia towards staff and/or students in line with school policies</p>	<p>a. JT</p> <p>b. JT, CAM, JS, SL, &amp; HOY team</p> <p>c. NJO</p> <p>d. NJO</p> <p>e. JT &amp; CAM</p>	<p>a. Summer 2026 and Autumn 2026</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Autumn 2026</p> <p>e. 2026-27</p>	<ul style="list-style-type: none"> <li>• Review of year, pupil voice feedback</li> <li>• Development of resources - rolled out across the school</li> <li>• Analysis of data and incidents</li> <li>• Policy review cycle</li> </ul>	

	<ul style="list-style-type: none"><li>d. Complete an updated peer-to-peer harassment survey with all learners and analyse the results.</li><li>e. To review and rewrite our Relationships and Sex Education Policy biannually</li></ul>				
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