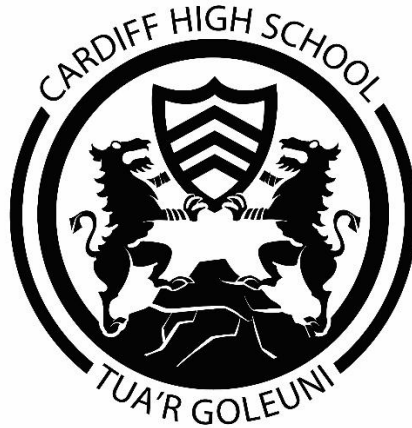


CARDIFF HIGH SCHOOL



# Strategic Equality Plan 2025 - 2028

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## Policy 4.10

## CARDIFF HIGH SCHOOL

### STRATEGIC EQUALITY PLAN POLICY STATEMENT

#### 1. School Mission, Vision, Values and Aims

**Mission:** to assist everyone in the school to fulfil their individual potential, discover new talents and develop a love for life-long learning.

**Vision:** a community in which all pupils, teachers, parents and governors recognise the need to continually learn and improve.

**Values:** because we:

- value high standards of learning and teaching
- value an ethos where self-esteem and enquiring minds can flourish
- believe all our pupils should have an equality and breadth of opportunity
- value the school's high standards of achievement □ celebrate and respect our school as a multi-ethnic community and the opportunities it provides for great understanding
- recognise the roles and commitment of staff, parents, governors and the community

**Aims:** as we aim to:

- provide opportunities for pupils to develop their multi-intelligences and to become conscious and active learners
- maximise opportunities for our pupils to develop a full range of academic, vocational, sporting, creative, social and cultural skills
- equip our pupils with the skills of literacy, numeracy and information communication technology (ICT) so that they can realise their full potential □ encourage our pupils to aspire to improve their performance and develop their own high standards of achievement
- develop good communication and inter-personal skills to enable pupils to take responsibility for themselves and show an appreciation of others within the school and wider community
- pursue all means to enable the school to be fully resources to provide a safe, secure and stimulating learning environment.

## 2. Our School

Cardiff High School is an English-medium 11 to 18 mixed comprehensive school situated in the north of the city of Cardiff, with 1650 pupils.

Pupils are from a range of ethnic backgrounds; however, our largest ethnic group overall is White British of which there are 1008 pupils. Our second largest group of pupils are our 179 pupils who are “Other Pakistani”. The remainder of our pupils are made up of a range of over 55 different ethnicities and nationalities, including 99 Bangladeshi pupils, 34 White and Asian Pupils, 31 Arabic Pupils and 31 Iraqi Pupils.

More parents define their children's religion as Christian (544 pupils). A large number are defined as being Muslim (424 pupils), while 394 pupils are declared as having no religious belief and 127 as Roman Catholic. We have smaller numbers of, Anglican, Baptist, Buddhist, Hindu, Jewish, Methodist and Sikh, with 23 being categorised as from “Other Religious” denominations.

There are 31 different languages spoken by our pupils as their home language other than English: The largest groups are Urdu, Bengali, Arabic and Punjabi with small numbers of Akan, Albanian, Armenian, Cantonese, Chinese, Cymraeg, Dari, Farsi, French, German, Hebrew, Hindi, Japanese, Korean, Kurdish, Pashto, Polish, Portugese, Romani, Somali, Spanish, Swahili, Sylheti, Tamil, Turkish and Yoruba. There are 416 pupils who have English as an additional language.

We have disabled pupils including pupils with Cerebral Palsy, Kidney related conditions, Hearing Impairment, heart-related conditions and genetic conditions. We aim to be fully inclusive of all pupils.

We are aware that there are pupils in every class who will grow up to be Lesbian, Gay or Bisexual however we do not monitor this robustly.

All of these people, their faiths, cultures, communities and languages the school values equally.

### **3. 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 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.

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

- a) Eliminate discrimination, harassment and victimisation
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

### **3. Our Strategic Equality Objectives**

Our chosen Strategic Equality Objectives are

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

To meet these objectives, the school will periodically produce a strategic action plan which will outline the key actions to fulfil both the general and specific duties. These cover all the relevant protected characteristics.

### **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 Cardiff 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

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. 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 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 LEA to help actions to combat hate crime across the City.

## **6. Roles and Responsibilities**

### **Leadership and Management**

#### **Commitment**

The Governing Body and management 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.

**The Headteacher is responsible for:**

- Making sure the Equality Policy is readily available, along with related policies, e.g. “Anti-Bullying Policy”, “Harassment Policy” etc. and that governors, staff, pupils, parents and guardians know about it.
- 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.

**The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Deputy Headteacher Wellbeing and Achievement.**

Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

**The Equal Opportunities Co-ordinator is the Deputy Headteacher Wellbeing and Achievement.**

The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all 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 images 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 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 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.

This Strategic Equality Plan should be read in conjunction with the following school policies and procedures:

- Child Protection Policy
- Anti-Bullying Policy
- Human Resource Policies

The principles of this policy will be reflected in all other policies and procedures in the school and be reflected in any reviews and updating of these. The school has consulted with Governors, parents/carers, students and staff in developing the Strategic Equality Plan.

## **8. Publication and reporting**

The school publishes the Strategic Equality Plan on our website. 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 revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (eg 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.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.

**CARDIFF HIGH SCHOOL**  
**STRATEGIC EQUALITY PLAN POLICY STATEMENT**

<b>Priority One: Teach and Training Students, Staff and Governors</b>		
<b>Targets:</b> <ul style="list-style-type: none"> <li>• The whole school community is, and continues to be, committed to the ideal of equality for all;</li> <li>• Staff and Governors are aware of their statutory obligations under the Equality Act;</li> <li>• Staff and Governors are fully signed up to the principles of equality and diversity as agents of the school;</li> <li>• Staff and Governor training combines basic training for all staff with specialist training for selected staff dependant on priorities and emerging equality issues or trends;</li> <li>• The curriculum in all year groups evidences planned teaching of equality and diversity;</li> <li>• When examining all year groups combined there is evidence of planned teaching or educational activities for all the protected characteristics across a range of subject areas</li> </ul>		
<b>Success Criteria</b> <ul style="list-style-type: none"> <li>☐ All members of the community have a deeper understanding of equality and its impact on maintain a harmonious society</li> </ul>		
<b>Planned Tasks</b>	<b>Lead</b>	<b>Time Scale</b>
<ul style="list-style-type: none"> <li>• Be mindful of any training needs identified in priorities one and two</li> <li>• Include activities in the school curriculum/PSE provision which address issues of equality</li> <li>• Make use of Black History Month, LGBT History Month, Martin Luther King Day, International Day of Disabled People and similar as focus for whole school activities</li> <li>• Recommend setting aside an equality training budget</li> </ul>	<b>MB</b> <b>EG</b>  <b>MB</b>  <b>ST</b>	<b>Ongoing</b>

<b>Priority Two: Develop the quality and use of our Equality Information</b>		
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Investigate ways and opportunities to collect useful information on parents</li> <li>• Review equality monitoring at recruitment and selection stage of staff and governors</li> <li>• To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief</li> <li>• Governing Body to report on attendance and exclusions by protected characteristics</li> <li>• Identify gaps in equality information currently</li> </ul>		
<p><b>Success Criteria</b></p> <p><input type="checkbox"/> All members of the community have a deeper understanding of equality and its impact on maintain a harmonious society</p>		
<b>Planned Tasks</b>	<b>Lead</b>	<b>Time Scale</b>
<ul style="list-style-type: none"> <li>• Train staff in the effective identification of equality information</li> <li>• Monitor the use of incidents of poor behaviour and bullying, linked to protected characteristics as identified by the Equality Act 2010</li> <li>• Track Attendance based on identified protected characteristics that school is aware of</li> </ul>	<p><b>MB</b></p> <p><b>MB</b></p> <p><b>MB</b></p>	<p><b>Ongoing</b></p>

**CARDIFF HIGH SCHOOL**  
**ACCESSIBILITY PLAN 2025 - 2028**

## **1. ACCESSIBILITY PLAN**

- a. The aim of this plan is to set out how Cardiff High School intends to increase the accessibility of all activities and facilities to disabled students.
- b. We are committed to providing an inclusive environment for all students and support the Cardiff Accessibility Strategy.

## **2. DEFINITION OF A DISABILITY**

- a. The Equality Act 2010 defines a disabled person as: “someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.”
- b. The definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, dyspraxia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.
- c. The Special Educational Needs and Equality Act 2010 imposed new duties on LAs and schools to prevent disability discrimination in the field of education. The Discrimination Duties require schools not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage

## **3. THE DOCUMENT**

This document is divided into 4 sections

### Section 1

An audit of the present position using the DfES audit checklist

### Section 2

Access to the Curriculum

### Section 3

Access to the Physical Environment

### Section 4

Access to written information and information provided in alternative formats.

#### 4. SECTION 1 – SELF AUDIT - ACCESSIBILITY

<b>CURRICULUM</b>	<b>YES</b>	<b>SOME</b>	<b>NO</b>
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	X		
Are your classrooms optimally organised for disabled students?		X	
Do lessons provide opportunities for all students to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	X		
Are all students encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	X		
Are there high expectations of all students?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Are all reasonable adjustments made for disabled students for examination entries?	X		
<b>PHYSICAL SURROUNDINGS</b>			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?		X	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X		

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		X	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			X
Are areas to which students should have access well lit?	X		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?		X	
Is furniture and equipment selected, adjusted and located appropriately?	X		

<b>ACCESS TO THE WRITTEN WORD</b>	<b>YES</b>	<b>SOME</b>	<b>NO</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		

## 5. SECTION 2 – ACCESS TO THE CURRICULUM

- a. The overriding principle is to provide full curricular access to all students at the School.
- b. The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum, teaching methods and examination entry.
- c. Individual subject areas are responsible for accessing SEN data, making appropriate use of information provided by the Achievement and Inclusion Team and identifying probable areas within their subject where students could experience difficulties.

- d. Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems where appropriate.
- e. Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of students.
- f. All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

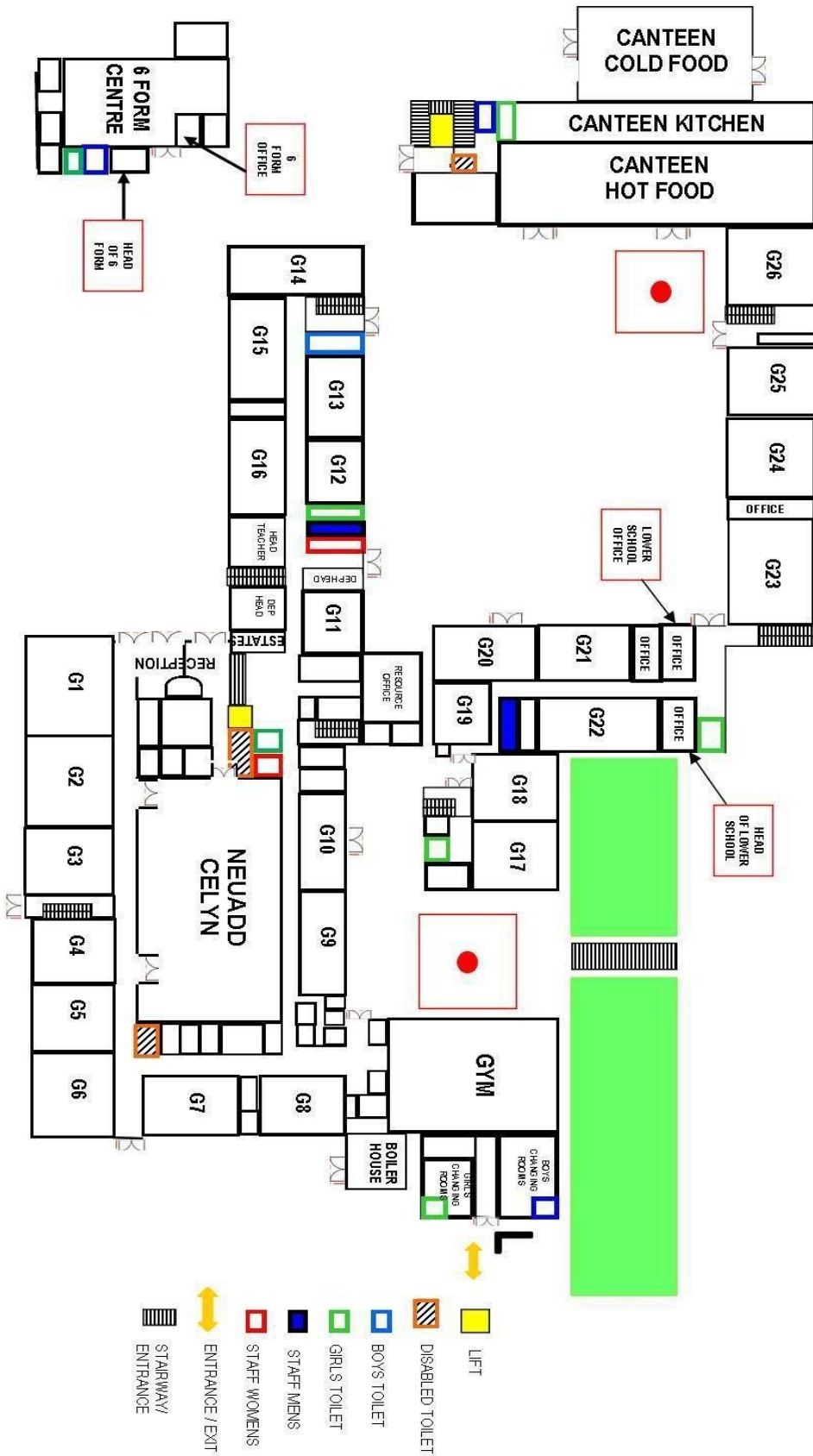
**6. SECTION 3 – ACCESS TO THE PHYSICAL ENVIRONMENT**

- a. The School aims to provide an inclusive environment for all staff and students.
- b. The main portion of the school was built in the 1960s and so can provide many challenges to disabled students. However, there are 2 lifts situated in Main Reception (Block 10) and the Canteen Block (Block 6) which gives access to all rooms within the school. There are a number of ramps built within the school allowing access to the sports halls and outer buildings.
- c. Students who have statements for Physical or Visual impairments are able to use the support of Teaching Assistants to move safely around the school.
- d. There are accessible toilets available in the Main reception area, on the ground floor in the Music department, canteen lobby, Sports hall and in the 1<sup>st</sup> floor Art department.
- e. The School's Fire Evacuation Procedures take account disabled students and visitors to ensure safe evacuation of the school in the event of a fire or incident. Any visitors who require assistance in the event of a fire evacuation are required to complete a Personal Emergency (PEEP) Evacuation Plan. Any students requiring assistance in the event of an evacuation are to complete a PEEP with the assistance of their Head of Year. Within the Tower block there are refuges with call points and also a number of Evacuation Chairs to assist in the event of a fire evacuation when the lifts are not to be used.
- f. There are 3 dedicated wheelchair accessible parking bays situated nearest the main school entrance and access to reception is via automated doors. The school reception desk includes a lowered counter and an induction loop.

**7. SECTION 4 – ACCESS TO WRITTEN INFORMATION**

- a. Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Special Needs Department, who will become responsible for distribution to staff. All relevant information will be collated in the Special Needs database of student needs and kept available for staff interrogation. Each student portfolio will be reviewed by the Special Needs Department, who will ensure the student can comment on how their needs are being met.
- b. The Special Needs Department will communicate individual requirements for enhanced scripts to the team of General Resource Technicians (GRTs) to enable them to produce material for a specific student without having to refer back to the requesting member of staff. Teaching staff will take work to the GRTs specifying which student requires the work, and for when.
- c. Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- d. Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- e. Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.
- f. The use of projectors and TVs must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

# GROUND FLOOR





# FIRSTFL<><>R

# SECOND / THIRD FLOOR

