



YSGOL GATHOLIG CRIST Y GAIR CHRIST THE WORD CATHOLIC SCHOOL



## **Equality Policy**

Ratified Date : October 2025

Review Date : October 2026

Catholic Life and Mission Committee

## Introduction and Context

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty applies to public bodies such as Denbighshire County Council and includes any maintained schools. This duty was introduced to replace previous equality duties on race, disability and gender.

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## What does the duty say?

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Public bodies (including schools), when carrying out functions, are required to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Public bodies must publish information that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information must include equality information relating to people who share a relevant protected characteristic such as: age, gender, disability, ethnicity, religion and belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnerships who are:

- employees (for authorities with more than 150 staff)
- people affected by our policies (e.g. pupils, parents etc...)

Public bodies must publish this information, so that it is accessible to the public, on an annual basis. This is usually shown as an annual report.

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## How does this affect schools?

The specific duties under the PSED require schools to:

- Prepare and publish equality objectives (once every four years)
- Publish information to demonstrate how we are complying with the PSED

Schools should set as many objectives as it believes are appropriate to its size and circumstances. The objectives should fit the school's needs and they should be achievable. Schools do not have to write objectives for each protected characteristic.

Each school will carry out the required actions to deliver on the agreed equality and diversity targets.

## **Our Distinctive Character, priorities and Aims**

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### **School Values**

**Our school aims to promote achievement, excellence and responsibility in all we do.**

**Christ the Word Catholic School aims to:**

- **Allow all students to achieve to best they can**
- **We will promote excellence at all times**
- **We will take responsibility for all our actions**

*To develop ourselves and others we will persevere until we succeed*

To support these aims the school will aim to:

- *Give equality of opportunity.*
- *Offer a curriculum that provides the knowledge, values and experiences and skills necessary for success in a complex, technological, global 21<sup>st</sup> Century society.*
- *Promote the skills of resilience and perseverance to allow young people to succeed.*
- *Provide a well-ordered and supportive environment.*
- *Promote the professional development of all who work at the school*
- *Work in partnership with parents, recognising their vital role in ensuring the welfare and success of their children and encouraging their active participation in the life of the school.*
- *Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our pupils will live and work.*
- *Work constructively with our family of primary schools to promote co-operation and continuity for the benefit of all our pupils.*
- *Work with (other) High Schools, further and higher education and other training institutions to provide a breadth of learning opportunities.*
- *Encourage an ethos of continuous improvement.*

At Christ the Word Catholic 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 Christ the Word Catholic School we believe that

diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Characteristics of our School

Christ the Word Catholic School is a 4-16 mixed comprehensive Catholic education school in Denbighshire. There are currently 872 pupils on roll, based on PLASC data for January 2025. The school is located in the coastal town of Rhyl. 37.5% of the pupils are entitled to Free School Meals. 26% of pupils have English as additional language. Currently 46 pupils are on the school's ALN register. The school works in close partnership with local groups such as the youth service, local police teams, local community projects and other statutory services such as health and mental health services, DCC education and children's services, providing support for our young people as and when its needed. There are growing incidents of community-based issues which impact on the school environment. There are also a growing number of pupils in school with mental health and significant emotional needs.

## 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.

## 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:

We regularly involve stakeholders, including children, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies as well as required by the equalities duties. We use a wide range of mechanisms including:

- Involving the School Council
- Circulating questionnaires to a variety of stakeholders, making them accessible as a means of communication
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders

Specifically for this scheme we:

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 Wellbeing Plan

- promote community cohesion

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

## Responsibilities

### 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.

### Senior Leadership Team

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
- ensuring that all staff are aware of the SEP

### 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.

## Information gathering and Engagement

### 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.

### Types of Information Gathered

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

- 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;
- stakeholder'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;
- 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.

### 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.

- **Pupil views are actively sought via Year reps and the School Council**
- **Parents views are actively encouraged via verbal, written and formal responses e.g. Parents surveys at Consultation Evenings and response to pupil reports, Parent Forum etc.**

## 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.

## Objectives and Plans

### Our chosen Equality Objectives are;

1. The monitoring of achievement of groups of pupils e.g. boys/ girls
2. Ensuring children who are vulnerable have opportunities to succeed
3. Monitor attendance of groups of pupils
4. Review access to facilities with pupils and staff
5. Raise awareness of equality issues with parents, pupils and staff

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 are cross referenced with the School Development Plan, which ensures that they are 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 a regular basis through the governing body and with Estyn when the school is inspected.

## 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 (according to the needs of the pupils/parents/stakeholders) 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.

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.

## 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.
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We will undertake a full review of our SEP by May 2029. The first annual review will take place in summer term 2026 and any changes will be reflected following this date.

A report will be given to the Governing Body.

## **Appendices**

**Appendix 1 Regional Equality Objectives**

**Appendix 2 Schools Equality Objectives and Action Plan (Template)**

**Appendix 3 Schools Accessibility Plan (Template)**

**Appendix 4 SEP Annual report guidance**

**APPENDIX 5 Equality Impact Assessment [template]**

## Appendix 1 Regional Equality Objectives

### Equality plan

Our Corporate Plan also serves as our Wellbeing Plan and our Equality Plan.

As part of our duty, we are required to produce a Strategic Equality Plan for a four-year term and report annually against progress. This does not necessarily have to be a single standing document, thus we have opted to incorporate it within our Corporate Plan which strengthens the value of our diversity and equality work and underpins the goal within the Wellbeing of Future Generations (Wales) Act 2015.

We believe we are able to take this integrated approach because the Plan equips the Council to deliver significant progress for all, by addressing current inequalities. The principles of equality are embedded throughout the council's functions and services.

The integrated plan is intended to ensure fair treatment for all, and to eradicate the risk of unfair or unequal treatment, such as harassment, victimisation or unlawful discrimination, in our work and service delivery. This includes our internal processes and treatment of employees, as well as services delivered to the public, and treatment of the public. We aim to foster good relations and equality of opportunity, and contribute to positive outcomes for all the people of Denbighshire.

During the lifetime of the Corporate Plan and beyond, we will ensure that all new projects and areas of work will:

- Engage, where appropriate, with groups that represent people with protected characteristics.
- Consider limitations to physical access, in particular with new builds, but also with regard to access to information and services.
- Consider the appropriateness of the facilities that we have available within the council's estate for use by those people with protected characteristics.
- Engage, challenge and, where possible, remove barriers to opportunities (including work) for those with protected characteristics.
- Condemn hate related bullying and harassment

## Appendix 2 Schools Equality Objectives and Action Plan

We will undertake a full review of our SEP by May 2029. The first annual review will take place in the summer term 2026 and any changes will be reflected following this date. A report will be given to the Governing Body.

<b>Strategic Equality Plan 2025-2029 Equality Objectives &amp; Action Plan</b>				
<b>Equality Objective 1:</b> The monitoring of achievement of groups of pupils				
<b>Our research:</b> Data analysis suggests that depending on the cohort in question, there can sometimes be a gender imbalance in the achievement of pupils in specific subjects.				
<b>Information from engagement:</b>				
<b>Data development:</b> External results analysis – analysis of results and data for groups of learners. Core Data. CATs data, National test results.				
<b>This objective will be judged to be successful if:</b> <ul style="list-style-type: none"> <li>• Data shows the ‘gap’ between boys and girls has narrowed.</li> <li>• Both boys and girls improve performance in external tests/examinations.</li> </ul>				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
1.1	Monitor and refine the curriculum in order to allow for opportunities for both boys and girls to achieve and thrive at different aspects, which reflect their different characteristics.	LF/ RA	Sep '25	Review Sep '26
1.2	Examine and determine the subjects in which boys/girls out perform each other and in which particular aspect.	LF/ RA	Sep '25	Review Sep '26
1.3	Undertaken mentoring to address specific engagement issues identified through monitoring and evaluation.	LF/ RA	Sep '25	Jul '26
<b>Strategic Equality Plan 2025-2029 Equality Objectives &amp; Action Plan</b>				
<b>Equality Objective 2:</b> Ensuring children who are vulnerable have opportunities to succeed				
<b>Our research:</b> Data analysis demonstrates a gap in the outcomes of learners who are eligible for FSM and those who are not.				
<b>Information from engagement:</b> Student voice activities inform development planning to ensure that all groups of learners are given the opportunity to share their thoughts and experiences.				
<b>Data development:</b> Analysis through the use of data available on SIMS to look at the FSM- non-FSM gap and undertake a full analysis of this.				
<b>This objective will be judged to be successful if:</b> <ul style="list-style-type: none"> <li>• Data shows the ‘gap’ between eFSM and non-FSM has narrowed.</li> </ul>				

- Vulnerable pupils are shown to have equal opportunities and are able to engage with all school activities and to achieve.

Actions:

	Description	Responsibility	Start date	End date
1.1	PDG plan that outlines the allocation of funds to support the reduction of the impact of poverty on education.	AB	Sep '25	Sep '26
1.2	Develop effective community links that supports the reduction of the impact of poverty on education.	SS	Sep '25	Sep '26

### **Strategic Equality Plan 2025-2029 Equality Objectives & Action Plan**

**Equality Objective 3:** Monitor attendance of groups of learners throughout the school.

**Our research:**

Attendance in groups of learners shows that there are pupils who are persistently late/absent across each year group in the school. Monitoring of groups of learners takes place.

**Information from engagement:**

Attendance and engagement learner voice activities have been undertaken to understand perception and attitudes to attendance. Parental voice activity undertaken and parental engagement groups established to address attendance concerns.

**Data development:**

Attendance Data, FPN/FPW, meeting records with parents/carers, school based analysis meetings

**This objective will be judged to be successful if:**

- The number of pupils persistently absent from school will decrease.
- The attendance rates across the school will increase.
- The attendance rates of FSM learners will increase and the gap in attendance between FSM and non-FSM learners will decrease.

Actions:

	Description	Responsibility	Start date	End date
1.1	In addition to the strategic plan to improve attendance as outlined in the PIAP, write an attendance improvement plan that addresses the attendance issues across all groups of learners and vulnerable sub groups.	NL	Sep'25	Sep '26
1.2	Undertake learner voice activities to understand and address learner engagement and perception of attendance.	NL	Sep '25	Sep '26
1.3	Develop parental engagement groups.	LF/ NL	Sep '25	Sep '26

**Strategic Equality Plan 2025-2029**  
**Equality Objectives & Action Plan**

**Equality Objective 4:** Raise awareness of equality issues with parents, pupils and staff

**Our research:**

Non-statutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors.

**Information from engagement:**

Staff liaise with external staff and specialists to ensure that policies and training are up to date. We now need to ensure that this information is spread throughout the school to all stakeholders.

**Data development:**

Monitoring of data captured through the Class Charts system in relation to records of reports of discrimination. Records of meetings with parents/ carers.

**This objective will be judged to be successful if:**

- The delivery of information to pupils, staff, Parents/Carers and other members of the school community has improved and highlights equality issues for all.
- There is a reduction of discriminatory behaviours.
- Parents/ carers fully support the schools work to address equality issues in the school and address any form of discrimination.

Actions:

	Description	Responsibility	Start date	End date
1.1	Ensure regular communication with all stakeholders about the school’s policies and actions in relation to equality and accessibility within the school community.	LF/ AMC	Sep ‘25	Sep ‘26
1.2	Ensure regular communication with all stakeholders about the school’s policies and actions in relation to the anti-discrimination work and the school’s zero-tolerance of discrimination of any kind.	LF/ AMC	Sep ‘25	Sep ‘26
1.3	Through regular review and evaluation of the school’s PSE curriculum, ensure that issues of equality and discrimination are addressed effectively.	LF	Sep ‘25	Sep ‘26

## Appendix 3 Schools Accessibility Plan

Updates currently being undertaken – new accessibility plan Autumn '25

## Appendix 4 SEP Annual report guidance



Strategic-Equality-Plans-Annual-Report

## Appendix 5 Equality Impact Assessment [Template]



Example\_of\_an\_Equality\_Impact\_Assessment