

# **Cogan Primary School**

## **Ysgol Gynradd Cogan**



## **Equality Policy**

## **Strategic Equality Plan**

### **2026**

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## **Introduction**

Cogan Primary School was established in 1884

It is a community primary school for boys and girls between the ages of three and eleven. There are 209 full time pupils on roll, there is a Hearing Resource base attached to the school with 4 pupils currently; and a nursery unit that can cater for 96 children. The school is situated in a residential area of Penarth in the Vale of Glamorgan which is the local authority. The school occupies a large site with three buildings. The main Building houses the Reception, Y1, Y2 and Year 3 classes. The Annexe Building houses, Years 4, 5, 6, a computer suite and the HRB; and the nursery building for nursery aged children.

At the back of the school there is a large playing field and the school has recently acquired a section of the field to develop as an outdoor learning area.

The majority of children come from English speaking homes and are from Welsh or English backgrounds. About 18% are from other backgrounds. No pupils have Welsh as a first language.

Approximately 22% of pupils are considered eligible for free school meals. Compared with that of the LA of 11.9% and all-Wales figure of 18.8%.

About 17% of learners are considered to have some degree of special educational needs (SEN) including three pupils who have a statement. These are low figures and are below local and national figures. No learner has the National Curriculum (NC) disapplied. No learners were excluded in the previous school year. Three learners are looked after by the LA.

The headteacher was appointed in September 2014.

## **Current performance**

The school was inspected last inspected in May 2018. (Nursery Inspected in November 2019).

Cogan Primary School is at the heart of its community. It provides a safe, welcoming and stimulating learning environment for its pupils. The well-respected and highly-skilled headteacher leads the school confidently. She encourages her experienced and established staff to research and to try out new approaches, while at the same time maintaining learning experiences of high quality for pupils. This enables nearly all pupils to make at least good progress during their time at the school, and supports more-able pupils to achieve high standards, particularly in writing. Most pupils become confident young citizens, who respect others, understand and celebrate diversity, and enjoy learning.

Standards Good

Wellbeing and attitudes to learning Good

Teaching and learning experiences Good

Care, support and guidance Excellent

Leadership and management Excellent

## **Prospects for improvement**

R1 Raise standards of Welsh oracy in key stage 2

R2 Improve pupils' ability to influence and to lead their own learning

The inclusion of pupils with hearing impairment is **an outstanding feature** of the school's ethos and is **sector leading practice**. (Feb 2012)

All pupils are encouraged to consider and appreciate their various backgrounds, whatever their gender, race or religion.

The school meets its statutory duties effectively.

Cogan Nursery is a highly effective educational setting where children enjoy greatly coming to school and make good progress. The headteacher and practitioners have an exceptional understanding of effective foundation phase provision. They use this knowledge very successfully to ensure that children receive the best possible learning experiences and develop a comprehensive range of skills and knowledge as they play. The involvement of children in leading their own learning is a particularly outstanding feature.

The school is developing very well as a self-improving organisation. Leaders and practitioners know the school's strengths and areas for improvement exceptionally well. There is a culture of continual evaluation and improvement that results in high quality teaching and learning. The school is very successful in gauging the views of all members of its community, including the children, in order to plan improvements to its provision. Overall, the school provides exceptional early years education for its children.

Standards Excellent

Wellbeing and attitudes to learning Excellent

Teaching and learning experiences Excellent

Care, support and guidance Excellent

Leadership and management Excellent

### **Prospects for improvement**

The school should continue on its improvement journey. There are no specific recommendations following this inspection.

The school holds the NACE Cymru Award, Basic Skills Quality Mark (3), 8 x Platinum Eco-schools Green Flag Status, 360 degrees awards and the Healthy Schools Silver Award as well as the Investors in Families award, the Investors in people award, the Becta award and Catch up bronze Award.

## **Cogan Primary School Ysgol Gynradd Cogan's Vision Statement**

**Cogan Primary School is a safe, secure and welcoming community where all are valued and respected.**

**In partnership with parents we aim for our children to achieve their personal best: academically, socially and emotionally.**

**'Encourage effort: Celebrate Success'**

This is the school's Strategic Equalities Plan (SEP) - it builds upon the school's previous Disability Policy, Race Equality Scheme and Equality Policies. It sits above the school's Inclusion Policy etc. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

This Plan was approved by the Governing Body in July 2015.

### **1 Equality vision and equality objectives**

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

To choose objectives for school Cogan Primary School we:

- Listened to equality experts and Heads of schools in the Vale of Glamorgan about their choice of equality objectives
- Discussed issues at schools' council meetings.
- Drew up a list with associated actions
- Surveyed parents
- Approved by Governors

These are the equality objectives we chose.

1. **Increase pupil involvement in the community and decision-making by improving their oracy skills in the Nursery, Foundation Phase and inferential deduction in KS2 pupils.**

What is the extent of pupils' community involvement and decision-making?

### **Proposed way forward:**

In order to ensure impact is sound, of a high quality and practical to raise standards in the speaking skills of Nursery and Foundation Phase pupils, the following actions are suggested:

- **SIP/Action Plan proposals with clear aims and objectives, responsibilities, costs, training requirements etc...**
- **Training(budget) regarding raising oracy standards**
- **Evaluate and purchase appropriate speech and language screening materials and teaching materials**
- **Review current information shared with parents and how this may be improved**
- **Leadership – HT/DHT, SMT, phase leaders, Subject leaders – half termly meetings to look at progress of pupils highlighted as 'amber' or 'red' in each year group**
- **Monitoring –Listening to learners by subject leaders to focus on speech and language and subject skills – feedback given by all staff**
- **Evaluation – analysis of related speech and language data**
- **Review (SER/SIP)– to review the cycle after one year and develop proposals for a second year to ensure quality embedded practice**
- **School council elected each year, trained and have input into the decision making processes in the school.**

2. **Evaluate how we raise all pupils' achievement and particularly the MAT pupils.**  
How well do we raise pupils' achievement through assessment of and for learning?

In order to ensure impact is sound, of a high quality and practical to raise and sufficiently challenge the more able, the following actions are suggested:

- **SIP/Action Plan proposals with clear aims and objectives, responsibilities, costs, training requirements etc...**
- **Training (budget) regarding Higher Order skills**
- **Upgrading and organising planning on the OneDrive- to include a further planning heading 'Challenge' (INSET time) / further resources purchased if necessary**
- **Leadership – HT/DHT, SMT, phase leaders, AoLE/Subject leaders – regular meeting to look at planning and evaluations of MAT activities**
- **Monitoring – observations of learning and monitoring of planning OneDrive by DHT, monitoring of KS books and listening to learners by subject leaders to focus on the challenge element – feedback given to all staff**
- **Evaluation – analyse of our data with particular focus on MAT learners**
- **Review (SER/SIP)– to review the cycle after one year and develop proposals for a second/third year to ensure quality embedded practice**

## **Further increase and maintain partnership with parents and carers**

How well does the school work with its partners to improve pupils' standards and wellbeing?

- **Pupils are assessed for their social and emotional well being, outcomes are identified and interventions planned**
- **All staff, volunteers and Governors are trained in safeguarding procedures- updated as appropriate**
- **Pupils awareness of 'Values' increased and heightened by signing the value**
- **SELFIE surveys embedded and analysed effectively**

The following plan sets out our equality commitments. The Strategic Equality Plan will be evaluated through the School Improvement Plan.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2014.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **3.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

## **4 Pupils**

### **4.1 A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic. This document details the school's commitment to equal opportunities and fulfilling its legal obligations under the Equality Act 2010. It provides protection under the Act for all protected characteristics:

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9<sup>th</sup> protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

#### **4.2 How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

#### **4.3 What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

#### **4.4 Positive Action**

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

#### **4.5 Communication**

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings.

We will train relevant staff in deaf equality and BSL skills and make it known to all staff that have the relevant skills to deal with pupils, visitors, parents and governors.

#### **4.6 Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

#### **4.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

#### **4.8 Engagement**

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

#### **4.9 Training**

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

## 4.10 Complaints and comments

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint, please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

## 5. Discrimination, victimisation and harassment

### 5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination** – where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

## **5.2 Harassment including bullying**

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

## **5.3 Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

## **5.4 Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work will

partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

## **6 Performance/ standards - how we deliver the policy**

### **6.1 Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs Susan Sibert and Mr Daniel Bennett. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

### **6.2 Taking decisions and Equality Impact Assessments**

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.

### **6.3 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us any useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. No data published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

## **7 Employment**

### **7.1 Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in the Vale of Glamorgan and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels.

### **7.3 Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### **7.4 Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or under representation exists before taking action.

### **7.5 Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

## **8 Action Plan 2026-2029**

Equality and diversity is a normal part of the school's everyday business. The SIP provides greater detail of the steps taken to meet the agreed objectives outlined earlier in this plan (See SIP). There may be more or different work needed as opportunities arise, such areas as they arise will be incorporated into the SIP for that academic year.



## **Policy - Equality Policy - Strategic Equality Plan**

This is to confirm that the Governing Body of

**Cogan Primary School  
Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

February 2026

Signed: K John

**Chair of Governing Body**

Date: 04/02/26