

YGG Bryniago



STRATEGIC EQUALITY POLICY and PLAN

2024 – 2028

Dyddiad adolygu a mabwysiadu:

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Date of next review: **Autumn 2026**

Llofnod Cadeirydd y Llywodraethwyr:

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Signature of chair of governors:

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FOREWORD

At YGG Bryniago we fully recognise our duties and responsibilities to eliminate discrimination and promote equity for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation.

Our Strategic Equality Plan (SEP) has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. Ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in our Plan, and against the three aims of the general duty of the Equality Act 2010. These will be shared and published so that there is transparency and accountability. We will engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals in our school and to members of our school community that experience greater disadvantage, discrimination, and inequalities.

NAME: Nia Jones
HEADTEACHER

NAME: Karen Thomas
CHAIR OF GOVERNORS

1. INTRODUCTION

In YGG Bryniago we recognise the value of diversity and are dedicated to fostering a sense of belonging and acceptance, which positively impacts on our learner's social and emotional development. We acknowledge that when learner's feel valued and respected, they are more likely to engage in learning, build positive relationships, and develop a strong sense of self-worth and identity. We ensure that all learners, parents/carers, staff and members of the school and wider community are treated as an individual, with fairness, respect, and dignity regardless of their background or protected characteristics.

Our school mission aligns with the principles of the Equality Act (2010) We recognise that society is diverse, and we are fully committed to preparing our learners to thrive in such a society. We do not tolerate any form of discrimination, bullying, or harassment. We strive to foster good relations and we champion equality of opportunity.

We value the principles of equality, equity, and social justice. We acknowledge and accept that systemic inequalities exist within our society and within our organisations, structures, and processes. Certain individuals and groups with specific protected characteristics face greater disadvantages, marginalisation, and discrimination, often compounded by intersectionality — the overlapping and interconnected nature of social categorisations such as race, class, and gender, which create interdependent systems of discrimination or disadvantage. We fully acknowledge the importance of the voices of those with lived experiences in shaping our Strategic Equality Plan.

We ensure that differences are viewed as the norm and that diversity enriches all of our lives and experiences. This permeates across our policies, actions and behaviours. As a school community we are dedicated to identifying and overcoming any barriers to learning and engagement, ensuring that all learners are able to make progress and to achieve their potential.

We are committed to making necessary adjustments to ensure the active participation of every learner and their family in the life of our school.

2. OUR SCHOOL CONTEXT

Our school is a Welsh-medium school. The catchment area for the school is Pontarddulais, Garnswllt, Pontlliw and Grovesend. . There are approximately 200 learners on the roll.

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Enw'r ysgol Name of school	Ysgol Gynradd Gymraeg Bryniago
Awdurdod Addysg Lleol Local Education Authority	Dinas a Sir Abertawe
Iaith y darparwr Language of the school	Cymraeg
Math o ysgol Type of school	Cynradd
Nifer y disgyblion ar y gofrestr Number of pupils on roll	Hydref: 186 Gwanwyn: 202
Nifer y disgyblion o oedran statudol Number of pupils of statutory age	Hydref: 186 Gwanwyn: 166
Nifer mewn dosbarthiadau meithrin Number of pupils in Nursery	Hydref: 23 Gwanwyn: 37
Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 23.7%)</i>	10.3%
Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 13.2%)</i>	Ysgol - Gweithred Ysgol: 4.5% Ysgol - Gweithred Ysgol Mwy: 5.2%
Percentage of pupils who are Black, Asian and Ethnic minority	2.13%

Percentage of statutory school age pupils who speak Welsh at home	43.1%
Percentage of statutory school age pupils with English as an additional language (categories A-C)	0%

3. INTEGRATING EQUALITY INTO STATUTORY AND NON-STATUTORY POLICIES

Our commitment to equality and equity underpins all of our school policies, processes and procedures. There are a number of key statutory and non-statutory policies that reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and our Strategic Equality Plan. These include:

- *Admissions*
- *ALN*
- *Complaints*
- *Curriculum*
- *Equal Opportunities e.g. Race equality/Anti-racism*
- *Pupil Behaviour and Discipline*
- *Safeguarding*

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In addition, we pay due regard to the Welsh Governments Rights, Respect Equality Guidance.

4. CHILDREN'S RIGHTS

The United Nations Convention on the Rights of the Child (UNCRC) sets out the rights all children have to make sure they are healthy, happy and safe. We put children's rights at the heart of everything we do as a school. A number of the children's rights align with the the Equality Act (2010), namely:

- **Article 2 (non-discrimination):** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3 (best interests of the child):** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12 (respect for the views of the child):** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 13 (freedom of expression):** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14 (freedom of thought, belief and religion):** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.
- **Article 23 (children with a disability):** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 29 (goals of education):** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 30 (children from minority or indigenous groups):** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

5. EQUALITY ACT (2010) AND PUBLIC SECTOR EQUALITY DUTY IN WALES

All schools are required to have a detailed Strategic Equality Plan (SEP) as part of legal requirements of the Equality Act (2010) and the Public Sector Equality Duty (PSED) in Wales.

The PSED general duty sets out what schools need to consider when making decisions and developing policies that may affect learners with different protected characteristics. The protected characteristics that apply to learners are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex, and
- sexual orientation

Under the general duty schools (as well as other public bodies in Wales) are required to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

Having due regard means we must consciously consider the three aims of the Equality Duty, listed above. Setting a SEP is a statutory requirement to help us meet these aims.

To ensure compliance with the requirements of the Act, our school will:

- collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act;
- self-evaluate effectively and decide on specific and measurable Equality Objectives that we publish and actively pursue over a four-year period to secure positive outcomes; and
- engage with key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

6. AIM OF THE STRATEGIC EQUALITY PLAN

The effective and consistent delivery of our SEP will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their individual characteristics. Furthermore, we will remove or minimise any disadvantage

experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a particular protected characteristic and those who do not.

7. ROLES AND RESPONSIBILITIES

The following members of the school community will be responsible for ensuring the effective implementation of the SEP.

Governing Body

The governing body is committed to ~~equity~~ equality and will continue to do all it can to ensure that the school is fully inclusive of every learner, and responsive to their individual 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 strives to make communications as inclusive as possible for parents, carers and learners; and
- ensures that no individual 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/Carers.

Senior Leadership Team

Senior Leaders in our school promote equality and eliminate discrimination by:

- ensuring equality and equity are everyone's business.
- implementing the school's SEP, supported by the governing body.
- 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 appointment panels give due regard to the SEP, so that no one is discriminated against when it comes to employment or training opportunities.

- designing a curriculum that incorporates opportunities for learners to celebrate diverse backgrounds, values and characteristics as well as to develop understanding of people with different beliefs and perspectives and to challenge stereotypes.
- promoting equal opportunities for learners 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 relevant policies.

Teaching Staff

All teachers contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and maintaining an awareness of the Equality Act 2010 and the school's SEP.
- providing materials and resources that depict positive, non-stereotypical images of different protected characteristics.
- challenging any incidents of prejudice, racism or homophobia, and reporting and recording any incidents as prescribed in relevant policies.
- supporting the work of teaching assistants and encouraging them to recognise discriminatory behaviours and to follow relevant processes.

Non-teaching Staff

All non-teaching staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and maintaining an awareness of the Equality Act 2010 and the school's SEP;
- Recognising discriminatory behaviours and following relevant processes.

8. DATA ANALYSIS AND EVALUATION

The school's self-evaluation and school improvement planning processes have informed the SEP: Data analysis and evaluation that has been taken into consideration includes:

Standards of Learner Groups:

FSM Learners (Free School Meals):

Vulnerable pupils achieve good standards in Welsh and English reading. However, procedural and reasoning numeracy standards need improvement.

- Many FSM learners have expected or above-standard scores in Welsh reading (5/6). Many make good progress or maintain consistently good standards.
- Almost all FSM learners have expected or above-standard scores in English reading (6/6). Many make good progress or maintain consistently good standards.
- The majority (4/6) of FSM learners have expected or above-standard scores in procedural numeracy. Most make good progress or maintain consistent standards.
- The majority (4/6) of FSM learners have expected or above-standard scores in reasoning numeracy. Few make progress in reasoning numeracy skills.

Attendance of Learner Groups:

FSM learners generally have lower attendance than non-FSM learners. Although the number of FSM pupils is small, a pattern of absence due to illness and holidays is evident across the school.

Attendance Data 2024–2025 (02/09/2024 AM to 18/07/2025 PM):

Year Group	No. of FSM Pupils	FSM Attendance	Non-FSM Attendance
Reception	3	83.24%	93.95%
Year 1	7	90.70%	93.54%
Year 2	1	86.51%	93.91%
Year 3	2	92.29%	96.26%

Year Group	No. of FSM Pupils	FSM Attendance	Non-FSM Attendance
Year 4	3	86.64%	96.20%
Year 5	2	84.10%	94.97%
Year 6	0	—	95.69%

Best FSM attendance is seen in Years 1 and 3. Lowest attendance is in Reception, Years 2, 4, and 5.

ALN Learners (Additional Learning Needs):

Attendance of non-ALN learners is better than ALN learners across the school, except in Years 5 and 6.

ALN Attendance Data 2024–2025 (02/09/2024 AM to 18/07/2025 PM):

Year Group	No. of ALN Pupils	ALN Attendance	Non-ALN Attendance
Reception	1	91.8%	92.9%
Year 1	5	87.5%	92.9%

Year Group	No. of ALN Pupils	ALN Attendance	Non-ALN Attendance
Year 2	3	80.3%	93.6%
Year 3	0	—	95.9%
Year 4	1	82.3%	95%
Year 5	1	96.8%	93.8%
Year 6	1	96.8%	95.7%

Breakfast/Care Clubs and Extracurricular Activities:

The school offers free access to the care club for FSM pupils. However, very few FSM learners attend the care or breakfast clubs, or extracurricular curriculum clubs. Few ALN learners attend the care/breakfast club occasionally.

School Snacks:

Almost all FSM pupils receive a free daily snack at school.

Educational Visits:

Almost all FSM pupils attend educational visits. The school provides financial support (e.g., travel costs or 25%/50% of residential visit costs). Most ALN learners attend educational visits. The school communicates closely with parents/guardians of ALN learners to plan around their needs.

School Environment:

The school has worked with the LA to adapt two classrooms to support learners with profound learning needs within the Gwyr cluster. *Canolfan Iago* opened in September 2025. The LA is completing an accessible toilet/changing room for learners at the centre and Bryniago Mawr.

Bryniago Mawr is suitable for disabled learners and visitors. The main entrance is wheelchair accessible, and all classrooms are accessible. However, there is no direct access to the playground from Canolfan Iago classrooms. Access is possible via the fire exit near the boys' toilets and down the path to the playground.

Bryniago Bach has an accessible toilet and changing room. The playground is suitable for disabled learners and visitors.

Bryniago Mawr is partially suitable for disabled learners and visitors. There are stairs from one room in Canolfan Iago and the back of the hall, but wheelchair-friendly exits are available. There is an accessible toilet and a suitable changing room. Plans are in place to improve the changing room to include a fully accessible toilet.

Resources:

The school has resources that allow most learners to access the curriculum. Resources are monitored regularly, and specific items are ordered when needed. The school works with external agencies to source appropriate resources.

School Curriculum:

The curriculum reflects the diversity of the school, community, and wider society. The Religion, Values and Ethics plan allows learners to explore different beliefs. The RSE plan enables learners to learn about a cross-section of people and groups in society. Morning assemblies celebrate global diversity and promote respect for all.

Pupil Voice:

The school has an enthusiastic school and eco council. Every pupil has a role within the school, ensuring all children—regardless of age, ability, or ethnicity—have a voice. All pupils at Bryniago Bach have the chance to be “helper of the day.” Almost all pupils at Bryniago Mawr not on the school/eco council are part of the Welsh Crew, Yard Crew, Digital Crew, or Canteen Crew. The school conducts surveys throughout the year to gather pupil opinions, both individually and as classes.

Parents' Evenings:

Generally, parent/guardian attendance at formal parents' evenings is good. Few attend informal drop-in evenings. Most parents of disadvantaged and ALN learners attend formal

evenings. Separated parents are offered separate appointments. End-of-year reports are shared according to parent/guardian preferences.

Behaviour and Anti-Bullying:

Overall, pupil behaviour is good. All learner groups are treated fairly. In bullying cases, the school investigates thoroughly and supports all involved. Clear procedures are in place for managing behaviour and bullying. For concerning behaviour, regular meetings with parents are held, and strategies/programmes like PSP are used to avoid exclusions.

Reporting:

The school reports on all the above in the headteacher's termly report to the governing body.

All data collected has been used for the purpose of analysing trends by protected characteristic whilst also being mindful of data protection requirements and legislation.

8. ENGAGEMENT

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting.

Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most marginalised and disadvantaged.

A range of different activities have been undertaken to inform our plan. These include:

- Parent/ Carers Questionnaires
- Pupil Questionnaires
- Staff questionnaires

10. EQUALITY IMPACT ASSESSMENTS

The school has Equality Impact Assessment (EIA) processes in place.

Equality Impact Assessments ensure that no person is disadvantaged or discriminated against by our school's activities, plans and policies. Equality Impact Assessments are undertaken to ensure that the school's key plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Act, we will continue to undertake Equality Impact Assessment of statutory new policies and key strategic plans and decisions, prior to them being implemented.

11. STAFF PROFESSIONAL LEARNING

It is a statutory requirement to promote knowledge and understanding of the PSED general duty amongst staff and to identify and address training needs in this area through our performance management processes. As such, professional learning opportunities are factored into our training plans.

12. EQUALITY OBJECTIVES

Please see Appendix 1 for the details of our SEP for 2024 to 2028 and the equality objectives for our school as informed by our engagement activities, self-evaluation and local/national priorities. The SEP **does** cover all the relevant protected characteristics as defined by the Equality Act (2010).

The actions detailed in the SEP are aligned with our School Development Plan and both plans are cross-referenced so that they are inextricably linked.

13. GENDER PAY OBJECTIVE

The legislation requires analysis of employment data by women and men on an annual basis and that a gender pay objective is developed where a gender pay difference is identified.

In our school we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

14. PUBLISHING AND MONITORING RESULTS

This plan will be monitored by the governing body and all new plans placed on the website and shared on request with the School Improvement Adviser.

The school annually provides a report detailing the evaluation of the SEP to the governing body. Information is then detailed in the Governors' Annual Report to Parents/Carers.

15. STRATEGIC LEADERSHIP

The lead for the SEP in **Ysgol Bryniago** is **Nia Jones**

Appendix 1:

EQUALITY OBJECTIVE: Promoting equal opportunity from a disability perspective

Protected Characteristic/s: Disability Gender Reassignment Pregnancy and Maternity Race Religion or Belief
Sex Sexual Orientation

RATIONALE:
(Why is this on the plan? What did information/data/engagement tell you?)
Canolafn Iago opens at the school in September 2025. Learners with intensive ALN needs will attend the center from Gwyr Gyfun School Cluster. Ysgol Bryniago is a very inclusive school. However, the staff need to be up-skilled so that they can support ALN learners within so main-stream classes within specific classes.

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
Support ALN learners in the classrooms (main stream and Canolfan Iago) so that they reach their full potential.	<ul style="list-style-type: none"> • Train the school staff in different elements of ALN so that they can support the learners in class (mainstream). • Appoint staff to work within Canolfan Iago. Train the staff so that they can support the learners on the classroom floor (Iago Centre). 	Sioned Evans	Click or tap here to enter text.	Click or tap here to enter text.

Evaluation (Continuous)
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EQUALITY OBJECTIVE: Eliminate negative discrimination, harassment, persecution from a disability perspective

Protected Characteristic/s: Disability Gender Reassignment Pregnancy and Maternity Race Religion or Belief
Sex Sexual Orientation

RATIONALE:
(Why is this on the plan? What did information/data/engagement tell you?)
 There is an increase in the number of learners, staff, parents/carers and visitors who have disabilities. This includes an intersection of physical disabilities. It is necessary to ensure that the school environment is suitable for all learners, members of staff and visitors to the site.

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
Access and an inclusive environment for all pupils, members of staff and visitors. .	<ul style="list-style-type: none"> • Invite experts from Health together with county ALN teachers to visit the school site in order to identify any physical difficulties that affect equality and diversity. • Collaborate with officers from the LA to assess the school's position. Communicate with the LA to obtain financial support where any physical modifications need to be made 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Evaluation (Continuous)
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EQUALITY OBJECTIVE: Eliminate negative discrimination, harassment, persecution based on race

Protected Characteristic/s: Disability Gender Reassignment Pregnancy and Maternity Race Religion or Belief
 Sex Sexual Orientation

RATIONALE:
(Why is this on the plan? What did information/data/engagement tell you?)
 Wrth gynllunio a chyflwyno cwricwlwm yr ysgol mae angen i ni geisio cynnwys cyfleoedd i ddysgwyr: datblygu empathi a thrugaredd at eraill; dathlu cefndiroedd, gwerthoedd a nodweddion amrywiol; datblygu eu gwerthoedd eu hunain ac ymdeimlad o'u hunaniaeth; meithrin dealltwriaeth o bobl â gwahanol gredoau a safbwyntiau; herio stereoteipiau

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
<p>Ensuring that every pupil, member of staff and visitor is respected and treated fairly regardless of race/belief.</p>	<ul style="list-style-type: none"> • Evaluate the school's curriculum to ensure that it provides an opportunity to learn about the history of different black people, different religions, different genders and sexual orientation. • Evaluating the school's curriculum to ensure that it provides an opportunity to celebrate the achievements of all black people, people of various religions, different genders and sexual orientation. • Planning a workshop 'Show Racism the Red Card' Promoting good relations across all the community: Various concerts and celebrations 	<p>Nia Jones</p>	<p>Sep 24+</p>	<p>Click or tap here to enter text.</p>

	of various days from various religions and generations			
<p>Evaluation (Continuous) Click or tap here to enter text.</p>				

EQUALITY OBJECTIVE: Promote equal opportunity

Protected Characteristic/s: Disability Gender Reassignment Pregnancy and Maternity Race Religion or Belief
Sex Sexual Orientation

RATIONALE:
(Why is this on the plan? What did information/data/engagement tell you?)
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Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
Continue to work closely with staff, parents and pupils in order to understand the impact of deprivation on pupils' attainment. Using data in order to track the progress of pupils who suffer from deprivation considering actions to reduce the impact of poverty on pupils	<ul style="list-style-type: none"> Evaluate the school's charing policy annually giving attention to reducing the cost of a school day Give more support in and out of class to FSM pupils. Giving FSM pupils more opportunities to achieve. 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

	<ul style="list-style-type: none">• Structuring the staffing of the school to give access to FSM learners/ pupils from non-Welsh backgrounds/ ALN pupils/ pupils from an ethnic background so that they reduce the attainment gap			
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Evaluation (Continuous)

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