

YGG Bryniago



STRATEGIC EQUALITY POLICY and PLAN

2026 – 2031

Dyddiad adolygu a mabwysiadu:

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Signature of chair of governors:

CONTENTS

Section	Content	Page Number
	Foreword	
1	Introduction	
2	Our School Context	
3	Integrating Equality into other Statutory and Non-Statutory Policies	
4	Children's Rights	
5	Equality Act 2010 Public Sector Equality Duty in Wales	
6	Aim of the Strategic Equality Plan	
7	Roles and Responsibilities	
8	Data Analysis and Evaluation	
9	Engagement	
10	Equality Impact Assessments	
11	Staff Professional Learning	
12	Equality Objectives	
13	Gender Pay Objective	
14	Publishing and Monitoring Results	
15	Strategic Leadership	
Appendix 1	Strategic Equality Plan	



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: 191
Nifer y disgyblion o oedran statudol Number of pupils of statutory age	Hydref: 162
Nifer mewn dosbarthiadau meithrin Number of pupils in Nursery	Hydref: 29
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>	8.3%
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>	IDP: 6.5%
Percentage of pupils who are Black, Asian and Ethnic minority	*

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 Strategic Equality Plan.

Breakfast Club / Childcare and Extracurricular Clubs

The school offers free access to the childcare club for pupils who are eligible for Free School Meals (FSM). However, very few FSM-eligible pupils attend either the childcare club or the breakfast club. Similarly, very few FSM-eligible pupils participate in extracurricular curriculum

clubs. A small number of pupils with Additional Learning Needs (ALN) attend the childcare or breakfast club on an occasional basis.

School Snack

Almost all pupils who are eligible for FSM receive a free school snack on a daily basis.

Educational Visits

Almost all pupils who are eligible for FSM take part in educational visits. The school provides financial support to these learners, for example by covering travel costs for visits and/or paying 25% to 50% of the cost of residential visits.

Most pupils with ALN participate in educational visits. The school communicates closely with the parents of ALN learners in advance where a pupil has more complex needs, to establish the intentions and preferences of parents or carers. The school then plans accordingly, for example by ensuring the pupil attends school on the day or by putting specific support measures in place to meet the pupil's needs.

School Environment

The school has worked closely with the Local Authority to adapt two classrooms on the Bryniago Mawr site to provide specialist provision for pupils with profound learning needs within the Gower cluster. Canolfan Iago opened in September 2025 and now includes two dedicated classrooms. The development of an accessible changing room and disabled toilet has been completed, providing suitable facilities for learners in the centre and for the wider school community.

The Bryniago Mawr site is suitable for most learners and visitors with disabilities. The main entrance and all classrooms are accessible to wheelchair users. Although there is no direct access from Canolfan Iago to the playground, access can be gained through the doors near the boys' toilets and along the pathway leading to the playground.

An accessible toilet and changing facility are available on site, and the playground is also suitable for pupils and visitors with disabilities. Although stairs provide access to one room within Canolfan Iago and to the rear of the hall, alternative accessible routes are available, enabling wheelchair users to reach and leave these areas safely. Overall, the school continues to develop and improve its facilities to ensure access and inclusion for all learners and visitors.

Resources

The school has resources that enable most learners to access the school curriculum. Resources are monitored regularly, and where necessary, specific resources are ordered. The school works in partnership with external agencies to obtain relevant specialist resources.

School Curriculum

The school curriculum reflects the diversity of the school, the local community and the wider community. The Religion, Values and Ethics scheme provides opportunities for learners to learn about different beliefs and faiths. The Relationships and Sexuality Education (RSE) programme provides opportunities for learners to learn about a wide range of people and different groups within society. Collective worship and assemblies also celebrate diversity across the world and encourage respect for everyone.

Pupil Voice

The school has highly enthusiastic School Council and Eco Committee groups. The school ensures that every pupil has a role to play within the school. This helps ensure that every child, regardless of age, ability or ethnicity, has a voice within the school.

All pupils in Bryniago Bach have the opportunity to be a “Helper of the Day.” Almost all pupils in Bryniago Mawr who are not members of the School Council or Eco Committee are involved in one of the following groups: the Welsh Language Group, Playground Team, Digital Leaders or Canteen Team.

The school conducts a range of surveys throughout the academic year to gather learners’ views on different aspects of school life. These surveys include both individual and class-based questionnaires.

Parents’ Evenings

Overall, attendance by parents and carers at parents’ evenings is good. Few parents attend the informal drop-in sessions. However, most parents and carers attend the more formal parents’ evenings. This includes parents of learners from disadvantaged backgrounds and parents of learners with ALN.

Separated parents who require separate appointments are given the opportunity to discuss their child's progress at different sessions. The school also ensures that end-of-year reports are distributed in line with the wishes of parents and carers.

Behaviour and Anti-Bullying

Overall, learner behaviour is good. All groups of learners are treated fairly. In cases of bullying, the school investigates fully and provides support for all learners involved.

The school has clear procedures for managing behaviour and bullying incidents. Where the behaviour of individual learners is a cause for concern, the school holds regular meetings with parents to support improvement. Strategies and programmes, such as Personal Support Plans (PSPs), are used to avoid the need for exclusion from school wherever possible.

Reporting

The school reports on all of the above areas through the Headteacher's report to the Governing Body on a termly basis.

9. 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 2026 to 2031 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?)

Canolfan Iago opened in September 2025 and provides specialist provision for learners with profound Additional Learning Needs (ALN) from across the Gower Comprehensive School Cluster. Ysgol Bryniago is a highly inclusive school and is committed to ensuring that all learners receive the support they need to succeed.

To respond effectively to the increasingly complex needs of learners, the school continues to develop the skills and confidence of staff through ongoing training and professional development. This enables staff to support learners with ALN effectively, both within mainstream classrooms and within specialist provision, ensuring inclusive learning experiences and a high standard of care and support for all learners.

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
Staff have the knowledge, skills and confidence to effectively support learners with complex ALN needs across Canolfan Iago and mainstream classes. Learners receive appropriate support that enables them to engage fully in learning and make progress. Inclusive practice is consistently evident across the school.	• Audit staff training needs. • Deliver targeted ALN professional learning, including communication, sensory needs, behaviour support and inclusive classroom strategies. • Facilitate collaboration between Canolfan Iago staff and mainstream staff through coaching, joint planning and professional dialogue.	Headteacher ALNCo Canolfan Iago Lead Teacher	Ongoing throughout 2026-2027 Training programme reviewed termly	Learning walks and classroom observations. • Monitoring of pupil engagement and progress data. • Staff questionnaires and confidence audits. • Reviews of Individual Development Plans (IDPs). • Feedback from learners, parents

	• Access support and training from the Local Authority and external agencies. • Share effective practice through staff meetings and INSET sessions. • Review the impact of training on classroom practice.			and carers. • ALN and Inclusion reports to governors. • Self-evaluation activities and school improvement reviews.
<i>Evaluation (Continuous)</i> Click or tap here to enter text. 2025-2026 The school's staffing structure ensures that learners with ALN receive appropriate support in almost every class since September 2025. As a result, most learners have timely access to additional support, enabling them to participate fully in the curriculum and make progress in line with their individual needs. In addition, the intervention provision has been strengthened, enabling almost all learners in Bryniago Bach to receive support in an intervention group at least twice a week, and almost all learners in Bryniago Mawr to receive support at least once a week. Internal monitoring indicates that these arrangements have contributed to improved engagement and progress among many of the learners receiving additional support. The school continues to invest significantly in staff professional development in order to respond effectively to the increasingly complex needs of learners. During the year, staff received training in a range of ALN-related areas, including speech and language interventions such as WellComm and Language Link, dyslexia support strategies, and the administration of reading assessments. This training has increased staff confidence and expertise in identifying needs and providing tailored support for learners. The opening of Canolfan Iago has been a significant development in the school's inclusive provision. Currently, seven pupils receive specialist support through the Welsh-medium unit. Although the provision is relatively new, the school has begun a comprehensive programme of staff training and professional development to ensure that all staff members have the knowledge, skills and confidence required to meet the needs of these learners effectively. The school will continue to evaluate the impact of the provision and further develop staff expertise as the centre becomes more established and continues to grow.				

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?) The number of learners, staff members, parents, carers and visitors with disabilities is increasing, including individuals with a wide range of physical and accessibility needs. As a result, it is essential that the school environment continues to develop in order to ensure equal and safe access for all. The school will continue to review and improve its facilities and arrangements to ensure that every learner, staff member and visitor is able to gain full access to the school's buildings, provision and activities.				
Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
The school environment is accessible and suitable for learners, staff, parents, carers and visitors with disabilities. Barriers to access are reduced, and everyone is able to participate fully in school life. .	• Conduct an annual accessibility audit of the school site. • Identify and prioritise any required improvements to buildings and the school grounds. • Ensure that accessible routes,	Headteacher Health and Safety Officer Governing Body	Ongoing Formal review annually	Accessibility audits. • Site walks conducted by leaders and governors. • Health and safety records. • Feedback from learners, staff, parents and visitors.

	entrances and facilities are maintained effectively. • Consult with learners, staff, parents and relevant professionals regarding accessibility needs. • Work in partnership with the Local Authority to secure funding and support for any further adaptations.			• Headteacher's reports to the Governing Body. • School self-evaluation activities. • Evidence of improvements and actions completed against the Accessibility Plan.
Evaluation (Continuous) 2025-2026 The school continues to work closely with health specialists, including hospital professionals and local authority specialist services, to ensure that learners with disabilities have full access to the school's buildings, provision and curriculum. As a result of this effective multi-agency collaboration, the school has successfully responded to the individual needs of learners and ensured that they are able to participate fully in all aspects of school life. The school has also worked successfully with the Local Authority to develop an accessible toilet and a purpose-built changing facility for both school pupils and learners attending Canolfan Iago. This development has significantly improved the accessibility of the site and increased the school's capacity to meet the needs of a wider range of learners. Although significant progress has been made, a number of areas remain priorities for further development. In particular, the school will continue to work with the Local Authority to explore options for improving accessible access to all areas of Canolfan Iago, ensuring that wheelchair users and learners with physical disabilities have equal access to all facilities and provision within the centre. Overall, the school is well placed to continue developing its accessibility and inclusion provision in response to the evolving needs of its school community.				

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?)

When planning and delivering the school curriculum, we will ensure that learners are provided with rich and purposeful opportunities to develop empathy, respect and compassion towards others. The curriculum will promote understanding and appreciation of diversity by celebrating a wide range of backgrounds, cultures, values and individual characteristics.

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
Click or tap here to enter text. Learners develop empathy, respect and compassion towards others. They demonstrate an understanding and appreciation of diversity and are able to discuss different backgrounds, cultures, beliefs and perspectives positively.	- Review curriculum plans to ensure representation of diverse cultures, backgrounds, beliefs and experiences. - Deliver learning experiences through Religion, Values and Ethics (RVE), Relationships and Sexuality Education (RSE), assemblies and themed events.	Headteacher Curriculum Lead AOLE Leaders All Staff	Ongoing throughout the academic year Reviewed termly	- Curriculum monitoring and scrutiny of planning. - Learning walks and lesson observations. - Pupil voice questionnaires and focus groups. - Work scrutiny.

Learners challenge stereotypes and discriminatory attitudes and contribute to a school culture that promotes equality, inclusion and respect	• Celebrate cultural, religious and national events throughout the year. • Provide opportunities for learners to discuss equality, diversity and inclusion issues. • Ensure learning resources reflect the diversity of modern Wales and the wider world. • Challenge stereotypes and discriminatory language through the curriculum and daily school life. • Gather learner voice on inclusion and belonging.			• Records of assemblies, themed activities and celebrations. • Behaviour and bullying records. • Feedback from learners, staff and parents. • Self-evaluation reports and governor monitoring visits.
<i>Evaluation (Continuous)</i> Click or tap here to enter text. 2025-2026 During the past year, the school has reviewed and revised its collective worship calendar to ensure that learners are provided with regular and meaningful opportunities to learn about a broad range of beliefs, faiths, cultures and traditions. As a result, learners are developing a stronger understanding of the religious and cultural diversity of Wales and the wider world, while also increasing their respect, empathy and appreciation for people from different backgrounds and perspectives. The school also continues to play an active role in the Gower Cluster Religion, Values and Ethics working group. This collaboration has strengthened provision by ensuring consistency and progression in learners' experiences across the cluster. Furthermore, it has enabled staff to share effective practice, resources and expertise, thereby increasing their confidence in delivering topics relating to equality, diversity and inclusion. The school has continued to review and develop its curriculum to ensure that it more fully reflects the diversity of contemporary society. Increasing emphasis has been placed on developing learners' knowledge, understanding, empathy and respect towards individuals and communities from a variety of backgrounds. This				

includes opportunities to learn about the histories, contributions and experiences of Black, Asian and Minority Ethnic communities, as well as raising awareness of issues relating to equality, human rights, identity and belonging.

Through Relationships and Sexuality Education (RSE), Religion, Values and Ethics (RVE), assemblies and a wide range of curriculum activities, learners are provided with age-appropriate opportunities to explore and discuss issues associated with diversity and inclusion. These experiences contribute to fostering a school culture that promotes fairness, respect and acceptance, while helping learners develop the knowledge, skills and values required to become ethical, informed and responsible citizens.

Although good progress has been made, the school recognises that this is an ongoing area of development. Future work will focus on strengthening opportunities for learners to explore diversity in authentic and meaningful ways across all Areas of Learning and Experience. This will ensure that the voices, experiences and contributions of different social groups are consistently represented throughout the curriculum. The school will continue to monitor the effectiveness of this provision through self-evaluation activities, scrutiny of planning and learner feedback, ensuring that equality, diversity and inclusion remain at the heart of school life and practice.

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?)

The school is committed to ensuring that all learners have equal access to learning opportunities, experiences and activities, regardless of their background, ability, gender, beliefs or any other protected characteristic. By promoting equality, diversity and inclusion, the school fosters an environment in which every individual feels valued, respected and supported to achieve their full potential.

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
All learners have equal access to the curriculum, activities and learning opportunities. Learners demonstrate respect for diversity and understand the importance of equality, inclusion and individual rights. Stereotypes and prejudice are challenged effectively, and all learners feel a sense of belonging within the school community.	• Review the curriculum regularly to ensure that it reflects diversity and equality. • Provide opportunities for learners to learn about rights, equality and diversity through RVE, RSE and assemblies. • Celebrate a range of cultural and religious events throughout the year. • Consistently challenge stereotypes, prejudice and discriminatory language. • Ensure that all learners are able to participate in school activities and leadership opportunities. • Gather and act upon feedback from learners, staff and parents.	Headteacher Curriculum Lead AOLE Leaders All Staff	Ongoing Reviewed termly	Curriculum monitoring and review of learning plans. • Learning walks and lesson observations. • Pupil voice questionnaires and focus groups. • Scrutiny of pupils' work. • Behaviour and anti-bullying records. • Feedback from parents, staff and learners. • School self-evaluation reports. • Governor monitoring visits.

Evaluation (Continuous)

2025-2026

The Governing Body regularly reviews and evaluates the school's Charging Policy to ensure that it promotes fairness, inclusion and equal opportunities for all learners. The school continues to provide significant support for families facing financial challenges, aiming to minimise the impact of educational costs on learners' participation, wellbeing and progress.

A wide range of financial assistance is available to pupils eligible for Free School Meals (FSM). This includes free instrumental music tuition, substantial reductions in the cost of residential visits, support towards the cost of day educational visits, free access to the breakfast club and the provision of a free daily snack. As a result, almost all FSM learners are able to participate in enrichment activities and educational visits alongside their peers, reducing financial barriers to participation and ensuring more equitable access to opportunities.

Internal monitoring indicates that this support contributes to greater equality of access to learning experiences and helps promote the wellbeing, engagement and inclusion of vulnerable learners. Although participation in some extracurricular clubs remains lower than desired, the school continues to explore ways of encouraging greater involvement among FSM learners and removing any barriers that may prevent them from accessing the opportunities available.

The school has also made significant progress in ensuring that learners with Additional Learning Needs (ALN), and those facing barriers to learning, have access to tailored support. Almost all FSM and ALN learners now receive classroom support throughout the school day. This enables teaching assistants to provide timely and effective assistance, whether through individual support, small-group work or specialist intervention programmes.

These arrangements have strengthened the school's capacity to respond to individual learner needs and have contributed to improved engagement in learning, increased confidence and better access to the curriculum. Staff work closely with the ALNCo, class teachers and external agencies to ensure that provision is reviewed regularly and adapted in response to learners' changing needs.

Overall, the school has made good progress in ensuring that economic disadvantage, additional learning needs or any other factor do not act as barriers to learners accessing learning opportunities, enrichment experiences and appropriate support. The school will continue to evaluate the impact of this provision and identify further ways to promote equality, inclusion and equal opportunities for all learners.

