

YSGOL GYMRAEG



Equality Policy

2022

Mabwysiadu'r Polisi / Adopted Policy	
Dyddiad Adolygu gan y Corff Llywodraethu: 2/12/22	
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Date of confirmation and approval by the Full Governing Body:	
Llofnod Cadeirydd y Llywodraethwyr:	<i>Sarah C. Thomas</i>
Signature of the Chair of Governors:	

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Article 3 (CRC)

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The school serves a mixed community of families from various economic and academic backgrounds. There is variation within cohorts for the demand for free meals.

There are currently nine full time teachers including the headteacher and one part-time teacher. There are 10 classes including the part time Nursery. The majority of learners are taught in year groups, with two mixed age classes. There are six full-time learning support assistants, and one part-time, together with one full-time school administrative officer and one part-time administrative assistant.

The majority of pupils (92.1%) consider themselves to be white British; 98.2% of pupils' first language is Welsh or English. Around 37% of pupils come from households where both parents speak Welsh. 7.9% of pupils are from ethnic minority groups and 4.1% currently speak English as an Additional Language.

The present headteacher was appointed in January 2020 and the current deputy headteacher was appointed in September 2006. The school was last inspected in April 2016. Since the headteacher's appointment in 2020 there has been a global pandemic – COVID-19. The pandemic had a significant impact on staff and pupils at the school.

The individual school budget per pupil for Ysgol Gymraeg Bryn y Môr in 2021/22 was £3,542. The average per pupil in primary schools in the City of Swansea was £4,058.

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnership
- Pregnancy/Maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

See also the Relationship Education and Sexuality and Religion [RSE](#) and Religion, Values and Ethics [RVE](#) guidelines and what is outlined in the CfW document.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will give due regard to the Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Promote equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
4. Reduce the impact of poverty on school pupils.

Our SEP and Equality Objectives are set in the light of:

- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues that arose as a result of our analysis of our pupils' data, e.g. vulnerable child attainment data, wellbeing data and generational testing;
- Welsh Government and Swansea County priority

See our Spending Plan for the PDG

Our School Equality Objectives are set out in **Appendix 2**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;

- ensures that no child is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Head Teacher/Senior Leadership Team (SLT)

The SMT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunities when developing the curriculum, and promoting respect for other people and equal opportunities to take part in every aspect of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and recording any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in:

- deciding what actions to take to improve equality and eliminate discrimination within the school community
- reviewing our performance
- undertaking Equality Impact Assessments.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to

the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- pupil attainment and progress data relating to different groups;
- school council and wellbeing committee's views actively sought and incorporated in a way that values their contribution;
- records of bullying and harassment on the grounds of any protected characteristic

3.3 Engagement

The school involves **stakeholders** including pupils, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are taken into account seriously when we set priorities.

4. Equality Impact Assessment

An EIA is a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Gender
- Sexual orientation
- Welsh

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support delivering excellence in meeting the needs of all.

We will undertake EIAs on all our policies and proposals that we believe may be impacted by equality concerns.

5. Objectives and Action Plans

Our Equality Objectives are:

1. Reduce the gender gap and the attainment gap for vulnerable children in core subjects by undertaking catch-up/intervention programmes for literacy and numeracy following lockdowns and in response to the COVID-19 pandemic.
2. Monitor and analyse pupil achievement by protected characteristics, act on trends/ patterns in the data that require additional support in order to narrow the gap.
3. Celebrate cultural events throughout the year to increase pupil and parent awareness of different ethnic groups. Engage more with the community and invite them to come and talk about and celebrate their traditions such as the African/Chinese centre.
4. Design the curriculum in a way that includes the objectives of the Wider Requirements ([WR](#)) and drives pupils on the four purposes of the Curriculum for Wales 2022. [The 4 purposes](#)
5. Publish and promote the Equality Policy through the school website and staff / governor meetings

More information on how our objectives link with those of the county can be found in Appendix 1. The actions can be found in **Appendix 2**. The ALN accessibility steps can be found in **Appendix 3**.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

All data collected is used for this purpose only: analysing trends by protected characteristics in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Reviewing

As part of our responsibility to monitor the SEP we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives;
- undertaking an annual review of progress against our Equality Objectives;

Ysgol Gynradd Gymraeg Bryn y Môr

Strategic Equality Plan 2022 – 2026

Appendices

Appendix 1 Government and County Objectives

Appendix 2 Equality Objectives and the School's Action Plan

Appendix 3 Current school Access Plan

Appendix 1

Swansea's Strategic Equality Plan

This is our third Strategic Equality Plan (SEP) 2020-24 which has been developed to describe how we will continue to aim to meet our commitment to equality and how we will meet legal obligations contained within the Equality Act 2010.

It builds upon the achievements made within our second Strategic Equality Plan 2016-20, but has also been reviewed to embed our commitment to equality in the Council's core business. There is a close correlation between the council's Corporate Plan and Well-being Objectives and the Council's Strategic Equality Plan and Equality Objectives. A refreshed Corporate Plan will be published during 2020/21. There will be closer alignment between many of the steps to deliver both the Council's Well-being and Equality Objectives as we pursue integration, seek to improve well-being and strive towards a more equal Swansea and a more equal Wales.

Our current Corporate Plan 2018-22 prioritises six well-being objectives:

- Safeguarding people from harm – so that our citizens are free from harm and exploitation.
- Improving Education & Skills – so that everyone in Swansea gains the skills and qualifications they need to succeed in life.
- Transforming our Economy & Infrastructure – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- Tackling Poverty – so that every person in Swansea can achieve his or her potential.
- Maintaining and enhancing Swansea's Natural Resources and Biodiversity – so that we maintain and enhance biodiversity, reduce our carbon footprint, improve our knowledge and understanding of our natural environment and improve our health and well-being as a result.
- Transformation & Future Council development – so that we and the services that we provide are sustainable and fit for the future.

Appendix 2

Ysgol Gynradd Gymraeg Bryn y Môr

Strategic Equality Plan 2022 – 2026 Equality Objectives and Action Plan

Equality Strand	Objective/ Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timelines	Success indicators
Gender equality	Reduce the gender gap in the core subjects by running catch up / intervention programmes for Literacy and Numeracy.	Data teacher assessments/Pupil Progress Meetings	Head, Deputy, GB	See 6 term plan	Reducing the gender gap in teacher assessments at Pupil Progress Meetings
Gender equality	Challenging the stereotype of careers for boys and girls through the use of Careers Wales' websites and inviting members of the working community to come and speak to pupils e.g. a carpenter, a man who works as a carer etc.	School plans Pupil work Talking with pupils	SLT	Every term	Children to discuss careers and understand what skills and knowledge these careers will require.

	Ensuring that pedagogy opens the door to support different types of learning.				
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics, act on trends/ patterns in the data that require additional support in order to narrow the gap.	Pupils' Progress meetings looking specifically for patterns in pupils' achievement and progress Internal school testing National tests	HT, SMT	Every year - Core Data	Analysis of teacher assessments suggests that the gap is narrowing for equality groups.
Racial Equality	- Celebrate cultural events throughout the year to increase pupil and parent awareness of different ethnic groups. - Inviting members of the Swansea community e.g. the Africa Centre, Chinese Centre to school services to talk about their work in the neighbourhood. - School staff training by https://darpl.org/ or through the partnership. - Continuing the work with the Empathy Lab	Service Records Talking with pupils Survey carried out by the school council	RVE leader and Inclusion leader All Staff	Sept 2022 – July 2026	Increased awareness of different communities, beliefs and ethnicities as evidenced by survey analysis.
			Headteacher		

Protected Characteristics	Publish and promote the Equality Policy through the school website and staff/governor meetings	Specific question to be added to the end of year parent questionnaire regarding equality		October 2022	Parents aware of policy
Impact of Poverty	Use of grants such as PDG is used to reduce the barriers to learning	School budget Pupil learning standards	EW	Annual	
Think Equal	Introducing the Think Equal programme – a package of activities and books promoting equality – in nursery, reception and year 1	Short-term plans Chat with learners Learning Diaries and work on Seesaw	RHJ SLT	Summer 2023 (Reception) Summer 2024 (Year 1 Nursery)	Learners' knowledge and social, emotional and ethical skills will develop.

Appendix 3

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to fulfil participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- The school offers a broad and balanced curriculum for all pupils; it will be revised and adapted to meet the needs of individual pupils and their preferred learning methods. It also endorses the key principles in the National Curriculum 2008 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

(set out below)

Related Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- The ALN Code and Swansea County Manual
- Equal Opportunities Policy
- Curriculum Policies

Accessibility Plan – Short Term – School Design				
Target	Strategies	Outcome	Timetable	Goals achieved

Increase the visibility of the staircases, both internal and external	Repaint faded strips / lines	Increased visibility of staircases	Annually	
Increase the safety of the path leading to the 'Australia' demountable classroom	Redoing the fender and maintaining the route	Pathway more visible	Summer 2021	
To optimally organise classrooms for pupils with disabilities.	HT to consider classroom layout/storage and accessibility of resources for pupils with speech and language difficulties.	Classroom organised effectively to meet pupils needs	As required	

Accessibility Plan – Medium Term – School Design				
Targets	Strategies	Outcome	Timetable	Goals achieved
Include play zones (Movement Zone and the Quiet Zone) to encourage pupils to include each other in their play and to build relationships with a range of their peers.	Provide games and areas to play in different ways - include astroturf as a place for pupils to sit quietly - use free parts in the movement zone and play equipment.	Children play in various ways and according to the needs of individuals (such as autistic children)	2022-26	
Optimally organise classrooms to meet the needs of all pupils including any future pupils who may have accessibility issues	Staff to have awareness raised by LEA ALN Adviser as regards meeting the needs of pupils with a range of disabilities Staff to action advice to meet the needs of all pupils Staff to action advice to meet the needs of pupils admitted with specific accessibility needs	Increased staff awareness of impact relating to classroom organisation on pupils disabilities Improved access of classroom/resources for all pupils	As required – 2022-26	

Accessibility Plan – Long Term – School Design				
Targets	Strategies	Outcome	Timetable	Goals achieved
Review the accessibility of the school grounds after dark	Install additional lighting in and around the school grounds	School grounds accessible to all during hours of darkness	September 2022	
Improve the working environment for everyone with a hearing impairment	Use a digital gadget to connect pupils' hearing aids	Pupils with hearing can work independently in all teaching areas	Every term	

Accessibility Plan – Short Term – Delivering the curriculum				
Targets	Strategies	Outcome	Timetable	Goals achieved
To ensure staff are adequately equipped to teach/support disabled pupils	Provide training for staff appropriate to the needs of the pupils in their class ALN Awareness Training	Staff better equipped to meet the needs of pupils in their class Pupils receive support appropriate to their needs	As required	
Staff to provide opportunities for all pupils to achieve	Provide further training for staff regarding differentiation Headteacher & SMT to monitor the levels of differentiation and their impact (monitor planning/lessons/assessment results)	Lessons allow all pupils to succeed All pupils reach their potential	SDP 22-23	

Accessibility Plan – Medium term – Delivering the curriculum				
Targets	Strategies	Outcome	Timetable	Goals achieved
Raise awareness of accessibility issues to new staff	Incorporate a summary of the issues surrounding accessibility/providing an accessible curriculum to new staff	New staff familiar with providing a curriculum accessible to all	Permanent	
To ensure equality of access for all pupils to a good quality education	Admission forms to request information re. disability Staff to receive training on managing behaviour Attendance/punctuality to be monitored and Headteacher to address issues with parents Risk assessments and reasonable adjustments to be made to allow disabled pupils to access all activities including residential visits Transition arrangements to allow for smooth transfer of data/information	Accessibility increased for all pupils	Permanent	