YSGOL GYMRAEG



BRYN Y MÔR

Equality Policy

2026-2030

Mabwysiadu'r Polisi / Adopted Policy
Dyddiad Adolygu gan y Corff Llywodraethu: 03.12.26 Reviewed by Governing body:
Dyddiad cadarnhau a chymeradwyo gan y Corff Llywodraethu Llawn: 03.12.26 Date of confirmation and approval by the Full Governing Body:
Llofnod Cadeirydd y Llywodraethwyr: Signature of the Chair of Governors:

The United Nations Convention on the Rights of the Child is central to our school's planning, policies, practice and ethos. As a Rights Respecting School, in addition to teaching about children's rights, we also model rights and respect in all relationships, linked to Article 3 of the UN Convention on the Rights of the Child.

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1. Our Unique Characteristics, Priorities and Aims
1.1 School Values



At Ysgol Gynradd Gymraeg Bryn-y-môr, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers who receive services from the school, regardless of disability, race, sex, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage or civil partnership. Our aim is to develop a culture of inclusion and diversity where everyone associated with the school is proud of their identity and able to participate fully in school life.

Pupil achievement is monitored and this data is used to support pupils, improve standards and ensure inclusive teaching. We will address discrimination by positively promoting equality, challenging bullying and stereotypes, and creating an environment that promotes respect for all.

At Ysgol Gynradd Gymraeg Bryn-y-môr, we believe that diversity is a strength that should be respected and celebrated by everyone who learns, teaches and visits here.

1.2 Characteristics of Our School

Ysgol Gymraeg Bryn-y-môr is a Welsh-medium primary school providing education for pupils aged 3 to 11. The school serves a large catchment area

including Brynhyfryd, Brynmill, Cwmbwrla, Hafod, Parklands, St Helen's, Sketty, Terrace Road, Uplands, Waun Wen, the Marina, Townhill and Mayhill.

There are **296 pupils on roll**, including **43 part-time pupils**. Children join the Nursery class on a part-time basis following their third birthday.

The school serves a mixed community of families from a range of social and economic backgrounds. Levels of eligibility for free school meals vary between cohorts.

The school currently employs **14 teachers** (including the headteacher and part-time staff). There are **10 classes**, including the part-time Nursery class. Most pupils are taught in single-age year groups, with two mixed-age classes. The school employs **12 full-time teaching assistants**, one part-time teaching assistant, a full-time school administrator and a part-time administrative assistant. The school also has a part-time Family Support Officer.

The majority of pupils (**92.1%**) identify as White British. Welsh or English is the first language of **91.5%** of pupils. Approximately **37%** of pupils come from homes where one or both parents speak Welsh. **8.5%** of pupils are from ethnic minority groups and some currently speak English as an Additional Language.

The current Headteacher was appointed in January 2020 and the current Deputy Headteacher in September 2006. The school was fully inspected in January 2024, with an interim Estyn visit taking place in September 2026. [

The school's budget allocation was **£4,684 per pupil in 2025/26**, compared with a Swansea primary school average of **£5,355 per pupil**.

1.3 Mainstreaming Equality in Policy and Practice

Our aim is to provide opportunities for all pupils to succeed and achieve the highest possible level of personal attainment. To achieve this, we will:

- Use contextual data to improve the ways in which we support individuals and groups of pupils.
- Monitor attainment data by the various protected characteristics and address any identified gaps.
- Consider the achievement of all pupils when planning future learning and setting challenging targets.
- Ensure equal access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, the wider population and the local community in relation to the various protected characteristics, without reinforcing stereotypes.

- Promote attitudes and values that challenge discriminatory behaviour and prejudice.
- Provide opportunities for pupils to value their own culture while celebrating the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage discussion about equality in classrooms and the staffroom, reflecting on stereotypes, explanations and their impact on learning.
- Use classroom teaching approaches that are appropriate for the whole school population, are inclusive, and take account of the needs of our pupils.

1.4 Setting Our Equality Objectives

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

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Please also refer to the guidance for **Relationships and Sexuality Education (RSE)** and **Religion, Values and Ethics (RVE)**, and to the expectations and principles outlined within the **Curriculum for Wales**.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil our duty to promote equality for all and to ensure that fairness and equality are at the heart of our school community and embedded within all aspects of our school policies, plans and practices.

When setting this school's equality objectives, we give due regard to the Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it;
3. Foster good relations between people who share a relevant protected characteristic and those who do not share it;
4. Reduce the impact of poverty on the school's pupils.

Our Strategic Equality Plan (SEP) and equality objectives are informed by:

- The views of our School Council and Governing Body, who have contributed to the development of this plan;
- Issues arising from our analysis of pupil data, for example the attainment of vulnerable learners, wellbeing data and national test outcomes;
- Priorities identified by the Welsh Government and Swansea Local Authority.

Please refer to our **Pupil Development Grant expenditure plan**.

The school's equality objectives are set out in **Appendix 2**.

2. Responsibilities

2.1 Governing Body

The Governing Body has demonstrated its commitment to equality and diversity through this plan and will continue to do everything possible to ensure that the school is fully inclusive for pupils and responsive to their needs based on the protected characteristics. The Governing Body will:

- Seek to ensure that no individual is discriminated against when applying for employment at our school;
- Take all reasonable steps to ensure that the school environment is accessible to disabled people and strive to communicate with parents, carers and pupils in an inclusive manner;
- Ensure that no pupil in our school is subjected to discrimination.

To fulfil its reporting responsibilities, the Governing Body will report annually on progress against the Strategic Equality Plan (SEP) as part of its Annual Report to Parents.

2.2 Headteacher / Senior Leadership Team (SLT)

The Senior Leadership Team promotes equality and eliminates discrimination by:

- Implementing the school's Strategic Equality Plan (SEP), with the support of the Governing Body;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully familiar with the school's SEP and equality objectives;
- Ensuring that all appointment panels give due consideration to this plan, so that no individual is discriminated against in relation to employment or training opportunities;
- Promoting the principle of equal opportunity in curriculum development, fostering respect for others and ensuring equal opportunities to participate in all aspects of school life;
- Dealing with any incidents of bullying, harassment or discrimination in accordance with Local Authority and school policies.

2.3 Staff – Teaching and Non-Teaching

The school regards equality as everyone's responsibility. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all pupils are treated fairly, equally and with respect, while maintaining awareness of the school's Strategic Equality Plan (SEP);
- Striving to provide materials that present positive images relating to the protected characteristics and challenge stereotypical representations;
- Challenging any incidents of prejudice and recording serious incidents in accordance with Local Authority and school policies, for example reporting incidents of racism;
- Supporting the work of support and ancillary staff and encouraging them to intervene positively in response to any incidents of discrimination.

3. Gathering Information and Engagement

3.1 Purpose and Process

Gathering information is essential in supporting us to:

- Identify actions required to improve equality and eliminate discrimination within the school community;
- Review our performance;
- Undertake Equality Impact Assessments.

Engagement is based on the information obtained from the different groups represented within our school community. We aim to make this process as comprehensive as possible, whilst recognising the sensitivity of issues relating to the various protected characteristics. This process is important in helping us understand the diverse needs of the whole school community.

3.2 Types of Information Collected

The wide range of information collected to support our planning and actions to promote equality and eliminate discrimination includes:

- Pupil attainment and progress data relating to different groups;
- Actively seeking the views of the School Council and Wellbeing Committee, and taking account of their views in a way that values their contribution;
- Records of bullying and harassment relating to any protected characteristic.

3.3 Engagement

The school engages **stakeholders**, including pupils, staff, parents/carers, governors and other users of the school, in relation to all equality duties.

We ensure that we communicate with everyone in an accessible manner, using interpreters and alternative formats of information where appropriate.

The views of stakeholders and other groups associated with equality are given serious consideration when determining our priorities.

4. Equality Impact Assessment

An **Equality Impact Assessment (EIA)** is essentially a way of examining what we do as a school to ensure that our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief / lack of belief
- Sex
- Sexual orientation
- Welsh language

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

We will undertake Equality Impact Assessments on all policies and proposals which, in our view, may be affected by equality issues.

5. Equality Objectives and Action Plans

Our equality objectives are as follows:

1. Reduce the attainment gap for vulnerable learners and pupils eligible for free school meals in the core subjects by maintaining literacy and numeracy catch-up and intervention programmes.
2. Monitor and analyse pupil achievement according to protected characteristics, and respond to trends or patterns in the data that indicate a need for additional support in order to reduce inequalities.
3. Celebrate cultural events throughout the year to increase awareness of different ethnic groups. Strengthen engagement with the local community

and invite community representatives to share and celebrate their traditions, for example representatives from the African and Chinese communities.

4. Design the curriculum to incorporate the objectives of the **Curriculum for Wales Wider Curriculum Requirements** and to support pupils in developing as the **four purposes** of the Curriculum for Wales.
5. Publish and promote the Equality Policy through the school website and through staff and governor meetings.

Further information on how these objectives align with those of the Local Authority can be found in **Appendix 1**. The associated action plans can be found in **Appendix 2**. Additional Learning Needs (ALN) accessibility actions can be found in **Appendix 3**.

The school evaluates the effectiveness of the Strategic Equality Plan (SEP) regularly through the Governing Body and through **Estyn** inspection processes when the school is inspected.

6. Publication and Reporting

We will publish our **Strategic Equality Plan (SEP)** on the school website and ensure that it is available from the school office. The plan will be made available in a variety of formats upon request.

All data collected for this purpose will be used solely to analyse trends relating to protected characteristics in terms of performance, the number of individuals accessing school or local authority services, and levels of satisfaction with those services. Such information will be stored separately from personal information that identifies individuals.

To protect individual confidentiality when publishing information about trends, data relating to fewer than five individuals will not be published.

7. Monitoring and Review

As part of our responsibility to monitor the **Strategic Equality Plan (SEP)**, we are committed to:

- Reviewing and analysing the information and data used to identify the priorities within our equality objectives;
- Reviewing progress against our equality objectives.

Ysgol Gymraeg Bryn-y-môr

Strategic Equality Plan 2026–2030

Appendices

Appendix 1 Government and Local Authority Objectives

Appendix 2 School Equality Objectives and Action Plan

Appendix 3 School Accessibility Plan (Current Accessibility Plan)

Appendix 1

Swansea Strategic Equality Plan

Section 1 – Introduction

Swansea is a **Human Rights City**. This is the first time that Swansea has combined its **Strategic Equality Plan (SEP)** with its Human Rights commitments. The plan outlines how we will continue to meet our commitments to human rights and equality, and how we will fulfil our legal obligations under the **Equality Act 2010** and the **Public Sector Equality Duty**.

Human Rights City

Swansea Council and its partners on the **Public Services Board** declared Swansea a Human Rights City in December 2022, following 18 months of preparatory work and engagement.

We intend to deliver on our commitment to being a Human Rights City by placing human rights at the heart of our decision-making through:

1. Engaging with our communities and those we serve to help realise their human rights.
2. Building on work taking place across the city that is informed by a commitment to human rights and social justice.
3. Making human rights a foundation for the planning and delivery of our services.
4. Recognising that human rights are fundamental to our policies and actions, both individually and collectively.

Supporting Plans

This plan does not stand alone. It is closely linked to a number of key areas of the Council's work, including:

- The Corporate Improvement Plan
- The Tackling Poverty Strategy
- Community Cohesion

- The Local Well-being Plan
- The Welsh Language
- The Co-production Strategy
- The Local Development Plan
- The Swansea Violence Against Women, Domestic Abuse and Sexual Violence Strategy 2023–2026
- The Safer Swansea Strategy

Equality is a key theme that runs throughout all of this work. In developing this plan, we have engaged with colleagues and residents to ensure that we build upon both existing and planned work.

The 2024–2028 plan can be viewed online here: Human Rights and Strategic Equality Plan 2024-2028 - Swansea

Appendix 2

Ysgol Gymraeg Bryn-y-môr

Strategic Equality Plan 2026–2030

Equality Objectives and Action Plan

Equality Strand	Objective / Action	How will the impact be monitored?	Responsibility for Monitoring:	Timescale:	Success Indicators
Gender Equality	educe the gender attainment gap in the core subjects through the provision of literacy and numeracy catch-up and intervention programmes.	• Data • Teacher assessment data • Pupil Progress Meetings	Headteacher Deputy Headteacher Subject Leaders	Gweler y Cynllun 6 tymor	A reduction in the gender attainment gap identified through teacher assessments and Pupil Progress Meetings.
Gender Equality	• Challenge career stereotypes for boys and girls through the use of Careers Wales resources and by inviting members of the local workforce to speak to pupils, for	• School planning documentation • Pupils' work • Pupil voice discussions	Senior Leadership Team Deputy Headteacher (Careers Lead)	As part of curriculum design evaluation	Plant yn trafod gyrfaoedd ac yn deall pa sgiliau a gwybodaeth a fydd angen ar y gyrfaoedd hyn.

	example a female engineer or a male care worker. • Ensure that pedagogy supports and values different styles of learning.				
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics and respond to trends or patterns in the data that indicate a need for additional support to reduce inequalities.	Pupil Progress Meetings focusing specifically on patterns in attainment and progress Internal school assessments National Assessments	Pennaeth, UDA	Annually (core data) Termly	Analysis of teacher assessment data demonstrates that attainment gaps for equality groups are reducing
Racial Equality	• Celebrate cultural events throughout the year to increase awareness of different ethnic groups. • Invite members of Swansea's diverse communities, for example the African Centre, the Chinese Centre and representatives from the Mosque. • Provide staff training through DARPL or partnership networks. • Continue engagement with the Empathy Lab programme.	Celebrate cultural events throughout the year to increase awareness of different ethnic groups. Invite members of Swansea's diverse communities, for example the African Centre, the Chinese Centre and representatives from the Mosque. Provide staff training through DARPL or partnership networks. Continue engagement with the EmpathyLab programme.	RVE RSE Lead Inclusion Lead All staff	September 2026 – July 2030	Increased awareness and understanding of different communities, beliefs and ethnic backgrounds, evidenced through survey responses and pupil voice activities.

Protected Characteristics	• Publish and promote the Equality Policy through the school website and through staff and governor meetings.	A specific equality-related question to be included in the annual parent questionnaire.	Head Teacher	October 2026	Parents are aware of the Equality Policy.
Impact of Poverty	• Use grants, including the Pupil Development Grant (PDG), to reduce barriers to learning. • Plan for the cost of the 'school day' eg when organising educational visits etc	School budget monitoring Pupil learning outcomes and standards Parent questionaire	EW a RHJ	Yearly	Improved access to learning opportunities and improved outcomes for disadvantaged learners.
Think Equal	Implement the Think Equal programme, including activities and books that promote equality, in Nursery, Reception and Year 1	• Planning documentation • Learner voice discussions • Learning journals and work on Seesaw	RHJ Senior Leadership Team Reception Nursery • Year 1 staff	Ongoing	Learners' social, emotional and ethical knowledge, understanding and skills are developed effectively

Appendix 3

Accessibility Plan

Introduction

This plan has been produced in accordance with the planning duty contained within the **Disability Discrimination Act 1995 (DDA)**, as amended by the **Special Educational Needs and Disability Act 2001 (SENDA)**.

It draws upon the guidance set out in *Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils*, published by the Department for Education and Skills (DfES) in July 2002.

Definition of Disability

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

“A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to ensure the participation of pupils, and prospective pupils, with disabilities within the school community.

Principles

- Compliance with the DDA is consistent with the school's equal opportunities policy and aims, and with the implementation of the school's ALN policy.
- The school recognises its duties under the DDA (as amended by SENDA) to:
    - Not discriminate against disabled pupils in admissions and exclusions, or in the provision of education and associated services;
    - Not treat disabled pupils less favourably;
    - Take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage;
    - Publish an Accessibility Plan.
- In carrying out their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- The school recognises and values parents’ knowledge of their child’s disability and its impact on their ability to carry out everyday activities, and respects the right of both parents and pupils to confidentiality.
- The school provides a broad and balanced curriculum for all pupils. It is adapted and modified to meet the needs of individual pupils and their preferred learning styles. It also supports the key principles of the 2008 National Curriculum 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 and Related Activities

The school will continue to seek and follow advice from Local Authority services, including specialist advisory teachers, ALN advisers and inspectors, together with appropriate health professionals from local NHS Trusts.

b) Physical Environment

The school will consider the needs of pupils and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishment works to the site and buildings. This may include improved access, lighting, acoustics, colour schemes and more accessible facilities and fittings.

c) Provision of Information

The school will be aware of local services, including those provided by the Local Authority, when providing information in alternative formats as required or upon request.

Action Plan

(See below)

Related Policies

This plan will contribute to the review and revision of relevant school policies, including:

- School Development Plan
- The ALN Code and Swansea Local Authority ALN Handbook
- Equal Opportunities Policy
- Curriculum Policies

Appendix 3

Accessibility Plan – Short Term – School Design

Target	Strategies	Outcome	Timescale	Goals Achieved
Improve the visibility of internal and external stairways.	Repaint stripes and line markings that have faded to ensure they are clear and visible.	Improved visibility and safety for all pupils, staff and visitors when using stairways.	Annually	
Ensure that staff use visual resources, such as pictorial timetables, consistently and effectively.	Use the Widgit resource to ensure consistency in the use of symbols and visual images across the school.	Greater consistency in visual support across the school, improving accessibility for pupils who benefit from visual prompts and communication aids.	Termly	
Organise classrooms and the learning environment in a way that meets the needs of pupils with disabilities, for example hearing impairments or physical needs.	The Headteacher and ALNCo will consider classroom organisation and provision, together with the accessibility of resources for pupils with speech, language and communication difficulties and/or physical needs. The Headteacher will review the organisation and use of storage spaces within classrooms, along with the accessibility of resources for pupils with speech and language difficulties.	Improved access to learning environments and resources for pupils with additional accessibility needs.	As required	

Appendix 3
Accessibility Plan – Medium Term – School Design

Target	Strategies	Outcome	Timescale	Goals Achieved
Inclusion and Accessibility within the Learning Environment	Develop play zones, such as the **Movement Zone** and the **Quiet Zone**, to provide a range of play opportunities that meet the diverse needs of pupils. Provide a variety of activities, play resources and suitable spaces, including an artificial grass area for quiet sitting and relaxation, together with loose parts and play equipment within the Movement Zone.	Pupils will participate in a wider range of play experiences that reflect their individual needs, supporting inclusion, wellbeing and positive interaction with their peers.	2026–2030	
Classroom Accessibility	Increase staff awareness of the needs of pupils with disabilities through advice and training provided by the Local Authority ALN Adviser. Review classroom organisation regularly to ensure that the learning environment and resources are accessible to all.	Staff will implement appropriate strategies to meet pupils' needs, improving access to the learning environment and available resources.	As required, 2026–2030	

Target	Strategies	Outcome	Timescale	Goals Achieved
	Share and implement effective practice to support pupils' accessibility needs.			
Wellbeing Garden	Use the Wellbeing Garden as a resource to support vulnerable pupils and those with emotional needs. Ensure that staff use the area to support self-regulation, develop a sense of safety and strengthen pupils' sense of belonging.	Pupils who use the Wellbeing Garden will develop their emotional literacy, self-regulation skills and overall wellbeing.	From January 2027 onwards	

Accessibility Plan – Long Term – School Design

Target	Strategies	Outcome	Timescale	Goals Achieved
Y Gilfach Glyd	Develop specialist provision through the establishment of **Y Gilfach Glyd** to support pupils with sensory, emotional, trauma-related, behavioural, social and communication needs. • Develop a dedicated room to provide targeted interventions that respond to pupils' individual needs. • Appoint a member of staff to lead and coordinate the provision, including organising and monitoring interventions, supporting staff and sharing effective practice.	Pupils will have access to timely and purposeful support that meets their individual needs and promotes their wellbeing, engagement and progress.	2027–2030	

Target	Strategies	Outcome	Timescale	Goals Achieved
	• Develop an appropriate range of resources and strategies to meet the diverse needs of pupils.			
Maintenance and Development of the School Building	Ensure that the school building and site remain accessible and suitable for the needs of all pupils. • Conduct regular reviews of the school building and site to identify any barriers to accessibility. • Consider accessibility requirements when planning any maintenance work or improvements to the building. • Work collaboratively with the Local Authority and relevant services to implement improvements where required.	The school will provide a safe, inclusive and accessible environment that meets the needs of current and future pupils.	Ongoing (2026–2030)	

Accessibility Plan – Curriculum Delivery

Target	Strategies	Outcome	Timescale	Goals Achieved
Ensure that all staff have the knowledge, skills and confidence to plan and deliver an inclusive curriculum that meets the needs of all pupils.	• Provide ongoing professional learning and support for staff in line with pupil needs and school priorities. • Strengthen staff understanding of inclusive practice, effective pedagogy	• Staff will plan and deliver inclusive learning experiences that respond to the diverse needs of pupils. • All pupils will be able to access the curriculum and receive appropriate support to make progress.	As required and ongoing through the school’s monitoring and evaluation cycle.	To be reviewed annually as part of the school's self-evaluation and school improvement planning process.

Target	Strategies	Outcome	Timescale	Goals Achieved
	and ALN provision through training, staff guidance and collaboration with the ALNCo. • Ensure that staff work effectively with external agencies and relevant professionals when planning provision. • Develop staff capacity to adapt learning, experiences and support to ensure equal access to the curriculum. • Monitor the quality of provision through scrutiny of planning, learning observations, pupils' work and progress information.	• Pupils will develop the knowledge, skills and dispositions needed to fulfil their potential within the four purposes of the Curriculum for Wales. • Effective collaboration between staff, the ALNCo and partner agencies will strengthen provision and pupil outcomes. • An inclusive curriculum will enable all pupils to make progress from their individual starting points, reflecting the principles of progression, inclusion and belonging.		