

YSGOL GYFUN GWYR



STRATEGIC EQUALITY PLAN AND POLICY

2024 – 2028

Date of approval by the governing body:

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Date of annual review: July 2025

Full review date: July 2028



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FOREWORD

At Ysgol Gyfun Gwyr we fully recognise our duties and responsibilities to eradicate discrimination and promote fairness for all learners, employees, members of the school community and service users regardless of their protected characteristics.

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

Our Strategic Equality Plan is informed by the views of our learners, parents/carers, staff, governors and the wider community so that we ensure it firmly addresses priorities for



improvement and that fairness and equality underpin everything we do as an education provider and employer. This plan sets out our Equality Objectives for a period of four years and the actions we will take to reduce identified inequalities, improve outcomes and build good relationships in and beyond school. Ensuring that everyone associated with the school is treated with care, respect and dignity is at the heart of everything we do.

The school and governing body will collect, analyse and publish information on our progress in achieving our Equality Objectives as outlined in our Plan, and against the three overarching duty aims of the Equality Act 2010. These will be shared and published to ensure 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 who experience the greatest disadvantage, discrimination and inequalities.

NAME: Mr Jeffrey Connick
HEADTEACHER

NAME: Miss Aldyth Williams
CHAIR OF GOVERNORS

1. INTRODUCTION

At Ysgol Gyfun Gwyr, we recognise the value of diversity and are committed to fostering a sense of belonging and acceptance, which positively impacts the social and emotional development of our learners. We recognise that when learners 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's mission: It is aligned with the principles of the Equality Act 2010. We recognise that society is diverse, and at Ysgol Gyfun Gwyr 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 build good relationships and we promote equality of opportunity.

We value the principles of equality, fairness and social justice. We recognise and accept that systemic inequalities exist in our society and in our institutions, structures and processes. Some individuals and groups with certain protected characteristics face increased disadvantage, marginalisation and discrimination, which are often exacerbated by cross-intersectionality — the interconnected nature of social categorization, for example race, class and gender that create interdependent systems of overlapping discrimination or disadvantage. We fully recognise the importance of the voices of those with life experiences in formulating our Strategic Equality Plan.

We ensure that differences are seen as normal and that diversity enriches all our lives and experiences. This permeates our policies, actions and behaviour. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, ensuring that all learners are able to progress and fulfil their potential.

We are committed to making necessary adjustments to ensure the active participation of all learners and their families in our school life.

2. CONTEXT OF OUR SCHOOL

Our school is a Welsh medium school in the Swansea area. There are 1,165 learners on the register, including 165 in the Sixth Form.

There are 64 full-time equivalent teaching staff and over 50 maintenance staff, including kitchen and cleaning staff, and there is a female majority in each group. On a three-year average, 7.5 % of pupils are entitled to free school meals. The percentage of compulsory school-aged pupils on the Additional Learning Needs register is 9.38%. All pupils are bilingual, with around 27.5% of them coming from households where Welsh is spoken as the main language. There is no significant ethnic mix in the school population, and the vast majority would regard themselves as White, Welsh/British.

3. INTEGRATING EQUALITY INTO STATUTORY AND NON-STATUTORY POLICIES

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

Receptions

- ALN
- Complaints
- Curriculum
- Equal Opportunities e.g. Racial equality/anti-racism
- Pupil Behaviour and Discipline
- Safeguarding

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In addition, we have due regard to the Welsh Government's Rights Guidance, Respecting Equality

4. CHILDREN'S RIGHTS

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

- **Article 2 (non-discrimination):** The Convention applies to all children without discrimination, regardless of ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, regardless of family background.
- **Article 3 (welfare of the child):** The best interests of the child must be a top priority in all decisions and actions affecting children.
- **Article 12 (respecting the child's opinion):** Every child has the right to express his views, feelings and wishes in all matters affecting him, and for his views to be considered and taken seriously.
- **Article 13 (freedom of expression):** Every child must be free to express his thoughts and opinions and to have access to 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 he chooses and also to practice his religion, as long as it does not prevent others from enjoying their rights.
- **Article 23 (children with disability):** A child with a disability has the right to live a full life with dignity and, as far as possible, independence and to play an active role in the community.
- **Article 29 (aims of education):** Education must maximise the personality, aptitudes and abilities of each child. It must encourage the child's respect for human rights, as well as respect for his parents, his own and other cultures, and the environment.
- **Article 30 (children of minority or indigenous groups):** All children have the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

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

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

The PSED's overall duty sets out what schools need to consider when making decisions and developing policies that can 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 (and other public bodies in Wales) are required to have due regard to:

- remove any instances of unlawful discrimination, harassment or persecution and other conduct prohibited by the Act
- promoting equality of opportunity between people who share a protected trait and people who do not share it
- building good relationships between people who share a protected trait and people who don't share it

Due regard means that we must consciously consider the three aims of the Equality Duty listed above. Setting a Plan/Policy is a statutory requirement to help us achieve these goals.

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

- collects, analyses and publishes information on the progress we have made in achieving the three aims of the Equality Act 2010;

- effectively self-evaluate and determine specific and measurable Equality Objectives that we publish and actively pursue over a four-year period to achieve positive outcomes; and
- engage with key stakeholders, including learners, parents/carers, staff and the wider community to formulate, inform and evaluate the effectiveness of our Strategic Equality Plan.

6. PURPOSE OF THE STRATEGIC EQUALITY PLAN

The effective and consistent delivery of our Strategic Equality Plan will enable our school to contribute positively to a fairer society by promoting fairness, equality and positive relationships between all members of the school community, regardless of their individual characteristics. In addition, we will eliminate or reduce 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 relationships by addressing 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 Strategic Equality Plan.

Governing Body

The governing body is committed to equality and will continue to do all it can to ensure that the school fully engages all learners, and responds to their individual needs based on the various protected characteristics.

The governing body is:

- trying to ensure that people are not discriminated against when they apply for jobs at our school;
- take all reasonable steps to ensure that the school environment provides disabled people with access, and strives to communicate with parents, carers and learners in an inclusive manner; and
- ensure that no pupil is discriminated against when in our school.

To fulfil its reporting responsibility, the governing body will report the progress of the Strategic Equality Plan annually, as part of its Annual Report to parents/carers.

Senior Leadership Team

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

- ensuring that equality and fairness apply to all.
- implementing the school's Strategic Equality Plan, with support from the governing body.
- ensure that all staff are aware of their duties under the act and fully informed of our school's equality plan and objectives.
- ensure that all appointment panels give this scheme proper consideration, so that no one is discriminated against in terms of employment and training opportunities.
- design a curriculum that includes opportunities for learners to celebrate diverse backgrounds, values and characteristics as well as gain an understanding of people with different beliefs and perspectives and challenge stereotypes.
- promote equal opportunities for learners to participate in all aspects of school life.
- deal with any instance of unfair treatment and any incidents of bullying or discrimination, including racial incidents, in accordance with the relevant policies.

Teaching Staff

Each teacher contributes to ensuring that their school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and maintaining awareness of the Equality Act 2010 and the school's Strategic Equality Plan.
- provide materials and resources that depict positive, non-stereotypical images of various protected characteristics.
- challenge any incidents of prejudice, racism or homophobia, and report and record any incidents as specified in relevant policies.
- support the work of teaching assistants and encourage 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 awareness of the Equality Act 2010 and the school's Strategic Equality Plan;
- Recognise discriminatory behaviour and follow relevant processes.

8. DATA ANALYSIS AND EVALUATION

The school's school self-evaluation and improvement planning processes have informed the Strategic Equality Plan.

Self-evaluation 2024-25

Target 2

- Target the social, emotional and behavioural problems of our few learners. It will include issues such as Attendance, Trauma, EBSA (Emotional Based School Avoidance), Relationship and Sexuality Education (RSE)
WELLBEING, CARE, SUPPORT AND GUIDANCE

Target 5

- Target Ensure **leaders at all levels have clear and strategic responsibilities** to drive improvement across the school.
LEADERSHIP AND IMPROVEMENT (Extension)

All data collected has been used for the purpose of analysing trends by protected characteristic, while also taking into account data protection requirements and legislation.

9. ENGAGE

Stakeholder engagement has been important in ensuring we have a clear view of what steps are considered important to tackle inequalities and discrimination in our school.

Ensuring the voices of learners and their families and carers through meaningful means is essential to understanding the needs of our learners and their families, particularly the marginalised and the most vulnerable.

We undertook a range of different activities to inform our plan. These include:

- Annual Pupil Voice questionnaire
- Annual Staff questionnaire
- Parental questionnaires from Parents' Evenings (annual)
- Estyn Feedback (October 2023 Survey)
- Correspondence / Meetings from parents
- Focus groups of learners

10. EQUALITY IMPACT ASSESSMENTS

The school has Equality Impact Assessment 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 carry out an Equality Impact Assessment of all new policies and key strategic plans and decisions, before they are implemented.

11. STAFF PROFESSIONAL LEARNING

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

11. EQUALITY OBJECTIVES

Please see Appendix 1 for details of our Strategic Equality Plan for 2024 to 2028 and our school's equality objectives in line with our engagement, self-evaluation activities and local/national priorities. The Strategic Equality Plan covers all relevant protected characteristics as defined by the Equality Act 2010.

The actions set out in the Strategic Equality Plan are aligned with our School Development Plan and the two plans are cross-referenced so that they are integrally linked.

12. GENDER PAY OBJECTIVE

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

In our school, we have not been able to identify a difference in pay as the staff group is too small to properly perform a statistical analysis.

13. PUBLICATION AND MONITORING OF RESULTS

This scheme will be monitored by the governing body and all new schemes will be posted on the website and shared on request with the School Improvement Consultant.

The school provides an annual report detailing the evaluation of the Strategic Equality Plan to the governing body. Information is then detailed in the Governor's Annual Report to Parents/Carers.

14. STRATEGIC LEADERSHIP

The leaders for the Strategic Equality Plan at Ysgol Gyfun Gower are Mr Jeffrey Connick (Headteacher) and Mr Rhodri Evans (Assistant Headteacher).

Appendix 1:



EQUALITY OBJECTIVE: Training and increased awareness of pupils, staff and governors on racism and our journey to be anti-racist.				
Protected feature: Gender Reassignment Disability <input type="checkbox"/> <input type="checkbox"/> Pregnancy and maternity Race Religion or belief <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>				
Gender Sexual orientation <input checked="" type="checkbox"/> <input type="checkbox"/>				
Public Sector Equality Duty: Eradicate discrimination, harassment and persecution <input checked="" type="checkbox"/> Promoting equality of opportunity <input checked="" type="checkbox"/> Building good relationships <input checked="" type="checkbox"/>				
RATIONALE: <i>(Why is this part of the plan? What did the information/data/engagement tell you?)</i> Our opinion surveys (Pupil Voice 2023-24) indicate that the majority of learners, 93%, feel that school staff encourage pupils to respect everyone, regardless of their race. A very small percentage (1%) of learners report being treated differently because of their ethnic background or religion. However, occasional instances of racist language still arise, so we acknowledge that there is more work to be done in this area. Including an anti-racism objective in our Strategic Equality Plan ensures that we continue to foster a fair, inclusive, and respectful environment for everyone in our school.				
Intended effect/ Success criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success
a) Promoting an anti-racist attitude by empowering learners to challenge racist attitudes and comments. In turn, we hope this will lead to fewer incidents of racism in the school.	These are effective strategies for fostering an anti-racist school environment: 1. Conduct Anti-Racist Training: Organize workshops for staff, pupils, and parents to enhance understanding of racism and its consequences.	Rhodri Evans	Continuous	- Maintaining the School of Sanctuary Award in 2027 - Reduction in the number of racist bullying incidents recorded on ClassCharts / My Concern - Feedback from focus groups of BAME pupils - Learner / Parent / Staff Survey Data

	<ol style="list-style-type: none"> 2. Diversify the Curriculum: Incorporate diverse cultures, histories, and contributions from Black, Asian, and minority ethnic communities into lessons. 3. Implement Anti-Racism Policies: Establish clear policies on handling racist incidents, including procedures for reporting and resolving issues. 4. Host Cultural Events and Guest Speakers: Invite speakers from varied backgrounds and celebrate cultural events to promote inclusivity and respect. 5. Encourage Open Dialogue: Facilitate discussions on race and equity through meetings, discussion groups, and workshops. 6. Engage with the Community: Partner with local organizations and communities to advance equality and build cultural understanding. 7. Monitor and Evaluate Progress: Conduct regular surveys, reviews, and external evaluations to assess and improve anti-racism initiatives. <p>These measures collectively help create a school environment where diversity is celebrated, and discrimination is actively challenged.</p>			
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Evaluation (Continued)

- Ysgol Gyfun Gwyr received School of Sanctuary status under the UK's Schools of Sanctuary scheme in June 2024.
- The choir performed songs about tolerance and love for one's fellow human beings at the awards ceremony in Swansea Arena.
- A Teams session was held between KS4 learners and refugees and asylum seekers from Ukraine who attend another school in Swansea.
- Our learners attended the Big Conversation on Equality session organised by Swansea Council.
- A whole-school assembly on hate crimes was held with the Police Schools Officer.
- The school's assembly calendar includes a specific focus on race-related issues, including celebrations of contributions from Global Majority people (e.g. Black History Month, Refugee Week, Windrush Day, Holocaust Memorial Day). An assembly was also held on the meaning and importance of being "anti-racist."
- The weekly Thought for the Day aligns with this theme, regularly focusing on issues of fairness and equality.
- Our learners were taught about refugees and asylum seekers as part of Refugee Week 2023. This was delivered through assemblies, a day of activities for Year 7, and a visit to an asylum-seeker centre in Swansea.
- Our learners gave a presentation at the HarMINDise conference organised by the Swansea African Community Centre.
- Rhodri Evans, Assistant Headteacher, contributed to an ESTYN podcast about the steps the school is taking to become an anti-racist organisation in December 2024.
- To deal with incidents of racist language in a restorative way, an activities booklet was created for pupils to complete while in the Improvement Unit for using racist language. This booklet was adapted to address different types of racism, e.g. from use of racist language to racism against Asian people.
- Members of staff and governors attended DARPL training to increase their understanding of what it means to be an anti-racist school.
- Focus groups were held with Global Majority learners to hear their voices and understand their experiences not only within our society, but specifically within the Welsh-medium education system.
- Arising from the above focus groups, the school was successful in our bid for a grant from the Welsh Government to deliver the project "Cymraeg i Bawb – Bridging Global Majority Communities with Welsh-medium Education." The aim of this project is to increase the number of Global Majority learners who choose Welsh-medium education, including refugees and asylum seekers. The long-term hope is to expand the Global Majority workforce to ensure fair representation of diversity within the workforce.
- A member of staff has been appointed to lead this project, with its success to be evaluated in summer 2026.
- The choir performed in the Quadrant Shopping Centre in June 2025 as part of a UNESCO multicultural day.
- In the 2024-25 Pupil Voice Survey, an increase was seen in the number of learners who said they felt the school "encourages pupils to respect everyone, taking account of their race, gender, sexuality, religion, background or disability." In 2023-24, the percentage agreeing with this was 93%. The percentage in 2024-25 was 95%.

EQUALITY OBJECTIVE: To ensure that all learners and staff facing pregnancy and maternity are fully supported to maintain their emotional, physical and educational wellbeing, reducing any barriers to their personal development and career opportunities in education.

Protected feature: Gender Reassignment Disability ☐ ☒ Pregnancy and maternity Race Religion or belief ☐
☐ ☐
Gender Sexual orientation ☐ ☐

Public Sector Equality Duty: Eradicate discrimination, harassment and persecution ☒
Promoting equality of opportunity ☒
Building good relationships ☒

RATIONALE:

The Equality Act 2010 makes it unlawful to discriminate against someone because of pregnancy and maternity. The policy helps schools comply with this legislation. Every individual has the right to equal opportunities in education and employment. Discrimination based on maternity or pregnancy affects academic and professional progress, reinforcing social inequalities.

Providing appropriate support promotes mental and physical well-being, reducing stress and encouraging commitment to learning or work. This ensures a sustainable school community that thrives educationally and professionally. Schools set an example by demonstrating how institutions can successfully support parents and pregnant students. This conveys positive values such as respect, fairness, and equality to the entire school community.

Intended effect/ Success criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success
<p>a) Increase in the attendance and educational success of pregnant learners and young parents.</p> <p>b) It is expected that pregnant learners and young parents will continue their education, reach their full academic potential, and transition successfully into the workplace or further education.</p> <p>c) Staff will return to work confidently after maternity, with an improved work-life balance and equal career opportunities.</p> <p>d) The school will be an inclusive and supportive environment where gender equality and family responsibilities are respected and valued.</p>	<p>Support for Learners:</p> <ul style="list-style-type: none">• Offer individual support schemes for pregnant learners and young parents, including flexible arrangements for attendance, remote study, and access to wellbeing and health services.• Ensure access to counselling services and social workers where necessary. <p>Support for Staff:</p> <ul style="list-style-type: none">• Comply with the Equality Act 2010 by ensuring maternity leave rights, flexible leave after returning to work, and access to mental and physical health support schemes.• Make reasonable adjustments, such as safe work settings and flexible	Mr Ben Roberts / Mrs Sara Thomas	Continuous	<p>1. Collect Quantitative Data e.g.</p> <p>Attendance and Prevalence:</p> <ul style="list-style-type: none">• Monitor attendance rates for pregnant learners and young parents.• Record and analyse the return to work rate for staff after maternity leave. <p>Academic Achievement:</p> <ul style="list-style-type: none">• Assess the academic performance of pregnant learners and young parents to see if they are achieving their educational targets.• Compare data with school averages and national data.

	<p>learning schedules for staff returning from maternity leave.</p> <p>Inclusive Culture:</p> <ul style="list-style-type: none">• Train staff on pregnancy and maternity awareness and support to reduce stigma or prejudice.• Ensure that no one is discriminated against because of their role as a parent, including equal access to training and promotion opportunities.			<p>Behaviour Records:</p> <ul style="list-style-type: none">• Examine the number of incidents involving pregnancy and maternity related bias or discrimination in behavioural records. <p>Qualitative Data Collection</p> <ul style="list-style-type: none">• Pupil and Staff Surveys: Conduct confidential surveys for learners and staff facing pregnancy and maternity to gather feedback on their experiences of support and fairness at school. <p>Interviews and Focus Groups: Conduct interview sessions with pupils, staff and parents to understand their needs and views on school provision.</p> <p>External Partnerships:</p> <p>Collaboration with Supportive Organisations:</p> <p>Work with social services, health and community organisations who provide additional support to young mothers and staff returning from maternity leave.</p> <hr/>
<p><i>Evaluation (Continued)</i></p> <ul style="list-style-type: none">• No pupils became pregnant and had a child in 2024-25. As a result, there is no data or evidence available to show that they succeeded in continuing their education.				

- Several members of staff have reduced their hours or applied to work part-time in order to balance school life and home life. Whenever possible, the school takes steps to support these employees.

YSGOL GYFUN GWYR

STRATEGIC EQUALITY PLAN FOR 2024-28

EQUALITY OBJECTIVE: To reduce prejudice and unfavourable bias against LGBTQ+ individuals by educating learners about issues faced by the LGBTQ+ community.

Protected feature: Gender Reassignment ☐ Disability ☐ ☒ Pregnancy and maternity ☐ Race ☐ Religion or belief ☐
☐ Gender ☐ Sexual orientation ☐ ☒

Public Sector Equality Duty: Eradicate discrimination, harassment and persecution ☒
 Promoting equality of opportunity ☒
 Building good relationships ☒

RATIONALE:

Promoting LGBTQ+ rights as part of a school's Strategic Equality Plan is essential for creating an inclusive and respectful learning environment. This aligns with the Equality Act 2010 and supports the Welsh Government's Strategic Equality Policy, ensuring that schools take proactive steps to challenge prejudice. In Swansea, with its vibrant LGBTQ+ community and events such as Swansea Pride, it is important for schools to reflect this diversity and promote equality.

through policies, education, and awareness. The Curriculum for Wales 2022 and the Relationships and Sexuality Education Code ensure that pupils learn about respect, human rights, and diverse identities, enhancing everyone's mental health and well-being. However, school LGBTQ+ rights groups report hearing homophobic language on school grounds, highlighting the need to address this issue proactively.

Intended effect/ Success criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success
<p>The aim is to create a safe, inclusive and dignified learning environment where all learners, regardless of sexual orientation or gender identity, feel valued and supported. Promoting LGBTQ+ rights should reduce discrimination, increase awareness and acceptance, and improve pupils' wellbeing and academic success.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> a) Positive Culture in School: Evidence of greater respect, acceptance and understanding among pupils and staff. b) Reduced Bullying: Fewer incidents of discrimination or bullying based on sexual orientation or gender identity, as documented on ClassCharts. c) Curriculum Integration: LGBTQ+ subjects are embedded across relevant subjects, reflecting diversity in the learning materials. d) Staff Proficiency: Staff demonstrate confidence in addressing LGBTQ+ issues sensitively and effectively. e) Pupil Voice: LGBTQ+ pupils report feeling safe, supported, and 	<p>Develop an Inclusion Policy:</p> <ul style="list-style-type: none"> • Review and update school policies to include clear statements against discrimination and support LGBTQ+ pupils. • Publish clear school guidance on accepted practice and reporting processes for bullying or discrimination. <p>Staff Training:</p> <ul style="list-style-type: none"> • Hold regular training sessions on diversity, equality and the needs of LGBTQ+ pupils. • Ensure all staff are confident in addressing LGBTQ+ issues and provide practical support. <p>Education and Awareness:</p> <ul style="list-style-type: none"> • Integrate LGBTQ+ subjects into the curriculum, including relationship and sexuality education (RSE), history, literature and art. • Celebrate important days like LGBTQ+ History Month and International Day 	Ms Rebecca Richards /	Continuous	<ul style="list-style-type: none"> • Collect data through pupil and parent surveys to assess their experiences and feelings of safety and belonging. • Regularly review conduct records to monitor any issues of discrimination or bullying. • Report to the governors on progress towards achieving the success criteria.

<p>represented in school surveys or focus groups.</p> <p>f) Community Engagement: Active participation in local events such as Swansea Pride and collaboration with external equality organisations.</p>	<p>Against Homophobia, Biphobia and Transphobia (IDAHOBIT).</p> <p>Supporting Pupils:</p> <ul style="list-style-type: none"> • Create safe spaces where LGBTQ+ pupils can share their experiences and receive support, such as pupil support groups or equality clubs. • Establish a mentoring system where older pupils can support younger pupils who wish to discuss their identity. <p>Community Engagement:</p> <ul style="list-style-type: none"> • Collaborate with local organisations such as Swansea Pride and relevant community support groups. 			
<p><i>Evaluation (Continued)</i></p> <ul style="list-style-type: none"> • A number of activities were arranged during 2024-25, including: • An LGBTQ+ History Month exhibition in February on notable events. A second exhibition was also held where former Gwyr pupils spoke about their experiences as LGBTQ+ people. • Staff contributed to LGBTQ+ Heroes Poster activities that were displayed around the school. • A workshop was held with Oriel Odl, and a mural was created, which is displayed in the canteen. • BBC Wales came to the school to make a news bulletin about the LGBTQ+ resource library we are trying to establish. This received national media coverage. • Homophobia was included as a theme for assemblies / Minute to Think, etc. • Messages of support for the LGBTQ+ community are displayed on the school's digital screens during Pride Week. 				

- Learners who are questioning their gender are supported by receiving specific guidance from Simon Burman-Rees, the Local Authority well-being and attendance officer.
- Our pupils who are part of the school LGBTQ+ Working Group take part in the Swansea Pride march annually.
- Our learners attended the Big Conversation on Equality session organised by Swansea Council.
- A whole-school assembly on hate crimes was held with the Police Schools Officer.

YSGOL GYFUN GWYR

STRATEGIC EQUALITY PLAN FOR 2024-28

EQUALITY OBJECTIVE: Ensure that all pupils, regardless of their gender, have equal opportunities to achieve their academic, social, and emotional potential by eliminating any barriers based on gender stereotypes within the school.				
Protected feature: Gender Reassignment Disability <input type="checkbox"/> <input checked="" type="checkbox"/> Pregnancy and maternity Race Religion or belief <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Gender Sexual orientation <input type="checkbox"/> <input checked="" type="checkbox"/>				
Public Sector Equality Duty: Eradicate discrimination, harassment and persecution <input checked="" type="checkbox"/> Promoting equality of opportunity <input checked="" type="checkbox"/> Building good relationships <input checked="" type="checkbox"/>				
RATIONALE: Striving to improve gender equality ensures that all pupils, regardless of their gender, have equal opportunities to reach their academic and personal potential. Promoting gender equality helps create a school culture where every individual feels respected, safe, and accepted without discrimination. By working toward gender equality, the school prepares pupils to contribute positively to a fair and equal society in the future.				
Intended Impact / Success Criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success

<p>a) Equal participation in school activities by boys and girls.</p> <p>b) Reduced prejudice or stereotypes in subject choices and career paths.</p> <p>c) Improved academic performance for all pupils, regardless of their gender.</p>	<p>Education and Curriculum: Ensure that subjects and activities are inclusive, free from gender stereotypes, and encourage equal participation of boys and girls in all areas.</p> <p>Fair Opportunities: Provide equal opportunities in sports, student leadership, and extracurricular initiatives.</p> <p>Staff Training: Train staff to challenge gender bias and promote an environment where every student feels included and respected.</p>	Mrs Rhian Churchill	Continuous	<ul style="list-style-type: none"> • Data on subject choices made by learners, e.g., the percentage of girls taking STEM subjects, boys choosing Arts and Languages, etc. • Reduced performance gap between boys and girls in GCSE and A-Level indicators. • Positive feedback from pupils, parents, and staff in surveys about feelings of equality and dignity within the school. • Fewer incidents related to prejudice or gender-based bullying, as recorded in school behaviour logs. • Staff demonstrating confidence in challenging gender stereotypes and applying teaching and classroom management methods that promote equality. <p>Cliciwch neu gwasgwch yma i nodi testun.</p>
<p><i>Evaluation (Continued)</i></p> <ul style="list-style-type: none"> • We have been part of a project called Danielle to tackle violence in close relationships and to educate pupils about healthy relationships and the signs of abuse. • During Progression Step 4, where topics become more complex in nature, we have discussed behaviours such as sending sexual images and consent, especially with Year 8 and 9 pupils. • We have worked with organisations such as the school Nurse and the school Police Officer to educate pupils when incidents of discrimination or other events have arisen. • EM has undertaken training on VAWDASV, violence in romantic relationships, and Partnership training. 				

YSGOL GYFUN GWYR

CYNLLUN CYDRADDOLDEB STRATEGOL AR GYFER 2024-28

EQUALITY OBJECTIVE: Ensure that every learner with a disability or additional learning needs has equal access to educational opportunities by providing appropriate support, reasonable adjustments, and personalized learning plans that promote their academic development and emotional well-being.

Protected feature: Gender Reassignment Disability ☐ ☒ Pregnancy and maternity Race Religion or belief
☐ ☐ ☐
Gender Sexual orientation ☐ ☒

Public Sector Equality Duty: Eradicate discrimination, harassment and persecution ☒
Promoting equality of opportunity ☒
Building good relationships ☒

RATIONALE:

Promoting equality for disabled learners is the foundation of fair education, ensuring that every child has the best opportunity to reach their potential. It helps reduce stigma and discrimination, fostering a school community where everyone feels included, valued, and respected.

Intended Impact / Success Criteria

Key Actions

Lead
Person

Timeline

Connection to Monitoring/Self-Evaluation Activities that
will provide you with evidence of impact/success

<p>Equal Access to Education and Employment:</p> <ul style="list-style-type: none"> • Disabled pupils and staff have full and equal access to all aspects of school life, including education, training, and career opportunities. • All school areas, including classrooms, extracurricular activities, and social facilities, are accessible to everyone. <p>Performance and Development:</p> <ul style="list-style-type: none"> • Disabled pupils achieve personal academic targets in line with their abilities, showing positive progress in their performance. • Disabled staff advance professionally through training and promotion opportunities, free from structural or cultural barriers. <p>Inclusive Culture and Strong Support:</p> <ul style="list-style-type: none"> • The school promotes a positive culture that celebrates diversity and respects individual needs. • Positive feedback is recorded from pupils, staff, and parents through surveys or focus groups. • Staff receive ongoing training on equality and disability, demonstrating confidence and competence in supporting disabled learners and colleagues. 	<ul style="list-style-type: none"> • Learning Adjustments: Make reasonable changes in the classroom, such as using assistive technology, alternative learning methods, and additional support from learning support staff. • Personal Support Plans: Develop individual plans that set clear targets and regularly monitor progress. • Staff Training: Ensure all staff receive training on ALN (Additional Learning Needs) and disability awareness to provide sensitive and effective support. • Partnerships: Collaborate with parents, carers, and external professionals to provide the best possible support for learners. 	Mrs Emma Morris	Continuous	<p>Collecting Quantitative Data:</p> <p>Attendance and Performance: Monitor attendance rates of disabled pupils and their academic achievement to identify any performance gaps.</p> <p>Behavioral Incidents: Review records of any incidents involving discrimination, bullying, or abuse based on disability, tracking actions taken and their outcomes.</p> <p>Participation in Activities: Record the participation of disabled pupils and staff in extracurricular activities, leadership groups, and training opportunities.</p> <p>Collecting Qualitative Data:</p> <p>Surveys and Questionnaires: Conduct confidential surveys with pupils, parents, and staff to assess their experiences and feelings of being supported.</p> <p>Interviews and Focus Groups: Hold interviews with disabled pupils and their families to discuss the effectiveness of available support.</p> <p>Staff Feedback: Gather staff opinions on training, resources, and the school's equality policies.</p> <p>Reviewing Documents and Processes:</p> <p>Policy Reviews: Conduct regular reviews of equality and disability policies to ensure compliance with the Equality Act 2010.</p>
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<p>Success Criteria:</p> <ul style="list-style-type: none"> • Reduction in incidents of discrimination or exclusion involving disabled pupils or staff. • Improvement in academic outcomes and attendance. • Positive feedback from surveys and interviews. • Evidence of an inclusive school culture where everyone feels safe, supported, and fully integrated into the school community 				<p>Progress Reports: Prepare regular progress reports for governors, including recommendations for improvements.</p> <p>Staff Training Records: Maintain staff training records to ensure equality training is delivered regularly.</p> <p>External Partnerships:</p> <p>Independent Assessments: Collaborate with external organizations such as Estyn or equality charities to independently review and evaluate the school's plans.</p> <p>Specialist Services Support: Engage with social workers, occupational therapists, or educational psychologists to review the individual progress of pupils.</p>
<p><i>Evaluation (Continued)</i></p> <ul style="list-style-type: none"> • Assembly for Down Syndrome Day with a pupil who has the condition taking a leading role. • Celebrating Odd Socks Day. • Promoting better understanding of Autism Spectrum Disorder - staff training from LA specialists, pupil-led services, and activities by the School Council. • Raising awareness and working with specialists to prepare and adapt the school to be accessible for learners with specific needs, e.g. Cerebral Palsy / complex behaviour. • Whole-school CAMHS INSET for staff to promote positive methods of emotional regulation. • Whole-school assembly by the LA autism specialist on autism and the spectrum in general. • EJM gained CCET accreditation in September 2024 to ensure that examination arrangements and adjustments are available for our learners with disabilities / ALN. 				

Appendix 2

Cynllun Mynediad /Accessibility Plan Ysgol Gyfun Gŵyr 2024 - 28

Targed Target	Dull Gweithredu Means of Action	Erbyn Pryd By When	Gwerthuso Meini Prawf/Llwyddiant Evaluation: Success Criteria
<ul style="list-style-type: none"> • Parhau i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion. • Continue to record disabilities of Governors, Staff and Pupils. 	<ul style="list-style-type: none"> • Sicrhau bod y gweithdrefnau presennol i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion yn parhau. • Ensure that the present procedures of recording disabilities of Governors, Staff and Pupils continue. 	<p>Parhaol/Continuously</p>	<ul style="list-style-type: none"> • Cofnod cyfredol o anableddau Llywodraethwyr, Staff a Disgyblion ar gael. • Current record of disabilities of Governors, Staff and Pupils available.
<ul style="list-style-type: none"> • Cynyddu ymwybyddiaeth o anableddau rhieni /gwarcheidwaid. • Increase awareness of parents'/guardian' disabilities. 	<ul style="list-style-type: none"> • Cynnig cyfle i bob rhiant/gwarcheidwad yn ystod Nosweithiau Rhieni i gofnodi anableddau. • Provide an opportunity to every parent/guardian to record disabilities on Parents Evenings. 	<p>2025</p>	<ul style="list-style-type: none"> • Cofnod o anableddau rhieni/gwarcheidwaid ar gael. • Record of parents'/guardians' disabilities available

<ul style="list-style-type: none"> • Asesu cyrhaeddiad addysgol disgyblion anabl. • Assess educational attainments of disabled pupils. 	<ul style="list-style-type: none"> • Dadansoddi canlyniadau disgyblion mewn asesiadau statudol ac arholiadau allanol, a chofnodi cyfranogiad mewn gweithgareddau allgyrsiol. • Analyse results of disabled pupils in statutory assessments and external examinations and record participation in extracurricular activities. 	<p>2025</p>	<ul style="list-style-type: none"> • Cofnod o gyrhaeddiad addysgol disgyblion anabl ar gael er mwyn ymateb i'r canfyddiadau. • Record of educational attainment of disabled pupils available in order to respond to findings.
<ul style="list-style-type: none"> • Asesu cyrhaeddiad gyrfaol o unrhyw staff anabl. • Assess the career attainment of any disabled staff. 	<ul style="list-style-type: none"> • Ystyried disgrifiadau swydd staff anabl a thrafod eu cyfrifoldebau. • Consider job descriptions of disabled staff and discuss their responsibilities. 	<p>2025</p>	<ul style="list-style-type: none"> • Cofnod o gyrhaeddiad gyrfaol staff anabl ar gael er mwyn mesur cynhwysiant proffesiynol. • Record of career attainment of disabled staff available in order to measure professional inclusion.
<ul style="list-style-type: none"> • Asesiad o effaith polisiau a gweithdrefnau'r ysgol ar gyrhaeddiad staff a disgyblion. • Assessment of the impact of school policies and procedures on disabled staff and pupils. 	<ul style="list-style-type: none"> • Holi sampl o ddisgyblion a staff anabl am bolisiau a gweithdrefnau'r ysgol. • Question a sampl of disabled staff and pupils about school policies and procedures. 	<p>2025</p>	<ul style="list-style-type: none"> • Adroddiad yn cael ei gynhyrchu er mwyn gweithredu ar ganfyddiadau. • Report produced in order to action findings.

<ul style="list-style-type: none"> • Parhau i wella safle'r ysgol ar gyfer pobl anabl. • Continue to improve the school site for disabled people. 	<ul style="list-style-type: none"> • Er Enghraifft: • Ychwanegu at y rampiau mynediad sydd eisoes yn yr ysgol yng nghyswllt ehangu/datblygu campws yr ysgol. • Darparu mwy o ardaloedd parcio anabl yn ôl yr angen. • Adnewyddu drysau yn ôl yr angen i gydymffurfio gyda DDA yng nghyswllt ehangu/datblygu campws yr ysgol. • Adeiladu lifft i gyrraedd llawr uchaf y prif adeilad • For Example: • Add to the accessibility ramps which are already in the school in the context of expanding/developing the school campus. • Provide further disabled parking spaces as required. • Renew doors across the school to comply with DDA in the context of expanding/developing the school campus. • Install a lift to access the upper floor of the main building 	<p>Parhaol/ Continuo us</p>	<ul style="list-style-type: none"> • Bod yr agweddau sydd wedi eu nodi yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn. • The aspects noted in the 'action plan' have been accomplished to a large degree.
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<ul style="list-style-type: none"> • Gwella ymhellach mynediad i ddisgyblion anabl i gwricwlwm yr ysgol. • Improve access for disabled pupils to the school curriculum. 	<p style="text-align: center;">Gweithdrefnau ysgol gyfan yn eu lle i</p> <ul style="list-style-type: none"> • Ganiatáu amser teg i holl ddisgyblion anabl cyflawni gwaith yn rhan o'r cwricwlwm • Sicrhau strategaethau/cymorth dysgu addas mewn gwersi/gweithgareddau allgyrsiol i gefnogi'r ystod o anableddau cymedrol sydd gan ddisgyblion. • Hyfforddi staff ynghylch y prif egwyddorion o addysgu disgyblion anabl. <p style="text-align: center;">Whole school procedures in place to:</p> <ul style="list-style-type: none"> • Allow sufficient time for all disabled pupils to accomplish work as part of the curriculum. • Ensure appropriate learning support/strategies in lessons/extracurricular activities to support the range of moderate learning difficulties had by pupils. • Train staff regarding the main principles of teaching disabled pupils. 	<p>Parhaol/ Continuo us</p>	<ul style="list-style-type: none"> • Bod yr agweddau a nodwyd yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn. • That the aspects noted in the 'means of action' have been accomplished.
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