YSGOL GYFUN GWYR

STRATEGIC EQUALITY PLAN AND POLICY

2024 – 2028

Date of approval by the governing body: Click or press here to enter text.

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: Mrs Sara Thomas	**NAME: Miss Aldyth Williams**
HEADTEACHER	**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 serving the Swansea area. There are 1,125 pupils on roll, including 165 in the Sixth Form (July 2026).

The school employs 52 full-time equivalent teaching staff and over 45 support staff, including catering and cleaning staff. Women make up the majority of staff in all groups. Over a three-year average, 5.3% of pupils are eligible for free school meals. Eight per cent of pupils of compulsory school age are on the Additional Learning Needs (ALN) register. All pupils are bilingual, with approximately 28% coming from homes where Welsh is the main language spoken. There is little ethnic diversity within the school population, with the overwhelming majority of pupils identifying as White Welsh or White 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

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.

School Improvement Plan 2025–26

- **Target 2 – WELLBEING, CARE, SUPPORT AND GUIDANCE**

  To identify and target our EBSA (Emotionally Based School Avoidance) learners at an early stage in order to safeguard their regular attendance at school and support their progress.

- **Target 3 – LEADERSHIP AND IMPROVEMENT**

  To continue ensuring that leaders at all levels have clear and strategic responsibilities to drive improvement and raise standards for learners across the school, including undertaking a wide range of quality assurance activities that strengthen their ability to evaluate the impact of provision on pupil progress (Estyn 2023).

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 Mrs Sara Thomas (Headteacher) and Mr Rhodri Evans (Deputy Headteacher).

Appendix 1:

YSGOL GYFUN GWYR STRATEGIC EQUALITY PLAN FOR 2024 - 2028

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 ☐ 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:
(Why is this part of the plan? What did the information/data/engagement tell you?)

Our learner surveys (Pupil Voice 2025 - 26) show that almost all pupils (97%) feel that school staff encourage pupils to respect everyone, regardless of their race. However, occasional incidents involving the use of racist language still occur, and we recognise that there is more work to do in this area. Including an objective to become an anti-racist school within 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. 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.	Rhodri Evans	Continuous	- Maintaining the School of Sanctuary Award in 2027 - Reduction in the number of racist bullying incidents recorded on ClassCharts / Bromcom / My Concern - Feedback from focus groups of BAME pupils - Learner / Parent / Staff Survey Data

	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. These measures collectively help create a school environment where diversity is celebrated, and discrimination is actively challenged.			

Evaluation (Continued)

- Ysgol Gyfun Gŵyr was awarded School of Sanctuary status in June 2024, recognising its commitment to creating a welcoming and inclusive culture for refugees, asylum seekers and families from diverse backgrounds. This external recognition reflects the school's strategic work to promote equality, anti-racism and belonging across the school community.
- The school promotes understanding of race, ethnicity and anti-racism through a comprehensive programme of whole-school assemblies, weekly *Thought for the Day* sessions and annual events, including Black History Month, Refugee Week, Windrush Day, Holocaust Memorial Day and assemblies focusing on anti-racism. These consistent messages have helped to foster a culture where respect, equality and human rights are actively promoted.
- Learners are provided with regular opportunities to develop their understanding of the experiences of people from different backgrounds through activities such as a Teams session with Ukrainian refugees, Refugee Week activities, the Big Conversation on Equality, and a South Wales Police workshop on hate crime. These experiences have strengthened learners' empathy and understanding of the impact of prejudice, discrimination and racism.
- Learners play an active role in promoting anti-racism and inclusion. They have presented at the HarMINDise Conference, participated in the Schools of Sanctuary programme, and the school choir has performed at regional and multicultural events, acting as ambassadors for the school's values within the wider community.

- The school has developed a restorative approach to responding to incidents involving racist language through the introduction of a restorative booklet that helps learners understand the impact of racism and prejudice while supporting the repair of relationships where appropriate. This complements the school's behaviour procedures with an educational and preventative approach.
- Significant investment has been made in the professional development of staff and governors through DARPL training and sessions on decolonising the curriculum. As a result, departments have reviewed their curriculum provision to ensure it reflects a broader range of voices, perspectives and experiences.
- The school makes effective use of learner voice to inform its anti-racist work. Focus groups have been held with learners from the Global Majority to better understand their experiences and use their feedback to shape strategic planning and school improvement priorities.
- Building on this work, the school successfully secured Welsh Government funding for the Welsh for All – Bridging Global Majority Communities with Welsh-medium Education project. Through workshops with refugees, asylum seekers, Global Majority families and primary pupils, the project has promoted the message that Welsh belongs to everyone while strengthening links between diverse communities and Welsh-medium education. The project's findings were presented to the Swansea Welsh in Education Strategic Forum (PAGA) in June 2026, demonstrating its local and strategic impact.
- Learner voice demonstrates the positive impact of this work over time. The proportion of learners reporting that staff encourage respect for everyone, regardless of race, gender, sexuality, religion, background or disability, increased from 93% in 2023–24, to 95% in 2024–25, and 97% in 2025–26. This positive trend suggests that the school's whole-school approach to promoting equality, anti-racism and inclusion is having an increasingly positive impact on school culture and learners' experiences.

Recognition of Good Practice

- The school's work has received recognition beyond the school community. BBC Wales visited the school to showcase its work, and Rhodri Evans, Assistant Headteacher, contributed to an Estyn podcast on developing anti-racist schools in Wales, sharing the school's practice at a national level.

Areas for Development

- Continue to develop the anti-racist curriculum and ensure it is embedded consistently across all Areas of Learning and Experience.
- Further strengthen the voice and representation of learners from the Global Majority in shaping school decision-making.
- Continue to monitor and analyse racist incidents to identify trends and evaluate the impact of interventions.
- Build on the legacy of the Welsh for All project by continuing to promote Welsh-medium education as an inclusive choice for families from all backgrounds.
- Continue to develop staff confidence in challenging prejudice and racism and in promoting anti-racist practice across all aspects of school life.

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 anyone because of pregnancy or maternity. This policy helps the school comply with these legal requirements. Everyone has the right to equal opportunities in education and employment. Discrimination related to pregnancy or maternity can have a significant impact on academic achievement and career progression, reinforcing wider social inequalities.

Providing appropriate support promotes both mental and physical wellbeing, reduces stress, and enables individuals to remain engaged in learning or work. This helps to create a sustainable school community in which learners and staff can thrive both academically and professionally.

Schools also play an important role in modelling inclusive practice by demonstrating how organisations can successfully support pregnant learners, young parents and members of staff. In doing so, they promote positive values of respect, fairness and equality throughout the 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
a) Increase in the attendance and educational success of pregnant learners and young parents. b) It is expected that pregnant learners and young parents will continue their	**Support for Learners:** • Offer individual support schemes for pregnant learners and young parents, including flexible arrangements for	Mr Ben Roberts / Mrs Sara Thomas	Continuous	**1.** Collect Quantitative Data e.g. **Attendance and Prevalence:** • Monitor attendance rates for pregnant learners and young parents.

education, reach their full academic potential, and transition successfully into the workplace or further education. c) Staff will return to work confidently after maternity, with an improved work-life balance and equal career opportunities. d) The school will be an inclusive and supportive environment where gender equality and family responsibilities are respected and valued.	attendance, remote study, and access to wellbeing and health services. • Ensure access to counselling services and social workers where necessary. **Support for Staff:** • 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 learning schedules for staff returning from maternity leave. **Inclusive Culture:** • 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.			• Record and analyse the return to work rate for staff after maternity leave. **Academic Achievement:** • 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. **Behaviour Records:** • Examine the number of incidents involving pregnancy and maternity related bias or discrimination in behavioural records. **Qualitative Data Collection** • **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. **Interviews and Focus Groups**: Conduct interview sessions with pupils, staff and parents to understand their needs and views on school provision. **External Partnerships:** **Collaboration with Supportive Organisations:**

				Work with social services, health and community organisations who provide additional support to young mothers and staff returning from maternity leave.

Evaluation (Continued)

- There were no cases of learners becoming pregnant or becoming parents during the 2024 - 26 academic years. Although there was no requirement to implement individual support plans during this period, clear procedures are in place to ensure that pregnancy or parenthood would not prevent any learner from continuing their education. Where required, an individual support plan and reasonable adjustments would be implemented to ensure continued access to education.
- The school adopts a flexible and supportive approach towards staff with caring responsibilities and young families. During 2024 - 26, several members of staff moved to part-time working arrangements or reduced their working hours to help balance work and family commitments. Wherever possible, the school accommodated these requests through appropriate staffing arrangements while maintaining the quality of provision.
- A staff survey was undertaken in July 2026 to evaluate the experiences of staff who were pregnant, on maternity leave, or had parenting responsibilities. The findings indicate a positive and inclusive culture, with 100% of respondents reporting that they were treated fairly and with respect, that the school was inclusive or highly inclusive towards staff in these circumstances, and that reasonable adjustments and support arrangements met their needs effectively.
- Eighty per cent of respondents felt they received appropriate support from the school during pregnancy or while caring for young children, felt comfortable discussing their needs with relevant managers, and believed the school promotes an inclusive culture that supports staff with family responsibilities. Respondents highlighted flexibility to attend medical appointments, adjustments to duties, and support from line managers as particularly positive aspects of their experience.
- Eighty per cent of respondents felt they had equal access to professional learning and development opportunities. While a small minority expressed concerns about the potential impact of family responsibilities on career progression, the school will use this feedback to review and strengthen its arrangements, ensuring that professional development opportunities remain accessible to all staff regardless of their personal circumstances.

Areas for Development

- Continue to ensure that school policies and procedures effectively support learners and staff who are pregnant or have caring responsibilities.
- Maintain clear arrangements to support any learner who becomes pregnant or a parent, enabling them to continue their education and achieve their full potential.
- Continue to consider requests for flexible working arrangements wherever possible, supporting staff wellbeing, retention and work-life balance.

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 the school's Strategic Equality Plan is essential in creating an inclusive, respectful and supportive learning environment. This aligns with the Equality Act 2010 and supports the Welsh Government's Strategic Equality objectives by ensuring that schools take a proactive approach to challenging prejudice and discrimination. As a school serving the Swansea community, where there is a vibrant LGBTQ+ community and events such as Swansea Pride, it is important that our policies, curriculum and wider school culture reflect and celebrate diversity. The Curriculum for Wales 2022 and the Relationships and Sexuality Education (RSE) Code ensure that learners develop an understanding of respect, human rights and diverse identities, contributing positively to the wellbeing and mental health of all members of the school community. However, feedback from learners involved in the school's equality and LGBTQ+ groups indicates that homophobic language is still heard on the school site. While this behaviour is not representative of the wider school community, it highlights the need to continue strengthening education, awareness and restorative approaches to ensure that all learners feel safe, respected and included.

Intended effect/ Success criteria	**Key Actions**	**Lead Person**	**Timeline**	**Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success**
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. **Success Criteria:** a) **Positive Culture in School:** Evidence of greater respect, acceptance and	**Develop an Inclusion Policy:** • 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. **Staff Training:**	Ms Rebecca Lindholme-Evans	Continuous	• 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.

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 represented in school surveys or focus groups. f) **Community Engagement:** Active participation in local events such as Swansea Pride and collaboration with external equality organisations.	• 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. **Education and Awareness:** • 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 Against Homophobia, Biphobia and Transphobia (IDAHOBIT). **Supporting Pupils:** • 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. **Community Engagement:** • Collaborate with local organisations such as Swansea Pride and relevant community support groups.			
Evaluation (Continued)				

- Between 2024 and 2026, the school organised a wide range of activities to promote understanding, respect and inclusion for the LGBTQ+ community, helping to foster a school culture where diversity is valued and prejudice is actively challenged. In the 2025–26 Pupil Voice Survey, 97% of learners reported that staff encourage respect for everyone, regardless of race, gender, sexuality, religion, background or disability.
- An LGBTQ+ History Month display was held each February, highlighting significant events, individuals and milestones. This has broadened learners' understanding of the contributions of the LGBTQ+ community and promoted positive discussion about equality and human rights.
- A display featuring the experiences of former LGBTQ+ pupils from Ysgol Gyfun Gŵyr was created, giving voice to lived experiences and strengthening learners' sense of belonging. Using local stories made the messages more relevant and contributed to a more inclusive school culture.
- Staff contributed to an LGBTQ+ Heroes Poster initiative, with displays located throughout the school. These have helped to normalise positive representation of LGBTQ+ people and challenge stereotypes by celebrating their achievements across a range of fields.
- In partnership with Oriel Odl, learners co-created a permanent mural celebrating diversity and inclusion. The artwork provides a lasting visual reminder of the school's values and contributes to a welcoming environment for all learners.
- BBC Wales visited the school to showcase its work in developing an LGBTQ+ resource library. This national recognition highlighted the school's inclusive practice and strengthened its reputation as a school committed to equality and human rights.
- Homophobia, transphobia and respect for diversity are addressed regularly through whole-school assemblies, weekly *Thought for the Day* sessions and wellbeing activities. These consistent messages contribute to a culture where discriminatory behaviour is challenged and where 98.8% of learners report feeling safe in school.
- During Pride Week, messages of support and inclusion are displayed on digital screens throughout the school, reinforcing the expectation that every learner is treated with dignity and respect.
- Learners who are questioning their gender identity or seeking support in relation to gender identity have access to appropriate guidance and specialist support through Local Authority services. This ensures that support is timely, personalised and informed by specialist advice.
- Members of the school's LGBTQ+ Working Group participate annually in the Swansea Pride Parade, providing opportunities for learners to act as ambassadors for inclusion and demonstrating the school's commitment to promoting equality beyond the school community.
- Learners attended the Big Conversation on Equality, organised by Swansea Council. These sessions developed their understanding of rights, equality and active citizenship, enabling them to challenge prejudice and discrimination with greater confidence.
- A whole-school assembly on hate crime, delivered by the South Wales Police School Liaison Officer, helped learners understand the impact of prejudice and the legal and social consequences of hate crime. This work supports a school culture in which 95.5% of learners report that they are not bullied.
- Collectively, these initiatives have contributed to a school culture where equality, respect and inclusion are prominent features of everyday life. Learner voice demonstrates the positive impact of this work, with 97% of learners reporting that staff promote respect for everyone, 98.8% feeling safe at school, and 95.5% stating that they are not bullied.

Areas for Development

- Continue to develop opportunities for learners to discuss issues relating to sexual orientation and gender identity in a safe, age-appropriate and educational manner.
- Strengthen the recording and monitoring of homophobic, biphobic and transphobic incidents to identify trends and evaluate the impact of interventions.
- Further expand the range of inclusive resources and learning materials available to learners and staff.
- Continue to ensure that every learner feels safe, respected and able to be open about their identity within the school community.

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 ☒ 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 gender equality ensures that all learners, regardless of their gender, have equal opportunities to achieve their academic and personal potential. Fostering gender equality helps to create a school culture in which every individual feels respected, safe and valued, free from discrimination or stereotyping. By working towards greater equality between the sexes, the school equips learners with the knowledge, values and attitudes needed to contribute positively to a fair, inclusive and equitable society.

Intended Impact / Success Criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success
a) Equal participation in school activities by boys and girls. b) Reduced prejudice or stereotypes in subject choices and career paths. c) Improved academic performance for all pupils, regardless of their gender.	**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. **Fair Opportunities:** Provide equal opportunities in sports, student leadership, and extracurricular initiatives. **Staff Training:** Train staff to challenge gender bias and promote an environment where every student feels included and respected.	Mrs Rhian Churchill	Continuous	• **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. Cliciwch neu gwasgwch yma i nodi testun.

Evaluation (Continued)

- The school has participated in Project Danielle, which focuses on preventing violence in intimate relationships and developing learners' understanding of healthy relationships, consent and the warning signs of abuse. This has strengthened learners' ability to recognise healthy relationships and seek support when needed. SHRN data also shows that only 4% of learners reported sending a sexual image of themselves, which is below the national average.
- During Progression Step 4, learners explore age-appropriate topics including consent, the sharing of sexual images, peer pressure and respectful relationships. This provision develops learners' knowledge and skills to make safe and responsible decisions. The 2025 - 26 Relationships and Sexuality Education (RSE) Survey found that 97.6% of learners considered the lessons age-appropriate, while 97.7% reported understanding sexually transmitted infections and their effects.
- Several GCSE courses in Years 10 and 11 provide opportunities to discuss discrimination, gender inequality and misogyny in contemporary society. This encourages learners to challenge stereotypes and develop a deeper understanding of equality and social justice.
- Posters and visual resources displayed throughout the school help learners recognise and understand sexist and misogynistic behaviour. This work contributes to a culture in which sexism is consistently challenged. In the 2025–26 Pupil Voice Survey, 97% of learners reported that staff encourage respect for everyone, regardless of race, gender, sexuality, religion, background or disability.
- The Women's Rights Working Group promotes gender equality and organises annual activities for White Ribbon Day, raising awareness of violence against women and girls. This work contributes to a culture of respect and equality, with 95.5% of learners reporting that they are not bullied at school.
- Members of the working group and staff, including male colleagues, actively participate in awareness campaigns and challenge attitudes and behaviours that demean women and girls. This reinforces high expectations and contributes to a school culture in which 98.8% of learners report feeling safe.
- The school works closely with external partners, including the School Nurse and the South Wales Police School Liaison Officer, to provide education and respond to relevant issues where required. This partnership ensures learners have access to specialist knowledge and that concerns are addressed promptly and effectively.
- Key members of staff have received training in Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV), healthy relationships and safeguarding. This has strengthened staff confidence in recognising concerns, responding appropriately and providing timely support to learners.
- School leaders monitor relevant data, including the attainment and progress of boys and girls, to identify and respond to any disparities. This systematic use of data enables the school to plan appropriate interventions and promote equity in outcomes.
- The school promotes positive representation of women through the curriculum, particularly within STEM subjects, where the contributions of women are highlighted in schemes of learning and classroom environments. This challenges traditional stereotypes and broadens learners' aspirations and expectations for future careers.
- As part of the school's commitment to promoting gender equality and challenging gender stereotypes, 33 girls participated in the Girls in Engineering programme in partnership with Swansea University. The programme increased their awareness of STEM careers, provided access to positive female role models, and strengthened their aspirations and confidence to pursue educational and career pathways in fields where women have traditionally been underrepresented.

Areas for Development

- Strengthen procedures for recording and monitoring incidents involving sexism, misogyny and sexist language.
- Ensure learners know how to report incidents and feel confident doing so.
- Analyse incident data more systematically to identify trends and evaluate the impact of interventions.
- Continue to develop opportunities across the curriculum and wider school life to challenge gender stereotypes and promote gender equality.

YSGOL GYFUN GWYR STRATEGIC EQUALITY PLAN FOR 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 fundamental to providing a fair and inclusive education, ensuring that every learner has the opportunity to achieve their full potential. It helps to reduce stigma and discrimination while fostering a school community in which all individuals feel included, valued and respected. By removing barriers to learning and participation, the school enables disabled learners to engage fully in school life and promotes a culture of equality, dignity and belonging for everyone.

Intended Impact / Success Criteria	Key Actions	Lead Person	Timeline	Connection to Monitoring/Self-Evaluation Activities that will provide you with evidence of impact/success

Equal Access to Education and Employment: • 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. **Performance and Development:** • 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. **Inclusive Culture and Strong Support:** • 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.	• **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	**Collecting Quantitative Data:** **Attendance and Performance:** Monitor attendance rates of disabled pupils and their academic achievement to identify any performance gaps. **Behavioral Incidents:** Review records of any incidents involving discrimination, bullying, or abuse based on disability, tracking actions taken and their outcomes. **Participation in Activities:** Record the participation of disabled pupils and staff in extracurricular activities, leadership groups, and training opportunities. **Collecting Qualitative Data:** **Surveys and Questionnaires:** Conduct confidential surveys with pupils, parents, and staff to assess their experiences and feelings of being supported. **Interviews and Focus Groups:** Hold interviews with disabled pupils and their families to discuss the effectiveness of available support. **Staff Feedback:** Gather staff opinions on training, resources, and the school's equality policies. **Reviewing Documents and Processes:**

Success Criteria: • 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				**Policy Reviews:** Conduct regular reviews of equality and disability policies to ensure compliance with the Equality Act 2010. **Progress Reports:** Prepare regular progress reports for governors, including recommendations for improvements. **Staff Training Records:** Maintain staff training records to ensure equality training is delivered regularly. **External Partnerships:** **Independent Assessments:** Collaborate with external organizations such as Estyn or equality charities to independently review and evaluate the school's plans. **Specialist Services Support:** Engage with social workers, occupational therapists, or educational psychologists to review the individual progress of pupils.

Evaluation (Continued)

- The school marked World Down Syndrome Day through a whole-school assembly, with a learner with Down syndrome playing a leading role in raising awareness and promoting understanding across the school community. This has helped to foster a culture in which differences are valued and learners' experiences are recognised and respected.
- The school celebrates Odd Socks Day annually to promote acceptance, inclusion and appreciation of diversity. This reinforces the message that every learner belongs and contributes to a school culture that values and respects individual differences.
- Staff have received Autism Spectrum Disorder (ASD) training delivered by Local Authority specialists, strengthening their understanding of learners' needs and improving the quality of provision. This has increased staff confidence in adapting their practice and providing more effective support for autistic learners.
- Whole-school assemblies and awareness campaigns on autism, including activities led by the School Council and contributions from external specialists, have increased understanding of neurodiversity and contributed to a more inclusive and supportive school culture.
- The school works closely with relevant agencies and specialist services to ensure that the learning environment is as accessible as possible for all learners, including those with complex physical, medical or behavioural needs. This collaborative approach ensures that specialist advice informs provision and helps to remove barriers to learning and participation.

- Where appropriate, reasonable adjustments are made to the school environment, provision and organisational arrangements to enable learners with additional needs to participate fully in school life. This promotes equality of access and enables learners to engage confidently in learning and the wider life of the school.
- The school has adopted the principles of the Schools Mental Health Hub (HMS CAMHS) to promote positive approaches to emotional regulation and support the emotional wellbeing of all learners. This has strengthened the school's whole-school approach to mental health and helped staff respond more consistently and effectively to learners' emotional needs.
- According to the 2025 - 26 Pupil Voice Survey, 97% of learners reported that staff encourage pupils to respect everyone, regardless of race, gender, sexuality, religion, background or disability. This indicates that almost all learners experience a school environment where respect for diversity and inclusion is consistently promoted by staff.
- Local Authority specialists have contributed to whole-school assemblies and awareness sessions on autism and neurodiversity, improving understanding among both learners and staff. This has strengthened inclusive practice and supported staff in responding more effectively to a wide range of learner needs.
- In September 2024, EJM qualified as a CCET assessor, strengthening the school's capacity to identify and implement appropriate access arrangements and reasonable adjustments consistently and in a timely manner. This promotes equality of access and enables learners to achieve their full potential in assessments and examinations.

Areas for Development

- Continue to develop staff awareness and understanding of neurodiversity and disability through an ongoing programme of professional learning.
- Further strengthen the voice of learners with Additional Learning Needs (ALN) and disabilities in shaping provision and evaluating their experiences.
- Continue to review the accessibility of the school environment and identify any physical or practical barriers to full participation.
- Monitor the attainment, attendance and wellbeing of learners with ALN and disabilities to ensure they make appropriate progress and have equal access to all aspects of school life.

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**
• **Parhau i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion.** • Continue to record disabilities of Governors, Staff and Pupils.	• **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.	**Parhaol/** Continuous	• **Cofnod cyfredol o anableddau Llywodraethwyr, Staff a Disgyblion ar gael.** • Current record of disabilities of Governors, Staff and Pupils available.
• **Cynyddu ymwybyddiaeth o anableddau rieni /gwarcheidwaid.** • Increase awareness of parents'/guardian' disabilities.	• **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.	**2028**	• **Cofnod o anableddau rhieni/gwarcheidwaid ar gael.** • Record of parents'/guardians' disabilities available

• **Asesu cyrhaeddiad addysgol disgyblion anabl.** • Assess educational attainments of disabled pupils.	• **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.	2028	• **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.
• **Asesu cyrhaeddiad gyrfaol o unrhyw staff anabl.** • Assess the career attainment of any disabled staff.	• **Ystyried disgrifiadau swydd staff anabl a thrafod eu cyfrifoldebau.** • Consider job descriptions of disabled staff and discuss their responsibilities.	2028	• **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.
• **Asesiad o effaith polisïau a gweithdrefnau'r ysgol ar gyrhaeddiad staff a disgyblion.** • Assessment of the impact of school policies and procedures on disabled staff and pupils.	• **Holi sampl o ddisgyblion a staff anabl am bolisïau a gweithdrefnau'r ysgol.** • Question a sampl of disabled staff and pupils about school policies and procedures.	2028	• **Adroddiad yn cael ei gynhyrchu er mwyn gweithredu ar ganfyddiadau.** • Report produced in order to action findings.

• **Parhau i wella safle'r ysgol ar gyfer pobl anabl.** • Continue to improve the school site for disabled people.	• **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	**Parhaol/** Continuous	• **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.

• **Gwella ymhellach mynediad i ddisgyblion anabl i gwricwlwm yr ysgol.** • Improve access for disabled pupils to the school curriculum.	**Gweithdrefnau ysgol gyfan yn eu lle i** • **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.** Whole school procedures in place to: • 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.	**Parhaol/** Continuous	• **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.