



Equality Policy

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

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1. Our Distinctive Character, Priorities and Aims

1.1 School values

At Ysgol Gymraeg Pontybrenin, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Gymraeg Pontybrenin we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Gymraeg Pontybrenin is a Welsh medium primary school and provides education for pupils between 3 - 11 years of age. The school accepts pupils from a large catchment area that serves a wide area which extends from the Gower to the outlying areas of West Swansea.

The number of pupils currently on roll is 574 which includes 90 part time pupils. Children enter the nursery part-time on their third birthday.

The school serves an area that is neither prosperous nor economically disadvantaged. There has been a downward trend in FSM (Free School Meal) entitlement since the roll out of Universal FSM Provision, with 4.4% of pupils across the school currently entitled to free school meals, which is lower than the average for the local authority and Wales. 16.7% of pupils have additional learning needs, which is below the local authority and national average.

There are currently 26 teachers employed by the school, 13 of whom work part time. There are 21 classes including 4 part time Nursery classes. The majority of learners are taught in pure year groups, with two mixed age classes. There are 20 teaching assistants, 6 of whom are part time along with 2 full time administrative staff.

There are very few pupils from minority ethnic groups, with most pupils (98.9%) classify themselves as White British; English or Welsh is the first language of every pupil, with approximately 88% of pupils coming from homes where English is the language of choice. No pupils are withdrawn from collective worship.

The present headteacher was appointed in September 2016 and the current deputy headteacher was appointed in September 2023. The school was last inspected in May 2017.

The school has gained many awards, including the Eco-Schools Platinum Flag and has been accredited as a Rights Respecting School. It is currently engaged in achieving the Healthy Schools Scheme Award.

1.3 Mainstreaming equality into policy and practice

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

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

1.4 Setting our equality objectives

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

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

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

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

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

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

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls;

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

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school

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

2.2 Headteacher / Senior Management Team (SMT)

The SMT promotes equality and eliminates discrimination by:

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

2.3 Staff – teaching and non-teaching

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

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

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in:

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

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

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

3.3 Engagement

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

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

4. Equality Impact Assessment

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

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

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

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

5. Objectives and Action Plans

Our Equality Objectives are:

- 1.** Monitor and analyse pupil progress by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap.
- 2.** Celebrate cultural events throughout the year to increase pupil and parent awareness of different ethnic groups.
- 3.** Improve access to the curriculum for pupils with disabilities
- 4.** Publish and promote the Equality Policy through the school website and staff / governor meetings

Further information on how we will achieve these objectives is contained in Appendix 1.

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

6. Publication and reporting

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

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

7. Monitor and Review

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

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

Policy Adoption

Date of Review by Governing Body: 25/6/24

Date Endorsed and ratified by Full Governing Body: 25/6/24

Chair of Governors Signature:



Ysgol Gymraeg Pontybrenin



Strategic Equality Plan 2024 – 2028

Appendices

- App. 1** **Local Authority Equality Objective (Education)**
- App. 2** **School Equality Objectives and Action Plan**
- App. 3** **Current school Access Plan**

Appendix 1

City & County of Swansea's Equality Objectives

Education: Ensure an inclusive learning experience and that gaps in levels of attainment and other post-education outcomes are narrowed

Why is this a Strategic Equality Objective

Although gaps in attainment for boys, children on free school meals (FSM) and children with additional learning needs (ALN) have narrowed, we know from Is Wales Fairer 2018? that gaps in attainment for older children on FSM and children and young people with ALN persist. Attainment of children with some impairments such as a hearing impairment, has worsened. The research also shows that children and young people on FSM and children and young people with ALN are also more likely to experience higher rate of school exclusion. Children with one or more than one protected characteristic such as ALN and experiencing other aspects of inequality such as living in poverty are at risk of multiple disadvantage and poor outcomes.

Our consultation on our Strategic Equality Objectives suggested that we should ensure that there is adequate funding for schools and good levels of support for children and young people with ALN and children and young people who are looked after (LAC). Our consultation also suggested that we should work to address the impact of poverty in schools and other learning environments. Specific mention was made of reducing the cost of school uniforms and supporting families to feed their children in the school holidays.

Evidence from Is Wales Fairer 2018? also indicated that BME children are also more likely to experience lower levels of educational attainment than White British Children during their early years. The research also shows that ethnic minorities and disabled people are under-represented in apprenticeships. Our consultation on our Strategic Equality

Objectives suggested that we should support the provision of more Apprenticeships / vocational and lifelong learning opportunities.

Is Wales Fairer 2018? also told us that traditional gender roles, norms and stereotypes are continuing to affect educational attainment and subject choices. Our consultation on our Strategic Equality Objectives also told us we should tackle gender stereotyping in sporting activities and provide more training and raise greater awareness of equality issues for both teachers and learners. Our Scrutiny Panel's Inquiry into equality recommended that we support teachers and learners to tackle issues around gender stereotyping in schools, particularly in relation to sporting activities. Our consultation on our Strategic Equality Objectives also told us that we should support a culture of listening, sharing and caring within learning environments.

The steps we will take to meet this well-being objective

- Work with our Health partners to ensure that, through our Early Years Strategy and Flying Start, children in their early years and at Foundation Phase achieve their expected language, emotional, social and cognitive development and are ready for learning and for school.
- Continue to narrow the gaps in attainment and well-being for all children and young people particularly for those on FSM, children and young people with ALN, LAC, from some BME groups and boys.
- Raise vocational aspirations and skill levels in the workplace, contributing to the development of ambitious, skills young people and adults by providing apprenticeships.
- Identify those young people who are most at risk of becoming NEET (not in employment, education or training) and provide them (and their families) with the personal support they require to remain engaged with education, employment and training.
- Develop independent learning skills for lifelong learning to reflect the changing nature of work and to support well-being, creativity and reduce social isolation.
- Continue to encourage schools to support the UNICEF Rights Respecting Schools initiative as part of our commitment to the UNCRC, develop young citizens to respect rights, understand responsibilities and to be globally aware and responsible citizens.

- Work with teachers and learners to tackle issues around gender stereotyping in schools, particularly in relation to sporting activities.
- Support schools and other learning environments to promote a greater awareness of equality and diversity issues in schools.
- Transform the schools' estate to meet demand and respond to the developments set out within the local development plan (LDP) whilst ensuring community benefits from contracts, carbon reduction and progressive improvement to access to infrastructure in schools.



Ysgol Gymraeg Pontybrenin



Strategic Equality Plan 2024 – 2028 Equality Objectives and Action Plan

Equality Strand	Objective/ Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success Indicators
Protected Characteristics	Monitor and analyse pupil progress by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap.	Progress data analysed by protected characteristics.	HT , SMT	Annually	Analysis of teacher / personalised assessments indicates that the gap is narrowing for equality groups.
Racial Equality	Celebrate cultural events throughout the year to increase pupil and parent awareness of different ethnic groups.	Questionnaires distributed to all stakeholders	All staff	September 2024 - July 2026	Increased awareness of different communities, beliefs and ethnicity as evidenced by

					questionnaire analysis
Protected Characteristics	Improve access to the curriculum for pupils with disabilities	Questionnaires distributed to appropriate stakeholders	HT & SMT	July 2025	Increased access to the curriculum as evidenced by questionnaire analysis
Protected Characteristics	Publish and promote the Equality Policy through the school website and staff / governor meetings	Specific question/s to be added to the end of year parent questionnaire regarding equality	HT & SMT	July 2025	Parents aware of policy



Appendix 3

Accessibility Plan

Introduction

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

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

Definition of Disability

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

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

Key Objective

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

Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favorably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2008 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

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

b) Physical environment

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

c) Provision of information

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

Action Plan

(set out below)

Linked Policies

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

- School Development Plan
- Premises Plan

- ALN policy
- Equal Opportunities Policy
- Curriculum policies

Accessibility Plan – Short Term – School Design				
Target	Strategies	Outcome	Timeframe	Goals achieved
Increase the visibility of staircases, both internal and external	Repaint faded strips / lines	Increased visibility of staircases	September 2024	
Increase the accessibility of the school grounds after dark	Install additional lighting in and around the school grounds	School grounds accessible to all during hours of darkness	October 2024	
To optimally organise classrooms for pupils with disabilities	HT & SMT to consider classroom layout/storage and accessibility of resources for pupils with speech and language difficulties.	Classrooms organised effectively to meet pupils needs	January 2025	

Accessibility Plan – Medium Term – School Design				
Targets	Strategies	Outcome	Timeframe	Goals achieved
To increase the level of seating for pupils in the playground	Provide additional seating in playground	Increased seating in the playground for pupils with varying needs	March 2025	
To optimally organise classrooms to meet the needs of all pupils including any future pupils who may have accessibility issues	Staff to have awareness raised by LEA SEN Adviser as regards meeting the needs of pupils with a range of disabilities Staff to action advice to meet the needs of all pupils Staff to action advice to meet the needs of pupils admitted with specific accessibility needs	Increased staff awareness of impact relating to classroom organisation on pupils disabilities Improved access of classroom/resources for all pupils	July 2025	

Accessibility Plan – Long Term – School Design				
Targets	Strategies	Outcome	Timeframe	Goals achieved
Improve working environment for those with visual impairment	Incorporate appropriate colour scheme when refurbishing	Visually impaired pupils able to work independently in all teaching areas	Summer 2026	
Improve the signage to make it more accessible to visually impaired and those who find reading challenging	Signage visual and tactile	Signage more accessible to the visually impaired and those who find reading a challenge	Summer 2026	

Accessibility Plan – Short Term – Delivering the curriculum				
Targets	Strategies	Outcome	Timeframe	Goals achieved
To ensure staff are adequately equipped to teach/support pupils with disabilities	Provide training for staff appropriate to the needs of the pupils in their class ALN Awareness Training	Staff better equipped to meet the needs of pupils in their class Pupils receive support appropriate to their needs	January 2025	
Staff to provide opportunities for all pupils to achieve	Provide further training for staff regarding differentiation Headteacher & SMT to monitor the levels of differentiation and their impact (monitor planning / lessons / assessments)	Lessons allow all pupils to achieve All pupils reach their potential	July 2025	

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