



YSGOL BRO GWAUN

STRATEGIC EQUALITY PLAN CYNLLUN CYDRADDOLDEB STRATEGOL

Adolygiad/Review: 4 Blwyddyn / 4 Years

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Wedi Cytuno gan Bwyllgor y Llywodraethwyr

Approved by Governors Committee

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STRATEGIC EQUALITY PLAN

CYNLLUN CYDRADDOLDEB STRATEGOL

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1.0	02/2021	Original document	
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Mae copi cyflawn o'r polisi hwn ar gael o swyddfa'r ysgol ar gais, gyda dyddiad cymmeradwyaeth, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o cymmeradwyaeth polisi.

A complete copy of this policy is available from the school office upon request, they include an approval date, a review date and signatures of all stakeholders involved in the approval of the policy.

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1. Our Distinctive Character, Priorities and Aims

1.1 School values

*At Ysgol Bro Gwaun we are committed to ensuring equal treatment of all our employees, pupils and any others involved in the school community. We aim to develop a culture of inclusion and diversity in which all people feel free to participate fully in school life. The achievement of pupils with protected characteristics will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At **Ysgol Bro Gwaun** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.*

This Strategic equality plan sets out an approach to promoting equality in all and every aspect of our school's life and relates to:

- *Pupils*
- *Parents / carers*
- *Staff*
- *Members of the wider school community*

1.2 Characteristics of our school

Ysgol Bro Gwaun is a school of approximately 610 pupils situated in Fishguard, Pembrokeshire, Wales. It is a naturally bilingual comprehensive school for pupils aged between 11 and 16.

The social-economic context of the school is highly diverse, with representation from both affluent and poor areas. The school serves the towns of Fishguard and Goodwick and the surrounding rural area. Approximately 15% of the pupils are registered as being entitled to free school meals

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day to day practice in the following ways:

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:

- 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 racist and other 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 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 their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', 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 Equality Act general duty:

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; this means:
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

- c. encouraging persons who share a relevant protected characteristic to participate fully in school life.
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:

- These relate to historic SWAMWAC and ERW objectives, but are considered still to be relevant for this plan.
- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.9) and 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 various 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 people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

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

2.2 Senior Leadership Team (SLT)

The SLT 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

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

- ensuring that all pupils are treated fairly, equally and with respect, 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, racism or homophobia, and record 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 encourage 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. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to carry out accurate impact assessments and identify which of the school's aims have been achieved and what areas require further development.

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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Range of information gathered

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

The annual report to governors on examination success including an appendix relating to minority group attainment. This information will not be made available to the public, because the small number of pupils representing the different protected groups would make it possible for these pupils to be identified and this would be in breach of the GDPR.

In the annual target setting exercise, the Staffing, Curriculum & Pupil Progress Sub Committee of the Governing Body may set separate targets for different protected characteristics if this is considered necessary and appropriate, basing the targets on current attainment and the attainment of similar pupils nationally where this is known.

If the Governing Body consider it necessary, a sample of pupils including those from varied racial groups will be given a questionnaire on an annual basis to enquire about instances of abuse or bullying related to protected characteristics. This will be an anonymous questionnaire. Victims of assault or bullying will be asked if this relates to a protected characteristic. This information will be reported to the Governor Pupil Discipline Committee in its final meeting of any academic year.

All disciplinary data on pupils with protected characteristics will be collected and made available to the Headteacher when required.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We consider the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities. We have achieved this by using the following to shape the plan:

- Feedback from parent/carer questionnaires, parents'/carers' evening, aiming high days and parent/carer consultation meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, Health and Wellbeing lessons, whole school surveys on children's attitudes to self and school (eg. ESTYN Pupil Survey 2019);

- Issues raised in Standards Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

To ensure compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1	To monitor and analyse pupil achievement, including academic outcomes, attendance and behaviour by diversity (e.g boy/girl or eFSM/Non-eFSM) and protected characteristic and act on any trends or patterns in the data that require additional support for pupils.
2	To promote pupils' knowledge and understanding of all aspects related to equality, diversity and protected characteristics through effective, relevant and approved learning programmes, ensuring compliance with national priorities and expectations.
3	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in school council elections, school sporting and cultural activities, assemblies, fund raising etc.
4	To identify, respond and reduce incidents (e.g bullying) related to protected characteristics. Report figures to the Governing body / Local Authority on a termly basis.
5	To ensure equality of access to all parts of the school building and/or school provision.

We have action plans covering relevant protected characteristics (Appendix 2). These describe how we are acting to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan (SIP), which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected. This Plan was last inspected by ESTYN in October 2019.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage, through publication on the school website. The school prospectus includes reference to the SEP and the values underpinning it.

The school reports annually on the progress and the impact of the SEP on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to parents.

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 the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;

- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by April 2028.

Appendices

Appendix 1	Regional Equality Objectives
Appendix 2	School Equality Objectives and Action Plan
Appendix 3	Current school Access Plan

APPENDIX 1 - Regional Equality Objectives [Historic objectives considered relevant for the current Plan] South West and Mid Wales Authorities Consortium (SWAMWAC), ERW (Education for Regional Working) and Partneriaeth.

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity-based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

APPENDIX 2

Ysgol Bro Gwaun

Strategic Equality Plan 2024– 2028
Equality Objectives and Action Plan

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
1	To monitor and analyse pupil achievement, including academic outcomes, attendance and behaviour by diversity (e.g boy/girl or eFSM/Non-eFSM) and protected characteristic and act on any trends or patterns in the data that require additional support for pupils.	<ul style="list-style-type: none"> Progress Tracking data (SMID) GCSE outcomes Attendance data Participation data (e.g. sporting and cultural) Behaviour data (e.g. classcharts, exclusion rates) 	Data lead YPMs Wellbeing lead	Annually	Parity of outcomes across all pupil groups, including those with protected characteristics.
2	To promote pupils' knowledge and understanding of all aspects related to equality, diversity and protected characteristics through effective, relevant and approved learning programmes, ensuring compliance with national priorities and expectations.	<ul style="list-style-type: none"> Review of teaching Programmes of Study Pupil attitudinal surveys e.g. SHRN 	SLT YPM Health and wellbeing lead	Annually	Survey and review analysis indicate improved pupil knowledge and understanding.
3	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in school council elections, school sporting and cultural activities, assemblies, fund raising etc.	<ul style="list-style-type: none"> Participation data analysis 	ALNCo SLT	Annually	Parity of pupil participation in school-based activities

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Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
4	To identify, respond and reduce incidents (e.g bullying) related to protected characteristics. Report figures to the Governing body / Local Authority on a termly basis.	<ul style="list-style-type: none"> Behaviour/exclusion data. Headteacher report to governors 	SLT Headteacher Governing Body	Termly	Reduced incidents related to pupils with protected characteristics
5	To ensure equality of access to all parts of the school building and/or school provision.	<ul style="list-style-type: none"> Survey all parts of the school building to ensure equality of access. Where this is not possible, ensure equality of provision by other means (e.g. access to Youth room) 	PED SLT ALNCo Governing Body	Annually	Areas not accessible to pupils identified and shared with Governing Body.

Progress review April 2025:

1	<p>To monitor and analyse pupil achievement, including academic outcomes, attendance and behaviour by diversity (e.g boy/girl or eFSM/Non-eFSM) and protected characteristic and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Extensive use is made of SMID (data/tracking programme) to monitor and identify trends in pupil progress. All pupils (regardless of identified characteristic) needing additional support or intervention strategies are provided with appropriate help. For example, pupil target groups have been identified in years 10 and 11 who will be provided with SLT support on an ongoing basis. The groups comprise of boys/girls/eFSM and non-eFSM pupils. Further focus groups are identified using National Test data in years 7 to 9 comprising of a diverse range of pupils, all of whom have been identified as requiring additional academic support. Progress and impact of interventions are regularly reviewed through line management meetings, ensuring that targeted support remains responsive and effective. In addition to academic monitoring, pupil voice activities are conducted to gather feedback from identified groups, enabling the school to understand potential barriers to learning from the pupils' perspectives. This approach helps inform both the nature and delivery of future support strategies. Moreover, equality considerations are embedded in curriculum planning and pastoral care to ensure that all pupils, regardless of background or characteristic, can access opportunities to succeed and thrive.</p>
2	<p>To promote pupils' knowledge and understanding of all aspects related to equality, diversity and protected characteristics through effective, relevant and approved learning programmes, ensuring compliance with national priorities and expectations.</p>	<p>The New Curriculum for Wales places a great emphasis on promoting knowledge and understanding of all aspects related to diversity and protected characteristics. The content of the jigsaw Health and Wellbeing programme, introduced in 2023, provides a comprehensive coverage of these aspects and is delivered at an age appropriate level to all pupils. Further opportunities are provided through the weekly</p>

		Wellbeing task provided for form tutors for delivery during morning pastoral sessions. For example, celebrating neurodiversity week in March, and promoting an understanding of the role of Young carers at YBG, again in March.
3	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in school council elections, school sporting and cultural activities, assemblies, fund raising etc.	<p>The school offers a comprehensive programme of extra-curricular activities that encompasses a wide range of sporting and cultural experiences. Pupils of all abilities are actively encouraged to participate, fostering inclusivity and engagement across the school community.</p> <p>Our sporting opportunities are diverse and cater to all age groups and genders. Team sports such as netball, rugby, and football are available for both boys and girls, promoting teamwork and physical wellbeing. In addition, our enrichment programme features a broad selection of both sporting and non-sporting activities, including fishing, rambling, and rowing, allowing pupils to explore new interests and develop a variety of skills.</p> <p>Cultural involvement is also a valued aspect of school life. Many students enjoy taking part in events such as the school production and the Eisteddfod. These opportunities are open to all pupils, regardless of experience or background. It is particularly rewarding to see pupils from our Learning Resource Centre performing confidently alongside senior prefects, reflecting the inclusive spirit of our community.</p> <p>Whole-school assemblies offer every pupil the chance to contribute and engage, reinforcing the school's strong sense of family and shared values.</p> <p>The school council is an important part of student voice, comprising elected representatives from every tutor group. This ensures that all pupils have a platform to express their views and influence school life.</p>

	<p>We also run a wide variety of fundraising activities throughout the year, with enthusiastic participation from pupils across all backgrounds. Examples include selling flowers on Valentine's Day, organising cake stalls to support charities, and preparing Christmas food hampers for local care homes. These initiatives not only raise funds but also nurture a sense of responsibility and compassion among students.</p> <p>As part of our commitment to equality, the school actively promotes the Raising the Attainment of Disadvantaged Youngsters (RADY) initiative. We ensure that pupils identified as disadvantaged have access to the same opportunities as their peers. This has included providing financial assistance for school trips and offering free school uniforms to those in need.</p> <p>In addition, the school operates a successful free uniform shop, where families can obtain essential items at no cost or make a voluntary donation. We remain deeply aware of the challenges faced by some families and are committed to supporting pupils from financially disadvantaged backgrounds with dignity and care.</p>
4	<p>To identify, respond and reduce incidents (e.g bullying) related to protected characteristics. Report figures to the Governing body / Local Authority on a termly basis.</p> <p>Ysgol Bro Gwaun is proud of its strong record in addressing the few incidents of ongoing bullying and racial prejudice related to protected characteristics. We are firmly committed to promoting a culture of respect and inclusion through our wellbeing ethos and comprehensive Health and Wellbeing curriculum, which clearly communicates what constitutes unacceptable behaviour.</p> <p>We actively foster a sense of belonging and a family ethos, ensuring that all pupils—regardless of race, background, or gender—feel valued and respected. When incidents involving protected characteristics do occur, including those that constitute bullying, the school responds promptly and</p>

		effectively. All such incidents are reported to the Governing Body and the Local Authority on a termly basis through the Headteacher's report.
5	To ensure equality of access to all parts of the school building and/or school provision.	<p>Significant work has been undertaken to ensure that all areas of the school building are accessible to every pupil. Recent improvements include the installation of a DDA-compliant access ramp for the technology building and the addition of DDA-compliant internal doors in the school hall. Further work is planned to ensure that all internal doors in the hall area meet DDA standards, and capital grant applications have been submitted to support this.</p> <p>We are committed to making the formal school curriculum fully accessible, including practical subjects. For instance, pupils with learning difficulties are provided with tailored learning opportunities that lead to recognised qualifications in subjects such as Food Technology and PE.</p> <p>All pupils have equal access to our extracurricular activities, school trips, and the broader enrichment programme. Examples include arrangements made for a visually impaired pupil to participate in a ski trip and for LRC pupils to take part in a visit to Disneyland Paris.</p> <p>When needed, the school can access a dedicated trust fund to help disadvantaged learners take part in extracurricular activities by covering additional costs linked to their circumstances.</p>

APPENDIX 3

School Access Plan Statement

Ysgol Bro Gwaun's Access Plan has been prepared for the period 1st April 2024 to 31st March 2028, and each of the three strands of the planning duty have been considered, namely:

1. Increasing the extent to which pupils with needs can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips
2. Improving the physical environment of school for pupils with needs
3. Ensuring equity of delivery of education provision for all pupils, including those with ALN.

