



Ysgol Gyfun Gwent Is Coed

Strategic Equality Plan 2024-2028



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Introduction

Ysgol Gyfun Gwent Is Coed is the first Welsh-medium 11- 19 mixed comprehensive school serving the city of Newport, and parts of Monmouthshire, maintained by the city and county of Newport Local Education Authority. We are a very successful school demonstrating high standards of academic achievement and excellence in the arts and sporting arenas.

Our school serves a range of students from a wide range of abilities. There are 541 learners on roll with 65 in the sixth form. Around 90-100 learners choose to come to our school every year in Year 7.

Ysgol Gyfun Gwent Is Coed benefits from a hard-working, enthusiastic and dedicated team of teachers and support staff. Our ethos and commitment to succeed is supported by our community and by parents alike.

As a school we aspire to high standards of learning and respect from our learners in all that they do. We aim to ensure that all learners have an equal opportunity to achieve their goals. We aim to ensure that learners feel happy and safe at school as they work towards their future academic and personal success.

Ysgol Gyfun Gwent Is Coed is committed to providing equality of opportunity and a high standard of education in a safe environment. We aim to provide this vision in partnership with our community.

What was previously the school's Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all students, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

1. Equality vision and equality objectives

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Development Plan. To choose objectives for Ysgol Gyfun Gwent Is Coed we:

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives
- Discussed with learners on the school's council
- Drew up the School Development plan with associated actions following our Estyn inspection in May 2022
- Approved the actions as part of the SDP at Governors

These are the equality objectives we chose.

- To provide a happy, safe, inclusive learning environment.
- To increase the numbers of under-represented groups to participate in school life.
- Improve relationships within the school community.

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Development Plan.

2. School strategies and equalities

Implementing the Strategic Equality Plan is one of the key objectives of the School Development Plan. Equalities implications will be identified in each school development objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2023.

3. The national equality agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Senedd.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

3.4 The Well-being of future Generations Act 2015

When considering the school's equality objectives, the school will consider the "Five Ways of Working". These are:

- Long term: how schools must balance short-term needs with the need to safeguard the ability to also meet long-term needs

- Prevention: how schools can act now to prevent problems occurring or getting worse
- Integration: how schools consider how their own choice of objectives may impact on other objectives or the objectives of other public bodies
- Collaboration: how schools can work in collaboration with students and parents to help meet its equality objectives
- Involvement: how schools involve its students in making objectives, and how it ensures that those involved reflect the diversity of the school itself

3.5 Student Voice

In making Wales the first country in the UK to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) into legislation, all maintained schools in Wales are required to have a school council. School councils provide students with opportunities to discuss matters relating to their school, and to make representations to the governing body and the Headteacher. A school council can also propose and take forward initiatives and projects on behalf of their peers, and be involved in strategic planning and processes such as the school development plan, governing body meetings and staff appointments.

4 Learners

4.1 A school for everyone

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment / transgender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales

Age is the 9th protected characteristic. In a school context it applies to everybody except learners.

The school considers the following to be high risk categories:

- SEN
- Appearance / personal hygiene
- Cyber bullying

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our learners goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled learners. The duty is anticipatory. The school will ask disabled learners whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled student may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by learners of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Communication

The school will communicate with people in a way that is suitable for them. We will:

- Design materials that are easy to read - clear language and clear layout
- Use images that reflect the school and our local community

- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, we will train staff in deaf equality and BSL skills. We will identify the staff that have relevant communication skills to make it easy for students, visitors, parents etc.

4.6 Curriculum, resources and involvement

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different from them.

The images we use will reflect the diversity of society in a positive way, so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us
- delivers goods for us
- whether they are paid, voluntary or partners

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, learners and parents.

4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality. The school has procedures for finding out how learners think and feel about the school.

4.9 Training

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and learners. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

4.10 Complaints and comments

We welcome receiving feedback about the school. If you have a concern or complaint, please let us know. You can contact the school directly via the telephone or email. If you would like to make an appointment with a relevant person, we will arrange it.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone understands the process. Advocacy and personal support is available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a student because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a student less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a student less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion

4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a student with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect learners, prospective learners, former learners, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and learners, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, learners or premises. Incidents 'on the bus' or 'outside school' negatively affect our students as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults is treated differently from that involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6 Performance/ standards - how we deliver the policy

6.1 Leadership and Management

The Governing Body is responsible for ensuring that the school fulfills its legal equalities responsibilities. The Inclusion sub-committee of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs Eirian Jones (Headteacher) and Mrs Abigail Williams (Deputy Head with responsibility for Inclusion). The school will make sure that all incidents of discrimination relating to the school, its learners and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Deputy Head has special responsibility for implementing and promoting equalities matters and this Plan.

6.2 Taking decisions and Equality Impact Assessments

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents, students and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

6.3 Performance

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

6.4 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For learners and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese students in general. No data published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

7 Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

7.2 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

7.4 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

7.5 Positive about disabled people

The school is committed to the two ticks - 'Positive about disabled people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

8. Physical Environment

Ysgol Gyfun Gwent Is Coed will continue to monitor the physical environment of the school and make reasonable improvements to enable all pupils to gain full access to the curriculum and non-curricular activities. This includes the recent development of the site to give full access to classrooms and specialist areas. In addition, emergency evacuation assembly points are accessible to all.

8.1 Toilets

Access to disabled toilets is available throughout the site.

8.2 Adaptations and new developments

Where access to their studies is restricted to learners for any significant time, school procedures will be adapted to ensure access. Ysgol Gyfun Gwent Is Coed will continue to ensure any new developments give full disabled access for pupils, staff, parents and visitors.

8.3 Meetings

Ysgol Gyfun Gwent Is Coed is committed to improving the accessibility to public and meeting areas. All parental meetings now take place on the ground floor and are accessible for those with mobility problems.

8.4 Parking

The availability of parking adjacent to the main building and the accessibility ramp offer more convenient access for those with restricted mobility. Learners who have accessibility issues can be dropped off directly outside the main building. The school will reserve parking for visitors with any disability.

In order for all learners to have equal access to learning, adaptations of furniture or equipment may be necessary. The school will make every reasonable effort to comply with any such needs.

8.5 Evacuation Plans

Where there is a need, Ysgol Gyfun Gwent Is Coed will apply an individual emergency evacuation plan based on individual needs. The present system with fire doors already involves a check of danger areas and allows for removal of any individual to areas of safety. Plans would involve moving individuals to safe rooms with access to fresh air.

8.6 Lift

When there is a need to access parts of the building using a lift, a full risk assessment plus evacuation plan will be carried out by the Site Manager.

8.7 Extra-curricular activities

Ysgol Gyfun Gwent Is Coed encourages all learners to be involved in curriculum enrichment activities. A risk assessment will be carried out where appropriate, to ensure enrichment opportunities are available to all learners and, where appropriate, alternative viable options will be considered.

8.8 Transport

We will work closely with NCC to ensure that any child who requires specialist transport to attend the school receives their entitlement for transport and to facilitate appropriate accessibility.

9 Information and communication

9.1 Written information

Ysgol Gyfun Gwent Is Coed recognises that learners, parents, stakeholders and other interested parties may have difficulty in accessing written information in matters relating to the school and its activities. We will continue to develop alternative formats and, where recognised, develop methods of communication with such parties. All communication will be bi-lingual - in Welsh and English. Other languages will be used as required. This includes:

- All written information and communication will follow the guidance given in the NCC publication, 'Practical & Legal Guide to Accessible Communication', where practical;
- Using the NCC 'Guide to Accessible Communication' to make contacts using various organisations in order to support pupils and improve contacts with parents and carers;
- Written information being made available in an appropriate form to all learners and prospective learners who may have difficulty with standard printed information.

9.2 Training

Where appropriate, staff will be given training and support by the ALN Department to enable them to use practices and systems developed to assist learners with specific needs.

9.3 Google Classroom and Classcharts

The development of Google Classroom as a learning platform and the whole school communication system through Classcharts allow for direct communication to the school system for learners and their parents based at home.

9.4 Format

Parents are able to request to receive correspondence in a preferred format.

9.5 School Website

We will continue to develop the accessibility and ease of navigation of the school website. It will contain up to date information and be further developed to improve communication between the school and home. The school will look at increasing interaction via the website and, over a period of time, develop the website to increase accessibility for parents to school and pupil information.

9.6 Further use of technology

We will further explore the opportunities available to use electronic communication to improve home/school communications.

10 Equality Objectives and Action Plan

Equality and diversity are a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the School Development Plan. There may be more or different work needed as opportunities arise.

Demographic Data

Gender split among learners and staff

	Learners (%)	Staff (%)
Female	56%	69%
Male	44%	31%
Unkown	0	0
Total	100%	100%

Ethnicity split among learners and staff

	2021 Census		
Ethnic Origin	Newport (%)	Learners (%)	Staff (%)
Total Other	10.2%	9%	3.7%
Total White	85.5%	91%	96.3%
Total Unknown	4.3%	0	0
Total	100%	100%	100%

ALN learners

	Learners (%)
Male	16%
Female	13%
Total	29%

Free School Meals

	Learners (%)
Male	8%
Female	12%
Total	20%

Equality Objectives and Actions Equality Objective

Equality Objective 1				
Leadership, Governance and Involvement: the school will promote equality issues, and ensure that its governance processes are robust and involve all learners equally.				
Engagement:				
Actions		Responsibility	Deadline	Evaluation (September 2025)
1	The school will promote and facilitate half-termly learner council meetings.	SLT/Learner voice coordinator	December 2025	Half-termly learner council meetings are in place.
2	The school will take steps to ensure that the learner council and other learner voice groups are representative of the school's learners across protected characteristics.	SLT/Learner voice coordinator	December 2025	Learners from all groups including protected characteristics are represented on the school's learner voice groups.
3	The school ensures it has an innovative range of 'learner voice groups' which focus on shared rights and responsibilities, such as Hawl i Hunaniaeth, Pwyllgor Eco.	SLT	December 2025	The school has 4 learner voice groups set up. These are the School Council, Eco Committee, Hawl i Hunaniaeth (focusing on identity and human rights) and the anti-racist ambassadors group.
4	The school ensures that its communications to parents and carers are bilingual and that the language is accessible.	HT	December 2024	All communication with parents/ carers is bilingual (with the Welsh coming first) and the language is accessible to all. The school also ensures that communications

				from outside agencies are also bilingual.
5	Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.	SLT	July 2024	The school's accessibility strategy is incorporated into the Strategic Equality Plan
6	School governors will all receive equality and diversity training, which will include Equality Impact Assessment training and awareness.	HT/COG	July 2024	This has not occurred as yet but will be arranged in the next governing body meeting.
<p>Describe how this objective and its actions support wider policies, processes and legislation:</p> <p>This objective and associated actions have been developed to ensure that equality issues are promoted in all aspects of school life. Statutory duties can be met by ensuring that all groups are represented in the governance so that key strategies are developed to address the equalities agenda effectively.</p> <p>In addition, both the objective and its actions have been strongly influenced by Learner Voice and it's importance in the development of the school's ethos and culture, strongly supporting many of the principles of Equality Objective 2: Community Cohesion.</p> <p>The objective also supports many of the principles within Well-being of Future Generations, including both collaboration (through its integration of multiple strategic priorities) and involvement (through its coproduction with relevant stakeholders).</p>				

<p>Equality Objective 2</p> <p>Community Cohesion: the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.</p>				
<p>Engagement:</p>				
Actions		Responsibility	Deadline	Evaluation (September 2025)
1	The school will develop a range of methods to detect and identify identity-based bullying, these will feed into local authority data via Bullying Incident Recording Form.	Inclusion team	December 2025	This has been completed and all incidents of bullying are logged on sims and reported to NCC.

2	The school will incorporate the contributions made by Global Majority and LGBTQ+ individuals to history and the wider society, into the PSE curriculum.	Health and wellbeing coordinator	December 2025	The CAD lessons include contributions made by Global Majority and LGBTQ+ individuals. This element has been extended into other AoLEs.
3	The school will acknowledge that radicalisation and extremism are real risks to learners, and ensure that staff training, policies and the curriculum suitably address these risks	SLT	December 2025	All staff completed Prevent training on the 19th of November 2025. The designated safeguarding officer has made 2 referrals to Prevent this year due to the risk of radicalisation of learners.
4	The school will develop a Relationship and Sexuality Education policy that is based on rights and inclusivity and work with learners, parents and carers to shape provision	Health and wellbeing coordinator	December 2025	The school has developed and refined the Relationship and Sexuality Education policy. This was discussed and ratified with governors in the meeting on the 18th of November 2025.
<p>Describe how this objective and its actions support wider policies, processes and legislation:</p> <p>This objective and its actions has been developed to reflect the important role that the school has in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the equality act to foster good relations between people who share a protected characteristic and those who do not. The objective supports a number of intersecting policy agendas, including Welsh Governments 2020 school anti-bullying guidance, the national community cohesion agenda and the RSE provision.</p> <p>The objective also supports many of the principles within Well-being of Future Generations, including both involvement (through its coproduction with relevant stakeholders) and prevention (through its</p>				

robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future).

Equality Objective 3

Learn Well: the school plays an active role in developing all learners to be the best they can be by making progress, making positive choices and succeeding in all aspects of life.

Engagement:

Actions		Responsibility	Deadline	Evaluation (September 2025)
1	Work with the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	HT/DHT	December 2025	The DHT attends the Managed Move panel every Wednesday and collaborates well with the NCC inclusion team to reduce our fixed term exclusions (FTE). The Relationships, Restorative and Improving Behaviour policy and graduated response to behavioural issues is embedded in school and this contributes to the significant reductions in FTE over the previous 3 years.
2	Increase staff capacity to run interventions for vulnerable learners in order to improve their performance.	HT	December 2025	The school has established the Tawelfan which is a nurture room for vulnerable learners to continue with their schoolwork in a supported and contemplative environment. All vulnerable

				learners in year 11 last year left with qualifications which allowed them to go on to further education, schemes or apprenticeships.
3	Ensure that the Tawelfan intervention is successful in re-integrating vulnerable/disengaged learners into mainstream education.	HT	December 2025	Since September 2025 the remit of the Tawelfan has changed with the onus being on ensuring that learners reengage with their learning and go on to their mainstream classes. This has been successful with learners attending the Tawelfan if they are no longer completing the course.
4	Ensure that the small group provision, the Hafren, is established and that learners with complex additional learning needs make good progress.	HT	December 2025	The Hafren is well-established by now and the learners with complex educational needs are making good progress.
<p>Describe how this objective and its actions support wider policies, processes and legislation:</p> <p>This objective and actions have been developed to reflect the important role the school plays in supporting and guiding young people into becoming good citizens and well-rounded individuals. It also reflects the school's vision that every individual in the school community can be the best they can be by encouraging ambition and lifelong learning.</p> <p>The objective supports a number of intersecting policy agendas, including Welsh Government's 2020 school anti-bullying guidance, the school's Relationships, Restorative and Positive Behaviour policy, the national community cohesion agenda and the RSE</p>				

provision. The objective also supports many of the principles within Well-being of Future Generations.	
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