

Ysgol Gymraeg Cwmbrân

Strategic Equality Plan

2025-2029



Agreed by Governors January 2026

Date for review January 2027

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1. Our distinctive character, priorities and aims

1.1 School values

Our mission statement is 'Dysgu a chyflawni gyda'n gilydd' – Learning and achieving together.

Our vision is to provide a school where pupils, parents, teachers, governors and the local community are able to work together to produce a safe, welcoming environment conducive to high educational standards.

We aspire to be a school which celebrates success, where everyone is made to feel valued. We aspire to create a sense of reverence for our language, culture and history and a respect for other languages and cultures. 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. Our aim is to embed fairness and equality in all aspects of our school plans and policies.

The education and wellbeing of the children is of utmost importance when making any decision at the school. Ysgol Gymraeg Cwmbrân has a values-based ethos and considers promoting good levels of pupil well-being a priority. We constantly strive to provide an interesting and varied curriculum that will engage the child's natural capacity for learning, whatever his colour, nationality, culture or creed.

We aspire to provide our pupils on leaving Ysgol Gymraeg Cwmbrân, with the educational tools and social skills to continue with their learning and prepare them for future life.

Aims and Objectives

We acknowledge and value the diversity of contemporary Welsh society, which comprises individuals from a wide array of backgrounds and lived experiences. Consequently, we are committed to ensuring that all pupils are equipped with the cultural competency and social awareness required to thrive as citizens in a diverse global community. The purpose of this Strategic Equality Plan (SEP) is to ensure the school meets its statutory obligations under the Equality Act. Ysgol Gymraeg Cwmbrân is dedicated to promoting equality and inclusion for all pupils, staff, and families. We advocate for a culture that transcends barriers related to protected characteristics, ensuring that diversity is celebrated as a strength. By fostering a sense of belonging and mutual respect, we ensure that every member of our community has the confidence to express their identity and the opportunity to succeed within a fully inclusive environment

1.2 Characteristics of our school

The school is a Welsh Primary School which was opened as an Infant and Junior School in September 1991 serving the catchment area of Cwmbran town. In September 1997 a Nursery class was opened as part of the school. The school accepts pupils in accordance with the Authority policy from the beginning of September following their fourth birthday or from the beginning of September following their third birthday to the nursery class.

Ysgol Gymraeg Cwmbrân is a Welsh school and all pupils from the ages of 3 to 11 are educated through the medium of Welsh. They are always encouraged to show pride in their ability to speak Welsh. English is taught as an additional core subject in Year 3. As of September 2025 there are 238 full time pupils on roll as well as 29 part time nursery pupils.

There are currently 11 full time teachers and 3 part time teachers and 7 full time learning support assistants and 5 part time learning support assistants.

The main aim of the school is to give each pupil the opportunity to develop to his full potential by nurturing attitudes and sharing experiences that will serve as a strong grounding for adult life. This is done whilst encouraging a pride in being Welsh and a loyalty towards community and heritage.

32% of pupils are either currently entitled to free school meals or are 'transitionally protected'.

20.5% of our pupils have a one page profile and are supported through our universal provision. 10.1% of pupils received targeted support and are in receipt of a school or local authority IDP.

Most of our pupils are of British, white ethnic backgrounds. 2.89% of our pupils are of mixed heritage.

98% of pupils are from non-welsh speaking families.

Most of our Nursery pupils stay on to full time education. We do receive pupils from other state nurseries and private childcare facilities.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice. We are committed to providing equality and excellence for all in order to promote the highest standards.

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 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;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including 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 in public life or in any other activity in which participation by such persons is disproportionately low
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 Torfaen 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 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 strive 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 do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

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 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:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

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 take into account 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 taken into account when we set priorities.

Questionnaires are used to gain information from stakeholders. The results of which are analysed and are used to determine certain priorities for the School Development Plan. The results of the pupil's questionnaire are discussed with the School Council and Governors. The School Council then determine initiatives to address any areas highlighted.

All correspondence is bilingual and parents are notified by letter, by Schoop, Twitter and through the School website.

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.

As part of this school's compliance of 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 ensure that all parents and guardians, regardless of their living arrangements or relationship status, have equal access to their child's educational journey, school information, and engagement opportunities.
2. To foster a culture of respect by delivering a curriculum that empowers pupils to question prejudice and celebrate diversity. This objective specifically seeks to address and eliminate the use of terminology associated with discriminatory language by equipping pupils with the empathy needed to understand the impact of their words and actively reject stereotypes.
3. To minimise the financial burden on families by ensuring all curriculum enrichment activities are low-cost, guaranteeing that no learner is disadvantaged or excluded from educational opportunities due to their socio-economic background or household financial position.

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

Our action plans are incorporated into the School Development Plan 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.

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. The school prospectus includes a reference to the SEP and the values underpinning it.

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

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 January 2027.

Appendices

App. 1 Torfaen Equality Promise Objectives

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Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Torfaen Equality Promise Objectives

Objective 1: Torfaen County Borough Council is an equal opportunity employer, with a workforce that is aware of and understands the importance of equality and diversity.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 2: Ensure that people and communities have their rights respected and feel safe from violence and abuse.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 3: Work to eliminate the disadvantages and barriers that make it hard for people to access the same opportunities as everyone else.

Protected Characteristics: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 4: Involve people and communities in matters that are important to them and the decisions that we make.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Objective 5: Ensure the council complies with its statutory equality and Welsh language duties.

Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation

Ysgol Gymraeg Cwmbrân

Strategic Equality Plan 2025-2029

Equality Objectives and Action Plan

Equality Objective 1. To ensure that all parents and guardians, regardless of their living arrangements or relationship status, have equal access to their child's educational journey, school information, and engagement opportunities.				
Our Research: Feedback from some parents who did not reside with their child indicated that they often felt isolated and excluded from their child's learning journey.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> All identified parents have equity in their child/ren's education. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Parents and guardians are encouraged to self-identify their household requirements, ensuring the school can provide dual communication and equitable access to information from the point of admission.	All staff	September 2025	On-going
1.2	Integrate dual-household arrangements into pupil profiles to ensure that the requirements for duplicate communication and sensitive handling are maintained during transition as pupils progress through the school.	All staff	September 2025	On-going
1.3	Establish a more robust protocol for dual-parent engagement, ensuring that invitations to consultations, school initiatives, and academic updates are distributed to both parents.	All staff	Termly starting September 2025	On-going

Equality Objective 2.

To foster a culture of respect by delivering a curriculum that empowers pupils to question prejudice and celebrate diversity. This objective specifically seeks to address and eliminate the use of terminology associated with discriminatory language by equipping pupils with the empathy needed to understand the impact of their words and actively reject stereotypes.

Our Research:

Pupils are increasingly exposed to unregulated content via social media, the internet, youtube etc. It has been noted that pupils can sometimes use discriminatory language without fully understanding its meaning or the harm it causes. This 'copycat' behaviour suggests they are unaware of how offensive these terms are. Therefore, the school's role is not just to ban these words, but to educate pupils so they understand the impact of their language and develop genuine empathy.

This objective will be judged to be successful if...

- Staff are confident in delivering a curriculum which encompasses many aspects of cultural, ethnic and racial diversity.
- There are very few incidents of discriminatory, racist, and homophobic language within the school environment.

Actions:

	Description	Responsibility	Start date	End date
2.1	Staff act upon Smoothwall notifications promptly. If a pupils is researching discriminatory terms, staff should immediately address the curiosity or influence behind the search.	All staff	September 2025	On-going
2.2	When discriminatory language is used, a restorative meeting is held so that the pupil learns about the impact of their words on the other person, fostering genuine empathy rather than just fear of punishment.	SMT	September 2025	On-going
2.3	Review all "stimulus" materials (images, stories etc) to ensure they represent a wide variety of cultures, religions, and sexual orientations.	All Teaching Staff	September 2025	On-going

Equality Objective 3.

To minimise the financial burden on families by ensuring all curriculum enrichment activities are low-cost, guaranteeing that no learner is disadvantaged or excluded from educational opportunities due to their socio-economic background or household financial position.

Our Research:

Feedback from parents and a deep understanding of our school community confirm that financial pressure is a significant concern for many families. Consequently, the school is committed to a 'poverty-proofing' strategy that ensures affordability and inclusion are a priority in everything we plan.

This objective will be judged to be successful if...

- Data confirms 100% participation in all "extra" activities regardless of FSM status.
- Parent and pupil surveys reflect that cost is not a barrier to feeling included in school life.

Actions:

	Description	Responsibility	Start date	End date
3.1	Ensure that notice for any costs is provided well in advance, with flexible payment options.	Catrin Evans	September 2025	On-going
3.2	AOLe leads will seek external funding opportunities to subsidise the costs of educational visits and enrichment activities within their remit.	AOLe Leads	September 2025	On-going
3.3	Gather parent/guardian views on the affordability of end-of-year trips. The findings from this consultation will directly inform the selection of destinations and transport options, ensuring that the costs remain within a range that is accessible to all families.	Catrin Evans	September 2025	On-going
3.4	Staff will aim to coordinate termly themes with free external providers to offer all pupils diverse, curriculum enrichment at no cost e.g. Welsh Water, Dogs Trust, Arts Council of Wales	All staff	September 2025	On-going