



Ysgol Gyfun

PENYRHEOL
Comprehensive School

Strategic Equalities Plan

Subcommittee Responsible: Vision and Leadership

BELONG
PARCHU

THRIVE
DYHEU

ASPIRE
FFYNNU

RESPECT
PERTHYN

Introduction from the Headteacher

At Penyrheol School, we are committed to fostering an inclusive environment where diversity is embraced and celebrated across all aspects of school life. As we continue to grow and welcome pupils from a wide range of backgrounds, we understand that building a truly inclusive community is an ongoing journey.

Recognising this, we acknowledge the importance of sustained efforts, as outlined in our Equality and Diversity Strategic Plan. This plan establishes key priorities and actions aimed at promoting equality, diversity, and inclusion through continuous assessment and improvement. By doing so, we seek to identify areas where we can make meaningful changes that benefit both pupils and staff.

A core part of our mission is to deepen our understanding of the challenges that pupils and staff may face, ensuring they receive the support needed to thrive. We also strive to recognise and celebrate the rich diversity within our school, fostering a culture of respect and belonging.

Through the development and implementation of these objectives, we aim to break down barriers and address inequalities that may exist within our school. Our goal is to create a learning environment that is welcoming, compassionate, and inclusive for all. We believe that by prioritising these values, every pupil and staff member will feel appreciated, encouraged, and empowered to reach their full potential, regardless of their background or personal circumstances.

The Equalities Act

The Equality Act 2010 and the public sector duty require schools like Penyrheol to promote equality and prevent discrimination. This includes:

1. Eliminating discrimination, harassment, and victimisation.
2. Ensuring equal opportunities for all pupils, regardless of protected characteristics.
3. Encouraging positive relationships and mutual respect among pupils.

The Equality and Human Rights Commission (EHRC) requires public bodies to integrate equality into all aspects of their work to prevent disadvantage.

Penyrheol School is dedicated to these principles, ensuring our policies and practices foster an inclusive and supportive learning environment. Following Welsh Government regulations introduced in 2011, we commit to:



Action	Timeframe	Responsibility
Equal opportunities are provided to all pupils across all year groups for leadership roles, extracurricular activities, and academic support.	2024 -2026	SG/SM
We promote inter-year group collaboration through mentoring, buddy systems, and leadership programmes.	2024 - 2026	SG/SM

- Setting and reviewing equality objectives every four years.
- Outlining steps taken or planned to meet these objectives.
- Monitoring progress and effectiveness.
- Publishing relevant equality data and impact assessments.
- Promoting staff awareness and understanding of equality duties.

By embedding these commitments, we aim to create a school community where every pupil feels valued, respected, and empowered to reach their full potential.

Penyrheol School Strategic Equality Plan: Pupils

Introduction

At Penyrheol School, we are committed to fostering an inclusive, respectful, and equitable learning environment for all pupils, staff, and the wider school community. Our **Strategic Equality Plan (SEP)** outlines our commitment to promoting equality, eliminating discrimination, and ensuring all individuals feel valued and supported, regardless of their background or circumstances.

This plan aligns with the **Equality Act 2010** and the **Welsh Government's Equality Duties**, ensuring compliance with legal obligations while embedding best practices in education and inclusion.

Our Equality Objectives

Our objectives are based on the need to:

1. Eliminate discrimination, harassment, and victimisation within our school.
2. Advance equality of opportunity for all pupils and staff.
3. Foster good relations between different groups within the school community.



Specific Actions by Protected Characteristic

Age

Although age is not a direct factor in pupil equality are actions are:

Disability

We are committed to creating an accessible and supportive environment for pupils with disabilities.

Action	Timeframe	Responsibility
Ensure the school site is physically accessible, with appropriate adaptations such as ramps, lifts, and accessible toilets.	2025- 2028	Governing Body DB/AT
Provide tailored support, including assistive technology, differentiated learning materials, and in-class support.	2025- 2028	DB/ADM/KJ
Train staff on inclusive teaching strategies to better support pupils with disabilities.	2025 -2027	ADM/CMD
Foster an inclusive culture by promoting awareness through PSHE lessons and assemblies.	2025/26	KJ/GD/SLT

Sexual Orientation

We are committed to creating a safe and accepting environments for all pupils, including those who identify as LGBTQ+.

Action	Timeframe	Responsibility
Implement a zero-tolerance policy on homophobic, biphobic, and transphobic (HBT) bullying, with clear reporting and response procedures.	2025/26	ER
Ensure LGBTQ+ representation in the curriculum, including inclusive books, discussions in PSHE, and historical recognition.	2025/26	KJ/ER



Provide a safe space, such as an LGBTQ+ support group, for pupils to seek peer support and guidance.	Embedded	SM/Pawb
Foster an inclusive culture by promoting awareness through PSHE lessons and assemblies.	2025/26	SLT/GD
Offer staff training on supporting LGBTQ+ pupils and tackling discrimination.	2025 - 2027	DB

Gender Reassignment

We support pupils who are transgender or non-binary in a respectful and inclusive manner.

Action	Timeframe	Responsibility
Allow pupils to wear uniform options that reflect their gender identity.	Embedded	DB
Train staff on how to support transgender pupils, including correct name and pronoun use.	September 2025	DB
Provide mental health and pastoral support for pupils undergoing gender transition.	2025-2028	ER/SM/Pawb

Pregnancy and Maternity

We support pupils who may become pregnant or are young parents.

Action	Timeframe	Responsibility
Provide flexible education options, including remote learning and additional support for pregnant pupils.	Embedded	ER
Offer access to counselling and wellbeing services for young parents.	Embedded	ER/SM/Pawb
Ensure reasonable adjustments are made to accommodate medical needs and absences related to pregnancy.	Embedded	ER/SM/Pawb



Maintain confidentiality and provide a non-judgmental, supportive environment.	Embedded	ER/SM/Pawb
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Sex (Gender Equality)

We strive to eliminate gender-based discrimination and stereotyping.

Action	Timeframe	Responsibility
Promote gender equality in subject choices and careers education, ensuring pupils are encouraged to pursue any career path, regardless of gender.	Embedded	SG
Monitor and address gender disparities in academic achievement and participation in extracurricular activities.	2025-2027	DB
Challenge gender stereotypes through curriculum content, assemblies, and PSHE lessons.	2025-2027	SLT/GD
Implement policies to support pupils experiencing gender-based bullying or harassment.	2025/26	SLT

Action: Race and Ethnicity

We celebrate cultural diversity and work to eliminate racism.

Action	Timeframe	Responsibility
Implement a robust anti-racism policy, with clear procedures for reporting and addressing racist incidents.	2025/26	ER
Ensure a diverse curriculum that reflects the contributions of different cultures and histories.	2025/26	KJ
Celebrate cultural events and heritage through assemblies, displays, and themed activities.	2025/26	SLT
Provide EAL (English as an Additional Language) support for pupils who need it.	Embedded	ADM
Promote representation of diverse backgrounds among staff and leadership roles.	2025-2028	DB



Religion and Belief

We respect and support pupils of all religious backgrounds, as well as those with no religious beliefs.

Action	Timeframe	Responsibility
Ensure that Ethics and Philosophy lessons reflect a broad and balanced view of different faiths and belief systems.	Embedded	KJ/HR
Accommodate religious practices, including prayer spaces and flexibility in uniform for religious attire.	2025-2028	DB
Recognise and celebrate key religious festivals across different faiths to foster understanding and respect.	2025-2028	DB
Implement a zero-tolerance approach to religious discrimination and bullying.	2025/26	DB/ER
Promote representation of diverse backgrounds among staff and leadership roles.	2025-2028	DB
Train staff to be aware of religious sensitivities and ensure respectful discussions in the classroom.	2026/27	DB

Monitoring and Evaluation

We will assess the impact of this plan by:

- Collecting and analysing data on pupil performance, behaviour, and wellbeing across different demographic groups.
- Conducting regular pupil and staff surveys to identify areas for improvement.
- Reviewing complaints and incident reports related to discrimination or inequality.
- Updating the plan every **four years** or as required to reflect changes in legislation or school priorities.

Responsibility and Accountability



The **Headteacher and Senior Leadership Team (SLT)** are responsible for ensuring this plan is implemented. All **staff** have a duty to uphold these principles in their daily interactions with pupils. The **Governing Body** will oversee the effectiveness of this plan and provide guidance on further improvements.

Penyrheol School Strategic Equality Plan: Staff

Under the **Equality Action Plan**, schools in Wales must also consider **staff** to ensure a truly inclusive and fair environment. Under the **Equality Act 2010** and the **Public Sector Equality Duty (PSED) in Wales**, schools have a legal responsibility to **eliminate discrimination, advance equality of opportunity, and foster good relations** for everyone within the school community.

At **Penyrheol School**, we are committed to ensuring that **staff feel valued, supported, and included** in all aspects of school life. Our actions include

- Inclusive Recruitment & Career Development – Ensuring fair recruitment processes and providing equal access to training and leadership opportunities.
- Workplace Adjustments – Supporting staff with disabilities by making reasonable adjustments, including assistive technology and flexible working options.
- Diversity & Inclusion Training – Providing regular training sessions on equality, diversity, and unconscious bias.
- Mental Health & Wellbeing Support – Offering confidential counselling services and staff wellbeing initiatives.
- Religious & Cultural Inclusivity – Accommodating religious observances and celebrating cultural diversity within the school.
- By embedding these commitments into our school policies and culture, Penyrheol School aims to create a supportive and empowering environment for both staff and pupils.
- Legal Requirement – The Welsh Government's specific duties require public bodies, including schools, to consider how policies and practices affect both pupils and staff.
- Inclusive Culture – Staff play a key role in fostering an inclusive and diverse school environment.
- Workplace Equality – Schools must ensure fair recruitment, training, career progression, and workplace policies for staff.



- Staff Wellbeing – Supporting staff ensures a positive and motivated workforce, which in turn benefits pupils.
- Reporting & Support: Establishing procedures for reporting discrimination or harassment.
- Staff Wellbeing & Mental Health: Promoting a positive and supportive work environment.

Responsibility and Accountability

The **Headteacher and Senior Leadership Team (SLT)** are responsible for ensuring this plan is implemented. All **staff** have a duty to uphold these principles in their daily interactions with pupils. The **Governing Body** will oversee the effectiveness of this plan and provide guidance on further improvement.

