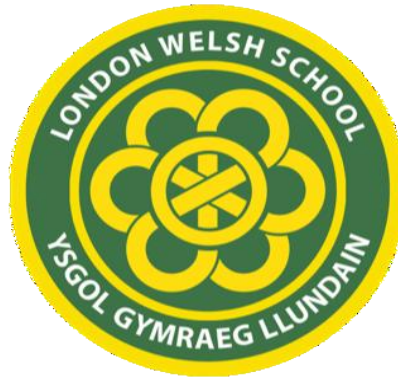




Ysgol Gymraeg

Llundain / London

Welsh School
Equality Policy

(to be read alongside the school's Accessibility Plan)

A p p r o v e d b y	Approved by Board of Governors
D a t e a d o p t e d	Date adopted 22 September 2026
R e v i e	Review cycle Annually

W c y c l e	
N e x t r e v i e w d u e	Next review cycle September 2027
R e l a t e d p o l i c i e s	Related policies: Accessibility Plan; Special Educational Needs and Disability (SEND) Policy; Anti-Bullying Policy; Admissions Policy; Staff Recruitment Policy

1. Statement of Intent

Ysgol Gymraeg Llundain / London Welsh School is committed to providing an inclusive, welcoming environment in which every pupil, member of staff, parent, governor and visitor is treated with dignity and respect, regardless of any protected characteristic. As a small independent Welsh-medium school, we recognise that genuine equality of opportunity depends not on the size of the institution but on the consistency of our everyday practice, from admissions and teaching to recruitment and governance.

This policy sets out our general commitment to equality across all protected characteristics. It should be read alongside our Accessibility Plan, which sets out the specific, practical steps we are taking to improve access to education for disabled pupils over time, as required by Schedule 10 to the Equality Act 2010.

2. Legal Framework

This policy has regard to:

- The Equality Act 2010, in particular Part 6 (Education) and Schedule 10 (Accessibility for Disabled Pupils).
- The Equality Act 2010 (Disability) Regulations 2010.
- The Education (Independent School Standards) Regulations 2014.
- Statutory guidance issued by the Department for Education and the Equality and Human Rights Commission.

As an independent school, the school is not a public body for the purposes of the Public Sector Equality Duty (section 149 and Schedule 19, Equality Act 2010), and this policy is not a statutory "equality scheme". It is, however, the school's chosen means of demonstrating, in a manner appropriate to its size, how it meets its duties under Part 6 of the Act not to discriminate, harass or victimise pupils, staff, applicants or others, and to make reasonable adjustments for disabled pupils.

3. Scope

This policy applies to all pupils, staff, governors, volunteers, contractors, parents and visitors, and covers all aspects of school life including admissions, the curriculum, teaching and assessment, pastoral care, discipline, extra-curricular activities, and staff recruitment and employment.

The protected characteristics recognised under the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Some of these apply differently, or not at all, to pupils as opposed to staff or job applicants (for example, age discrimination law applies to staff but is largely disapplied for pupils); the school applies the Act's provisions correctly in each context.

4. Our Commitments

4.1 Eliminating discrimination, harassment and victimisation

We will not treat any pupil, member of staff or applicant less favourably because of a protected characteristic, whether directly, indirectly, by association or by perception, and we will not permit harassment or victimisation. This applies to admissions decisions, the way pupils are taught and assessed, access to school trips and activities, discipline and exclusion decisions, and the treatment of staff and job applicants.

4.2 Advancing equality of opportunity

We will take proportionate steps to remove or minimise disadvantages experienced by pupils or staff because of a protected characteristic, and to meet the needs of those who share a characteristic where these differ from the needs of others. For disabled pupils, this includes the anticipatory duty to make reasonable adjustments, including the provision of auxiliary aids and services, and is set out in detail in our Accessibility Plan.

4.3 Fostering good relations

We will encourage understanding and positive relationships between people who share a protected characteristic and those who do not, including through our curriculum, assemblies, and the bilingual, culturally inclusive ethos of the school.

5. Roles and Responsibilities

5.1 The Board of Governors / Proprietor

Holds overall responsibility for ensuring the school meets its duties under the Equality Act 2010, for approving this policy and the Accessibility Plan, and for monitoring their implementation.

5.2 The Headteacher

Is responsible for the day-to-day implementation of this policy, for ensuring staff are aware of their

responsibilities, for handling concerns or complaints relating to equality in the first instance, and for reporting to governors on progress against the Accessibility Plan.

5.3 All staff

Are expected to treat all members of the school community fairly and with respect, to challenge discriminatory behaviour, and to make reasonable adjustments within their own practice for disabled pupils in line with individual pupil plans and the Accessibility Plan.

6. Admissions and Curriculum

Admissions decisions are made without discrimination on the basis of a protected characteristic, save where a lawful exception applies (for example, in relation to a genuinely single-sex or faith-based admissions criterion, where applicable). The curriculum is planned and delivered to be accessible to all pupils, with reasonable adjustments made for disabled pupils in line with the Accessibility Plan and any individual support arrangements.

7. Bullying and Harassment

Bullying or harassment related to a protected characteristic is treated as a serious disciplinary matter and is dealt with under the school's Anti-Bullying Policy. Pupils and staff are encouraged to report any such incidents, which will be recorded, investigated and acted upon promptly.

8. Staff Recruitment and Employment

Recruitment, promotion, training and terms of employment are conducted fairly and without discrimination. Reasonable adjustments will be considered for disabled staff or applicants, including to recruitment processes, the working environment and working arrangements.

9. Monitoring, Review and Complaints

The Headteacher will report annually to the Board of Governors / Proprietor on how this policy has been implemented and on progress against the Accessibility Plan. This policy will be reviewed annually, or sooner if there is a change in legislation or school practice. Concerns about a possible breach of this policy should be raised through the school's normal complaints procedure.

This policy should be read together with the school's Accessibility Plan, which contains the school's specific targets and timetable for improving the physical environment, curriculum access, and access to information for disabled pupils.