

Public Document Pack  
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr  
Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg. Rhowch wybod i ni os mai Cymraeg yw eich dewis iaith.*

*We welcome correspondence in Welsh. Please let us know if your language choice is Welsh.*



**Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate**  
Deialu uniongyrchol / Direct line /: 01656 643148 / 643694 / 643513  
Gofynnwch am / Ask for: Democratic Services

**Dyddiad/Date: Wednesday 27 May 2026**

Dear Councillor,

**CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS**

A meeting of the Cabinet Committee Equalities and Employee Relations will be held Hybrid in the Council Chamber - Civic Offices, Angel Street, Bridgend, CF31 4WB / remotely via Microsoft Teams on **Wednesday, 3 June 2026 at 10:00**.

**AGENDA**

1 Apologies for Absence

To receive apologies for absence from Members.

2 Declarations of Interest

To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members' Code of Conduct adopted by Council from 1 September 2008.

3 Approval of Minutes

To receive for approval the Minutes of 5/11/2025

3 - 8

4 Workforce Data - Quarter 4

9 - 14

5 Annual Report on Equality in the Workforce (2025/2026)

15 - 18

**By receiving this Agenda Pack electronically you will save the Authority approx. £1.48 in printing costs**

- 6 Strategic Equality Plan Annual Report 19 - 58
- 7 Update on Equalities Work within Schools (School Year 2024-2025) 59 - 74
- 8 Urgent Items

To consider any other item(s) of business in respect of which notice has been given in accordance with Rule 4 of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

**Note: This will be a Hybrid meeting and Members and Officers will be attending in the Council Chamber, Civic Offices, Angel Street Bridgend / Remotely via Microsoft Teams. The meeting will be recorded for subsequent transmission via the Council's internet site which will be available as soon as practicable after the meeting. If you would like to view this meeting live, please contact [cabinet\\_committee@bridgend.gov.uk](mailto:cabinet_committee@bridgend.gov.uk) or tel. 01656 643148 / 643694 / 643513 / 643159.**

Yours faithfully

**K Watson**

Chief Officer, Legal and Regulatory Services, HR and Corporate Policy

Councillors:

A R Berrow

E L P Caparros

M J Evans

C Davies

P Ford

J Gebbie

W R Goode

D M Hughes

M Jones

M Lewis

J Llewellyn-Hopkins

JC Spanswick

A Wathan

AJ Williams

HM Williams

E D Winstanley



Date Decision Made	5 November 2025
--------------------	-----------------

**78. Approval of Minutes**

Decision Made	<u>RESOLVED:</u> That the minutes of a meeting of the 3 September 2025, be approved as a true and accurate record.
Date Decision Made	5 November 2025

**79. Workforce Data - Quarter 2**

Decision Made	<p>The Cabinet Member – Resources presented a report, the purpose of which, was to provide information for the Council’s workforce, to assist workforce planning.</p> <p>Appendix 1 of the report, gave the overall Bridgend County Borough Council’s position on 30 September 2025.</p> <p>She confirmed that Appraisal completions for quarter 2 were also included in Appendix 1, together with details of the previous years’ completions.</p> <p>The same Appendix also reflected sickness absence data and the days lost per FTE for quarter 2 in 2025/2026, was 5.89 (on average per employee). This was lower than the same period last year when it was 6.22. However, the percentage of absences that are categorised as long term remained at 81%, which needed to be reduced.</p> <p>The Leader was concerned with detail at page 15 of the report, which reflected that appraisals completed at Quarter 2 for 2025-26 in the Highways and Green Spaces section of the Communities Directorate, was worryingly low. He added that he hoped that employees in management positions who conducted appraisals, were sufficiently trained to do so.</p> <p>The Group Manager – Human Resources and Organisational Development confirmed that all managers were trained on how to undertake staff appraisals, though he would further promote this within the local authority in order for managers to be utmost prepared before carrying out appraisals. He added, that there</p>
---------------	---



<p>Decision Made</p>	<p>The Cabinet Member for Regeneration, Economic Development and Housing presented a report, the purpose of which, was to provide an annual update to members on the work of the Welsh Government funded Western Bay Community Cohesion Team and the community cohesion work of Bridgend Community Safety Partnership.</p> <p>The report Executive Summary informed the Cabinet Committee on the following key issues:-</p> <ul style="list-style-type: none"><li>• The Annual Report outlined work undertaken in relation to community cohesion between October 2024 and September 2025.</li><li>• Funding has been confirmed for the Community Cohesion Programme from March 2026 to March 2029, with the possibility of another three-year extension.</li><li>• The Cohesion Officer role for Bridgend has been vacant following the previous role holder accepting a position as Regional Community Cohesion Coordinator.</li><li>• The progress updates for this report are based on the National Community Cohesion Delivery Plan, noting that there has been a change in work plan since April 2025.</li><li>• Hate Crime figures have been provided by South Wales Police and were included at Appendix I to the report.</li><li>• The Evaluation Report from training and awareness sessions carried out by Small Steps Organisation is included at Appendix ii.</li><li>• An end of project evaluation report for the Western Bay Community Cohesion Small Grant Fund (2024-2025) was included at Appendix iii.</li></ul> <p>The Leader noted that the report revealed that there had been some difficulty in recruiting to the post of Community Cohesion Officer when it was first advertised and he asked, if there had been any more success when this post had been recently re-advertised.</p> <p>The Partnership and CSP Manager advised that when the post had been advertised first, funding for the position was only available up to March 2026. However, this had since been increased to March 2029, which had resulted in more interest in the post following this being re-advertised for a second time.</p> <p>A member noted that incidents of hate crime had reduced slightly in the last 12 months, though he was conscious that a lot of incidents of this type of crime did go unreported, which would affect these figures. He asked therefore, what work was being done to engage with the public, on avenues through which individuals could pursue support if they were subjected to such incidents.</p> <p>The Partnership and CSP Manager confirmed that victim support work in this area of society had</p>
----------------------	---



To observe further debate that took place on the above items, please click this [link](#)

The meeting closed at 12:00 midday.

<b>Meeting of:</b>	<b>CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS</b>
<b>Date of Meeting:</b>	<b>3 JUNE 2026</b>
<b>Report Title:</b>	<b>WORKFORCE DATA – QUARTER 4</b>
<b>Report Owner: Responsible Chief Officer / Cabinet Member</b>	<b>CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR &amp; ELECTORAL  CABINET MEMBER FOR CORPORATE SERVICES</b>
<b>Responsible Officer:</b>	<b>PAUL MILES, GROUP MANAGER – HUMAN RESOURCES &amp; ORGANISATIONAL DEVELOPMENT</b>
<b>Policy Framework and Procedure Rules:</b>	<b>THERE IS NO IMPACT ON THE POLICY FRAMEWORK OR PROCEDURE RULES.</b>
<b>Executive Summary:</b>	<b>TO PROVIDE INFORMATION ON THE PROFILE OF THE COUNCIL’S WORKFORCE.</b>

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide information for the Council’s workforce, to assist workforce planning.

## 2. Background

- 2.1 The provision of relevant and accurate workforce information is a key component of workforce planning in terms of understanding the current workforce profile, trends and any relevant issues.
- 2.2 A workforce report is prepared for the Cabinet Committee Equalities and Employee Relations on a quarterly basis and will include key information.

## 3. Current situation/ proposal

- 3.1 **Appendix 1** gives the overall Bridgend County Borough Council’s position on 31 March 2026. Key points are:

- The total workforce headcount has increased to 5,918.

- The split across the organisation of 79% female and 21% male remains consistent with previous periods.
- The working patterns across the Council illustrate the variety of working arrangements in place with 46% of staff full time, 48% part time and 6% working in casuals and relief positions.
- The average age is 46, with 51% of employees aged 46 and over.
- Appraisal completions for Quarter 4 show a slight decrease compared to last year.
- The cumulative sickness position has improved for 2025/26 compared to the previous year.
- Long Term sickness has also reduced from the earlier part of the year.

#### **4. Equality implications (including Socio-economic Duty and Welsh Language)**

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report; therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

#### **5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

- 5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of the well-being goals or objectives as a result of this report.

#### **6. Climate Change and Nature Implications**

- 6.1 There are no climate change or nature implications arising from this report.

#### **7. Safeguarding and Corporate Parent Implications**

- 7.1 There are no safeguarding and corporate parenting implications arising from this report.

#### **8. Financial Implications**

8.1 There are no financial implications arising from this report as it is an information report.

## **9. Recommendation**

9.1 It is recommended that the Cabinet Committee Equalities and Employee Relations note the information contained in this report and **Appendix 1**.

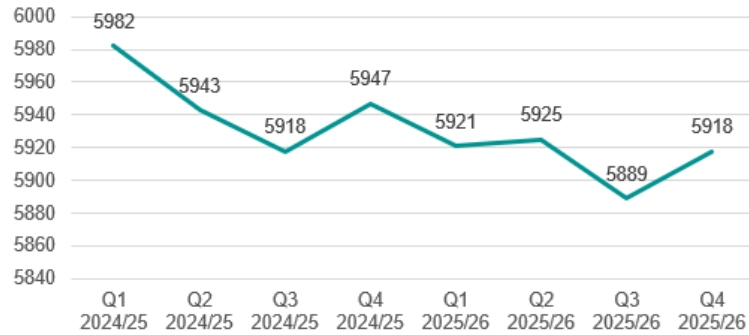
## **Background documents**

None

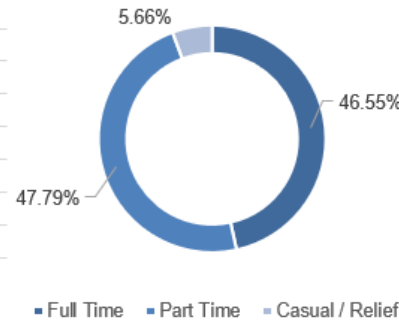


# BCBC – Workforce Q4 2025-2026

**Headcount**



**Working Patterns**



**Working Patterns per Directorate**

Directorate	Full Time	Part Time	Casual / Relief	No. Employees
Chief Executives Directorate	376	71	10	457
Communities Directorate	387	201	26	614
Education, Early Years & Young People Directorate	174	603	96	873
Schools	1130	1567	168	2865
Social Services and Wellbeing Directorate	688	524	114	1326
<b>BCBC Total</b>	<b>2709</b>	<b>2683</b>	<b>526</b>	<b>5918</b>

**Age Profile**

The average age of our workforce is 46 years.

Directorate	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+	No. Employees
Chief Executives Directorate	0.44%	4.16%	7.66%	10.50%	8.97%	10.50%	13.35%	19.47%	14.22%	7.88%	2.84%	457
Communities Directorate	0.49%	2.12%	4.72%	6.51%	7.98%	10.91%	14.17%	14.01%	17.26%	16.12%	5.70%	614
Education, Early Years & Young People Directorate	0.80%	2.52%	5.84%	8.02%	15.81%	15.69%	11.91%	14.55%	13.52%	9.28%	2.06%	873
Schools	0.24%	3.60%	7.19%	10.58%	14.45%	14.21%	13.40%	15.22%	11.10%	6.63%	3.39%	2865
Social Services and Wellbeing Directorate	2.71%	5.51%	8.90%	11.39%	11.31%	12.22%	11.84%	13.12%	11.54%	9.20%	2.26%	1326
<b>BCBC Total</b>	<b>0.93%</b>	<b>3.80%</b>	<b>7.37%</b>	<b>10.16%</b>	<b>13.01%</b>	<b>13.42%</b>	<b>12.83%</b>	<b>14.87%</b>	<b>12.10%</b>	<b>8.31%</b>	<b>3.21%</b>	<b>5918</b>

# BCBC – Appraisal Completion Q4 2025-2026

Directorate		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
Chief Executives Directorate	24/25	12.42%	55.98%	71.89%	81.57%	25/26	35.71%	64.24%	77.85%	82.29%
Communities Directorate		35.51%	47.14%	52.97%	55.48%		7.91%	35.98%	50.35%	55.94%
Education and Family Support Directorate		27.21%	60.80%	63.61%	76.36%		20.82%	48.77%	55.71%	65.01%
Social Services and Wellbeing Directorate		5.18%	24.81%	52.63%	65.03%		12.07%	59.07%	65.81%	67.99%
<b>Total</b>		<b>18.04%</b>	<b>42.96%</b>	<b>58.32%</b>	<b>68.42%</b>		<b>17.00%</b>	<b>52.74%</b>	<b>62.04%</b>	<b>67.05%</b>
<b>Chief Executives Directorate</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Finance, Housing & Change	24/25	9.12%	49.26%	67.57%	78.25%	25/26	32.34%	59.65%	76.18%	82.47%
Legal & Regulatory Services, HR & Corporate Policy		21.93%	77.36%	86.14%	92.23%		47.42%	80.41%	83.67%	81.63%
<b>Total</b>		<b>12.42%</b>	<b>55.98%</b>	<b>71.89%</b>	<b>81.57%</b>		<b>35.71%</b>	<b>64.24%</b>	<b>77.85%</b>	<b>82.29%</b>
<b>Communities Directorate</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Cleaner Streets & Waste Contract Management	24/25	0.00%	0.00%	66.04%	78.43%	25/26	0.00%	1.96%	11.32%	50.00%
Corporate Landlord		77.14%	80.49%	82.27%	78.43%		2.90%	70.05%	68.69%	71.03%
Economy, Natural Resources & Sustainability		44.94%	43.30%	41.84%	43.16%		49.32%	54.17%	53.42%	53.42%
Highways & Green Spaces		2.27%	36.61%	34.25%	37.02%		1.08%	5.46%	46.70%	47.31%
Operations - Communities Services		0.00%	0.00%	0.00%	0.00%		25.00%	20.00%	20.00%	20.00%
Planning & Development Services		0.00%	7.89%	7.89%	19.44%		0.00%	16.67%	16.67%	25.71%
Strategic Regeneration		7.14%	21.43%	28.57%	57.14%		0.00%	15.38%	46.15%	64.29%
<b>Total</b>		<b>35.45%</b>	<b>47.14%</b>	<b>52.97%</b>	<b>55.48%</b>		<b>7.91%</b>	<b>35.98%</b>	<b>50.35%</b>	<b>55.94%</b>
<b>Education and Family Support Directorate</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Early Years and Young People Group	24/25	15.84%	56.57%	59.70%	65.13%	25/26	6.45%	61.86%	78.13%	76.68%
Inclusion		2.11%	17.14%	25.36%	62.07%		1.31%	4.14%	7.91%	7.97%
School Improvement Team		-	-	-	-		-	100.00%	100.00%	100.00%
Schools Group		20.00%	100.00%	100.00%	100.00%		0.00%	42.86%	33.33%	33.33%
Sustainable Communities for Learning Team		33.33%	100.00%	100.00%	100.00%		0.00%	66.67%	66.67%	66.67%
Strategy, Performance and Support Group		44.50%	78.22%	78.65%	86.86%		35.50%	59.06%	61.52%	79.89%
<b>Total</b>		<b>27.21%</b>	<b>60.80%</b>	<b>63.61%</b>	<b>76.36%</b>		<b>20.25%</b>	<b>48.77%</b>	<b>55.71%</b>	<b>65.01%</b>
<b>Social Services and Wellbeing Directorate</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Adult Social Care	24/25	1.84%	12.55%	48.98%	65.49%	25/26	2.64%	47.28%	58.50%	61.65%
Business Support - SS&W		27.14%	84.85%	94.03%	87.01%		41.03%	93.24%	89.87%	83.33%
Children and Family Services		8.60%	32.96%	48.36%	56.58%		23.64%	70.54%	71.39%	74.81%
Commissioning		0.00%	70.00%	90.00%	100.00%		44.44%	100.00%	100.00%	100.00%
Prevention and Wellbeing		0.00%	64.52%	83.33%	93.33%		0.00%	89.66%	95.45%	70.00%
<b>Total</b>	<b>5.18%</b>	<b>24.81%</b>	<b>52.63%</b>	<b>65.03%</b>	<b>12.07%</b>	<b>59.07%</b>	<b>65.81%</b>	<b>67.99%</b>		

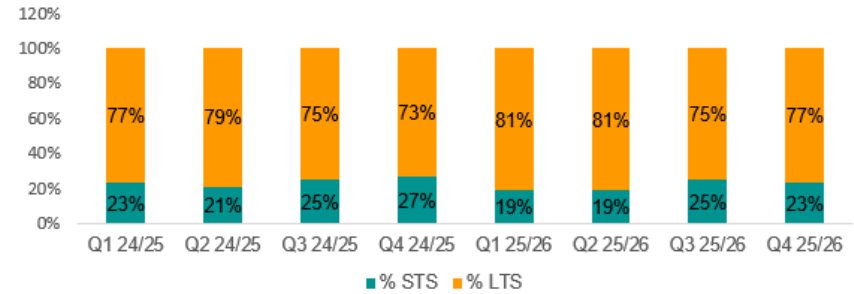


# BCBC – Absence Q4 2025-2026

**Sickness Days Lost Per FTE (Cumulative)**

Year	Q1	Q2	Q3	Q4	Year	Q1	Q2	Q3	Q4
24/25	3.34	6.22	10.12	13.76	25/26	3.08	5.89	9.82	13.48

**Short Term & Long Term sickness split**



**Absence Reasons – Percentage of Days Lost**

Absence Reason		24/25				25/26			
		% Of total days lost for Q1	% Of total days lost for Q2	% Of total days lost for Q3	% Of total days lost for Q4	% Of total days lost for Q1	% Of total days lost for Q2	% Of total days lost for Q3	% Of total days lost for Q4
Stress/Anxiety/Depression not work related		29.55%	28.01%	27.49%	22.82%	22.70%	23.11%	20.84%	24.41%
MSD including Back & Neck		16.52%	16.69%	13.91%	12.25%	16.43%	19.44%	13.07%	13.13%
Stress/Anxiety/Depression work related		5.46%	9.84%	9.05%	10.94%	12.37%	13.81%	10.51%	11.40%
Stomach / Liver / Kidney / Digestion		8.44%	7.18%	8.52%	10.87%	9.45%	8.07%	11.52%	10.20%
Infections		7.25%	6.01%	10.61%	10.83%	7.22%	5.61%	9.35%	7.67%
Bereavement Related	24/25	6.24%	6.88%	5.93%	5.15%	8.29%	6.67%	5.98%	7.15%
Eye/Ear/Throat/Nose/Mouth/Dental		4.51%	4.18%	5.02%	5.23%	4.71%	4.25%	6.58%	7.04%
Chest & Respiratory		5.35%	5.98%	6.86%	8.74%	4.14%	3.74%	7.65%	5.26%
Neurological		4.03%	3.38%	3.94%	4.57%	5.17%	4.29%	3.27%	4.03%
Genitourinary / Gynaecological		1.48%	2.48%	2.32%	1.84%	1.85%	1.97%	3.78%	2.76%
Cancer		3.90%	3.78%	2.61%	2.34%	3.11%	2.91%	2.39%	2.71%
Heart / Blood Pressure / Circulation		3.95%	3.52%	1.77%	2.39%	3.31%	4.39%	2.39%	2.11%
Pregnancy related		2.76%	1.40%	1.07%	1.35%	0.81%	0.98%	1.74%	1.27%
Other Mental illness		0.57%	0.20%	0.92%	0.71%	0.45%	0.75%	0.94%	0.87%

<b>Meeting of:</b>	<b>CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS</b>
<b>Date of Meeting:</b>	<b>3 JUNE 2026</b>
<b>Report Title:</b>	<b>ANNUAL REPORT ON EQUALITY IN THE WORKFORCE (2025/2026)</b>
<b>Report Owner: Responsible Chief Officer / Cabinet Member</b>	<b>CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR &amp; ELECTORAL  CABINET MEMBER FOR CORPORATE SERVICES</b>
<b>Responsible Officer:</b>	<b>PAUL MILES, GROUP MANAGER – HUMAN RESOURCES &amp; ORGANISATIONAL DEVELOPMENT</b>
<b>Policy Framework and Procedure Rules:</b>	<b>THERE IS NO IMPACT ON THE POLICY FRAMEWORK OR PROCEDURE RULES</b>
<b>Executive Summary:</b>	<b>THIS REPORT DETAILS THE PROTECTED CHARACTERISTICS OF THE COUNCIL’S WORKFORCE AS AT 31 MARCH 2026.</b>

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide the Cabinet Committee Equalities and Employee Relations with a summary of the equality profile of the Council’s workforce as at 31 March 2026.

## 2. Background

- 2.1 The provision of relevant and accurate workforce information enables the Council to meet its statutory duties and obligations in relation to the Equality Act 2010, the Public Sector Equality Duty and the Welsh Language Standards.

## 3. Current situation/ proposal

- 3.1 **Appendix 1** shows a summary of the protected characteristics during 2025/2026 using the total workforce as at 31 March 2026 (5,918).
- 3.2 Numbers below 5 in relation to the protected characteristics have been replaced by an asterisk (\*) to protect anonymity in accordance with data protection legislation.
- 3.3 Full reference to employment information will be provided within the Strategic Equality Plan Annual Report in November 2026 and will include protected characteristics of the workforce (sex, gender identity, disability, ethnicity, age, sexual orientation, marriage/civil partnership, religion and belief, pregnancy and maternity, carers, care

experience and Welsh Language) as well as information on the protected characteristics related to grades, recruitment and leavers.

3.4 Communications are issued regularly to remind staff of the important of keeping their sensitive information up to date, by completing either a hard copy or via the Employee Self-Service (ESS) platform.

3.5 Every employer with 250 or more employees are required to report their gender pay gap data. The Gender Pay Gap for the Council on 31 March shows that women earn 89p for every £1 that men earn when comparing median hourly pay. This is consistent with the previous year.

3.6 Although not required to officially report on the gaps for disability and ethnic minority the Council has prepared information for these two protected characteristics:

- The Disability Pay Gap for 31.03.2026 shows that disabled employees earn 8p more for every £1 than non-disabled employees when comparing median hourly pay.
- The Ethnic Minority Pay Gap for 31.03.2026 shows that ethnic minority employees earn 94p for every £1 than non-ethnic minority employees earn when comparing median hourly pay.

#### **4. Equality implications (including Socio-economic Duty and Welsh Language)**

4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

#### **5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

5.1 The well-being goals identified in the Act were considered in the preparation of this report. It considered that there will be no significant or unacceptable impacts upon the achievement of the well-being goals or objectives as a result of this report.

#### **6. Climate Change and Nature Implications**

6.1 There are no climate change or nature implications arising from this report.

#### **7. Safeguarding and Corporate Parent Implications**

7.1 There are no safeguarding and corporate parent implications arising from this report.

## **8. Financial Implications**

- 1.1 There are no financial implications arising from this report as it is an information report.

## **9. Recommendation**

- 9.1 It is recommended that the Cabinet Committee Equalities and Employee Relations note the information contained in this report and within the **Appendix 1**.

## **Background documents**

None

# Equalities in the Workplace 2025-2026

Appendix 1



**Total Workforce as at 31.03.2026 is 5,918**

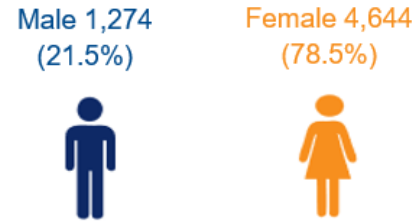
## Age Range

Age Range	Male	Female	Total	%
16-19	11	21	32	0.54%
20-25	67	181	248	4.19%
26-30	90	346	436	7.37%
31-35	124	477	601	10.16%
36-40	147	623	770	13.01%
41-45	134	660	794	13.42%
46-50	157	602	759	12.83%
51-55	192	688	880	14.87%
56-60	172	544	716	12.10%
61-65	124	368	492	8.31%
66+	56	134	190	3.21%
<b>Total</b>	<b>1,274</b>	<b>4,644</b>	<b>5,918</b>	

**46**  
Is the average age of BCBC's workforce

**62.6%**  
Of the Bridgend population are between 15-64

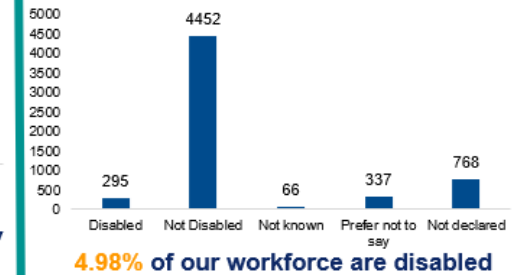
## Sex



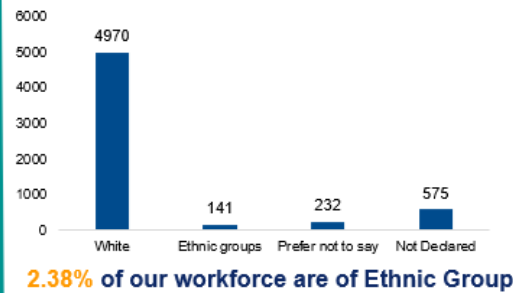
## Gender Identity



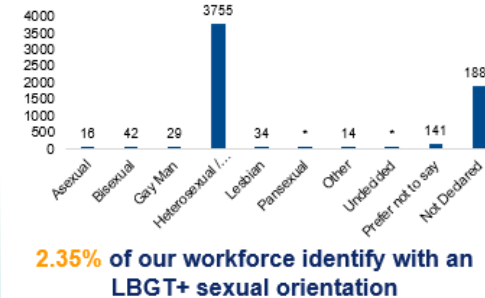
## Disability



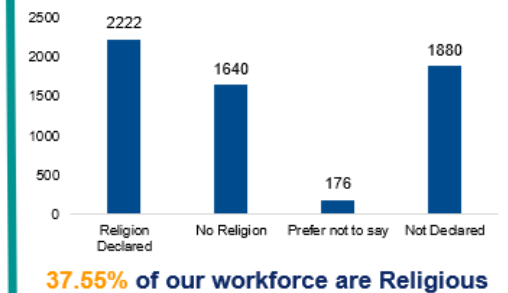
## Ethnic Groups



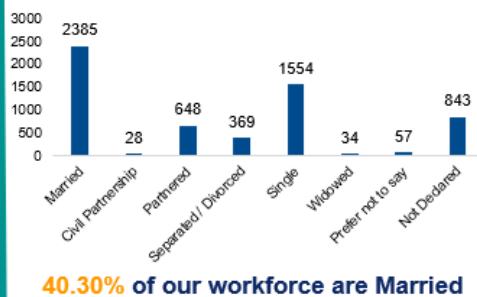
## Sexual Orientation



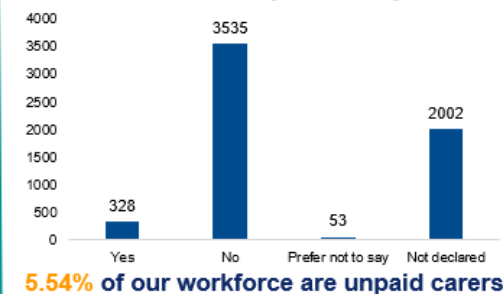
## Religion & Belief



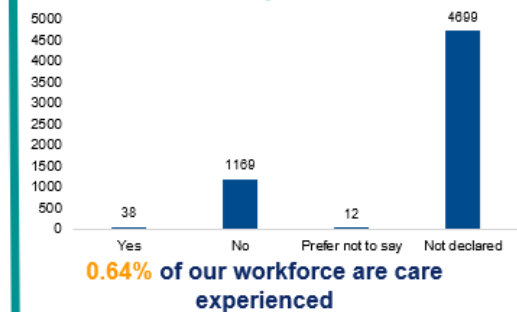
## Marital Status



## Carers Responsibility



## Care Experienced



<b>Meeting of:</b>	<b>CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS</b>
<b>Date of Meeting:</b>	<b>3 JUNE 2026</b>
<b>Report Title:</b>	<b>STRATEGIC EQUALITY PLAN ANNUAL REPORT</b>
<b>Report Owner: Responsible Chief Officer / Cabinet Member</b>	<b>CORPORATE DIRECTOR – FINANCE AND TRANSFORMATION  CABINET MEMBER CORPORATE SERVICES</b>
<b>Responsible Officer:</b>	<b>ZOE EDWARDS, CONSULTATION, ENGAGEMENT AND EQUALITIES MANAGER</b>
<b>Policy Framework and Procedure Rules:</b>	<b>There is no impact on the policy framework or procedure rules.</b>
<b>Executive Summary:</b>	<b>All public bodies in Wales must comply with the Public Sector Equality Duty. One of the specific duties is to produce the Strategic Equality Plan and an annual progress report.</b>

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide Cabinet Committee Equalities and Employee Relations with an update on the work completed within the Strategic Equality Plan (SEP) 2024 – 2028 for the period 1 April 2024 to 31 March 2025.

## 2. Background

- 2.1 The SEP annual report enables the Council to:

- monitor and review progress against its strategic equality objectives;
- review its objectives and processes in light of any new legislation and other new developments;
- engage with relevant stakeholders around equality objectives, providing transparency;
- include relevant updates on equality impact assessments, procurement arrangements and training.

Specifically, the report sets out:

- the steps taken to identify and collect relevant information;
- any reasons for not collecting relevant information;
- where appropriate, employment information, including information on training and pay.

2.2 The report will show progress made by the Council on each of its six equality objectives, which will be of interest to:

- Elected Members;
- Members of the community and community groups;
- Equality and Human Rights Commission;
- Welsh Government.

### 3. Current situation / proposal

3.1 The annual report (**Appendix 1**) covers the period 1 April 2024 to 31 March 2025. The annual report must be published on the Council's website/made available by 1st April 2026

3.2 The six strategic equalities objectives for 2024 – 2028 are:

- Access to services
- Protecting our most vulnerable
- Living Standards
- Participation and Engagement
- Learning
- Employment

3.3 This is the first annual report to note the progress made towards the commitments set out in the 2024-2028 Strategic Equality Plan. The individual actions are noted in the corporate action plan developed and attached as **Appendix 2**.

3.4 Some key points to note from the annual report are:

- A number of staff network groups have been developed. They meet regularly to provide a safe, confidential environment to network, question, challenge, raise issues and receive support.
- A Welsh Language Staff Forum has been developed: "Iaeth Gwaeth", consisting of staff of all proficiency levels who meet up on a monthly basis to practice their Welsh Language skills and provide support to the Welsh Language Standards requirements.
- The Council continued to work with community and equality groups within the Bridgend Community Cohesion Equalities Forum (BCCEF), representatives from across the community representing a wide range of organisations meet quarterly to share practice, receive joint briefings and training. All members are invited to share information about BCCEF with other organisations with the aim to increase membership and representation.
- BCBC continues to play a leadership role in this partnership, helping to coordinate all-Wales Pride visibility campaigns and sharing best practice in LGBTQ+ inclusion.

- The Food and Fun Programme was delivered across four schools, providing meals and wellbeing activities to over 160 children. The programme improved nutrition, physical activity, and social interaction during the school holidays.
- The Community Cohesion Grant supported local projects promoting belonging, such as intergenerational activities, cultural festivals, and art projects celebrating diversity.

#### **4. Equality implications (including Socio-economic Duty and Welsh Language)**

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

#### **5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

- 5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

#### **6. Climate Change and Nature Implications**

- 6.1 There are no Climate Change or nature implications from this report.

#### **7. Safeguarding and Corporate Parent Implications**

- 7.1 There are no Safeguarding and Corporate Parent implications from this report.

#### **8. Financial Implications**

- 8.1 There are no financial implications in relation to this report.

#### **9. Recommendation**

- 9.1 It is recommended that the Cabinet Committee Equalities notes the update on the work completed within the Strategic Equality Plan (SEP) 2024 – 2028 for the period 2024 - 2025.

#### **Background documents**

None

This page is intentionally left blank

# Bridgend County Borough Council

---

## **Strategic Equality Plan Annual Progress Report 2024–2025**

## Contents

Strategic Equality Plan Annual Progress Report 2024–2025 .....	1
Foreword.....	3
Executive Summary .....	4
Legislative and National Context.....	5
Governance and Monitoring.....	6
Objective 1 – Improve the experience and outcomes for our customers.....	6
Objective 2 – Ensure vulnerable people have access to support and live without fear of violence or abuse .....	7
Objective 3 – Tackle poverty and support independent living .....	8
Objective 4 – Encourage participation and engagement .....	9
Objective 5 – Ensure education settings are free from discrimination and bullying .....	11
Objective 6 – Improve diversity in the workforce.....	12
Partnership Working and Collaboration .....	13
Engagement and Consultation Highlights.....	13
Case Studies and Good Practice .....	14
Employment Information.....	15
Employees as at 31 March 2025 by Grade.....	16
Recruitment.....	18
Employee E-Learning.....	20
Leavers.....	21
Priorities for 2025–26 .....	22

## Foreword

On behalf of Bridgend County Borough Council, We are pleased to present the first Annual Progress Report for our Strategic Equality Plan 2024–2028. This report reflects a year of meaningful activity, partnership and reflection as we work towards a fairer, more inclusive Bridgend where everyone can access the services, opportunities and support they need.

Over the past twelve months, we have continued to embed equality, diversity and inclusion across all aspects of our work — from frontline service delivery to community engagement and workforce development. We have strengthened partnership arrangements, increased accessibility of communications, promoted equality in our schools, and celebrated the diversity of the communities that make Bridgend such a vibrant place to live and work.

This report demonstrates both the progress we have made and the areas where we know further action is needed. Our commitment remains clear: equality and inclusion are not additional considerations but integral to how we plan, deliver and evaluate all that we do.

## Executive Summary

During 2024–2025, the Council has delivered tangible progress against the six objectives set out in the Strategic Equality Plan 2024–2028. Our work has been shaped by the principles of A More Equal Wales, the Well-being of Future Generations Act, the Anti-Racist Wales Action Plan, and the Welsh Language Standards.

Key achievements include:

- Ensuring all Council communications are inclusive and representative of our communities.
- Making consultation and engagement activities more accessible to residents with additional needs.
- Formally recognising care-experienced people as a protected group within local policy and practice.
- Strengthening regional partnerships through Proud Councils and the Western Bay Community Cohesion Team.
- Delivering projects to tackle hate crime, celebrate diversity, and promote inclusion across Bridgend.
- Continuing to address socio-economic inequality through programmes that support independent living, education and employment.

While the progress is encouraging, challenges remain — particularly in sustaining funding for equality programmes, improving participation in equality training, and expanding engagement with under-represented groups.

The lessons from 2024–25 will guide our focus for 2025–26 and beyond.

## Legislative and National Context

The Equality Act 2010 introduced a single legal framework to protect people from discrimination, harassment and victimisation. Section 149 of the Act sets out the Public Sector Equality Duty (PSED), which applies to all functions of public authorities — including policy development, service delivery and employment.

It requires the Council to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 place additional duties on Welsh public bodies, requiring them to set and publish equality objectives, prepare a Strategic Equality Plan, assess the impact of policies and practices, collect and publish workforce data, and report annually on progress.

Under Section 1 of the Equality Act 2010, the Socio-Economic Duty came into force in Wales in 2021. This duty requires public bodies, when making strategic decisions about how to exercise their functions — such as setting priorities, allocating resources or designing services — to have due regard to how those decisions could help reduce inequalities of outcome associated with socio-economic disadvantage.

It does not extend to individual operational or employment decisions; equality in employment is addressed through the broader duties within the Public Sector Equality Duty.

Together, these duties — alongside the Well-being of Future Generations (Wales) Act 2015 and Welsh Government frameworks such as A More Equal Wales and the Anti-Racist Wales Action Plan — provide the foundation for Bridgend County Borough Council's Strategic Equality Plan 2024–2028.

## **Governance and Monitoring**

Implementation of the Strategic Equality Plan is overseen by the Cabinet Committee Equalities and Employee Relations, supported by the Engagement, Equalities and Welsh Language Team. Each directorate is responsible for delivering actions relevant to its service areas, reporting quarterly through the Council's Performance Management Framework.

Progress is monitored using both qualitative and quantitative evidence — including equality impact assessments, engagement feedback, training participation and service data. Annual progress is reported publicly through this report and shared with Welsh Government and partners.

The Council also contributes to a range of collaborative networks — such as Proud Councils, the Western Bay Community Cohesion Partnership, and the All-Wales Equality Officers Network — ensuring that Bridgend's experiences inform regional and national equality work.

### **Objective 1 – Improve the experience and outcomes for our customers**

#### Key Actions and Impact

- **Inclusive Communication:** All Council communications and public-facing materials now better reflect LGBTQ+ and ethnic-minority communities. The Communications and Marketing Team marked key awareness days through social media, building-lighting campaigns and event promotion.
- **Accessible Consultations:** The Budget Survey was redesigned to support participants with additional learning needs. An Easy Read version is being developed for young people following consultation with Bridgend College.
- **Accessible Formats:** All consultations and supporting documents are now available in BSL, Easy Read, Braille, large print and non-digital formats on request.
- **Equality Impact Assessments:** The EIA toolkit and screening forms were updated to include care experience as a protected characteristic, and staff were notified via corporate messages and e-learning updates.

- **Community Events and Cohesion:** Local celebration events and small-grants programmes have promoted positive community relations and celebrated diversity, supported through the Community Safety Partnership and Western Bay Cohesion Team.

### Analysis

The integration of accessibility standards and inclusive imagery into all communications has enhanced trust and participation among residents. Future priorities include strengthening feedback loops from residents to measure satisfaction with accessibility and inclusion.

Additionally, the inclusion of care experience within Equality Impact Assessments demonstrates the Council considers structural disadvantage alongside protected characteristics.

## **Objective 2 – Ensure vulnerable people have access to support and live without fear of violence or abuse**

### Key Actions and Impact

- **Proud Councils:** Bridgend chaired the Proud Councils Network, meeting bi-monthly with other local authorities to coordinate Pride events and develop LGBTQ+-inclusive policy and practice.
- **Hate Crime Awareness:** The Council worked with South Wales Police and Victim Support to deliver targeted campaigns, including community workshops and awareness stalls during Hate Crime Awareness Week 2024.
- **StreetSnap App:** Continued promotion of this digital reporting tool has increased awareness of how to report local safety concerns.
- **Collaborative Working:** Through the Western Bay Cohesion Team, the Council has maintained close links with South Wales Police Hate Crime Officers and Youth Engagement Officers.

- **Victim Support and Training:** Tension-monitoring forms and shared reporting mechanisms have improved coordination between agencies. Training opportunities are circulated regularly to community partners.
- **Targeted Campaigns:** Three annual campaigns focused on older persons, learning disability and male victims, each delivered through awareness-raising stalls, social-media content and partner engagement.

### Challenges

Funding changes in April 2025 resulted in the loss of Youth Independent Violence Advisers (YPVAs), affecting the Council's ability to maintain a whole-education approach to Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV). Despite this, outreach and drop-in services have increased in demand, showing that awareness campaigns are improving access to support.

### Analysis

The Council's proactive engagement has strengthened public confidence and partnership working. The increase in cross-agency referrals and participation in local campaigns reflects growing community awareness.

## **Objective 3 – Tackle poverty and support independent living**

### Key Actions and Impact

- **Recognition of Care Experience:** In April 2024, the Council passed a formal motion recognising care-experienced people as a protected group likely to face discrimination. Equality Impact Assessments and training materials were updated accordingly.
- **Food and Fun Programme:** Four schools took part in the national School Food and Fun Programme during summer 2025, benefiting 160 children who collectively received 2,730 healthy meals. A total of 144 physical-activity sessions and 32 nutrition sessions were delivered.

## Appendix 1

- Homelessness Data: 523 households were identified as eligible, unintentionally homeless and in priority need during 2024–25, with 258 temporarily accommodated at year-end.
- Policy Integration: All major policy changes are now screened for socio-economic impact, ensuring that disadvantage is considered alongside equality factors.
- Guidance for Staff: New resources were developed to help staff understand how the socio-economic duty interacts with equality law.

### Analysis

By embedding the socio-economic duty and the care-experience characteristic into decision-making, the Council has broadened its equality lens beyond traditional protected characteristics.

Initiatives like Food and Fun demonstrate practical, cross-service collaboration that supports wellbeing and prevents isolation.

Future priorities include improving the consistency of data collection on poverty-related outcomes and developing additional support pathways for households in temporary accommodation.

## **Objective 4 – Encourage participation and engagement**

### Key Actions and Impact

- Consultation Framework: The Council’s Consultation and Engagement Toolkit was reviewed to ensure equality considerations are built into every stage of engagement.
- All new consultations now require early equality impact assessment screening, ensuring accessible formats are available and that representative groups are proactively invited to participate.

- Community Cohesion Small Grants Scheme: Supported a range of local projects promoting inclusion, friendship, and understanding — including intercultural community events, arts workshops, and activities targeting loneliness and isolation.
- Accessible Surveys: Equality monitoring questions were refined to improve data quality and insight into who is engaging with the Council’s consultations.
- Interfaith Engagement: The Council worked with Swansea University and the Interfaith Council for Wales on a creative competition for Interfaith Week 2024, themed “Home”, exploring belonging, faith, and cultural identity.
- Digital Inclusion: The Engagement Team supported residents with limited internet access by offering paper surveys, telephone interviews, and outreach through community venues.
- Staff Networks: Employees were invited to join or establish staff networks under four themes — Disability, Menopause, LGBTQ+, and Welsh Language — to strengthen internal engagement and provide peer-led support spaces.

### Analysis

This year’s activity has broadened the reach of consultation and engagement, particularly among residents who may previously have been excluded from traditional survey methods.

Partnership approaches have strengthened trust within communities and increased participation in civic activity.

## **Objective 5 – Ensure education settings are free from discrimination and bullying**

### Key Actions and Impact

- The Education and Engagement for Young People (EEYYP) Equalities Group continued to meet regularly, supporting schools to share best practice and standardise reporting mechanisms for discriminatory incidents.
- Data and Monitoring: Work has progressed to improve the recording of prejudice-based bullying incidents across schools, enabling better analysis of trends and targeted support.
- Anti-Racist and Anti-Bullying Initiatives: Schools have been encouraged to engage with the Anti-Racist Wales Education Framework. The Pencoed Anti-Racist Champions (PARCH) project has empowered learners to promote equality and understanding across their schools.
- Inclusive Curriculum: Schools continue to embed the Curriculum for Wales principles, which emphasize diversity, human rights and global citizenship.
- School Pride Groups: The Council continues to encourage and support schools establishing Pride or equality clubs that give pupils a voice in shaping inclusive environments.

### Analysis

Bridgend schools are increasingly confident in discussing equality and identity issues. Learner-led initiatives such as PARCH, and school Pride groups have created visible cultural change and peer support structures.

Ongoing work to improve incident monitoring and staff training will ensure consistent approaches across schools. Next steps will include developing a shared anti-bullying charter and ensuring all governing bodies receive equality and diversity awareness training.

## Objective 6 – Improve diversity in the workforce

### Key Actions and Impact

- Staff Networks: Four active staff networks including Disability, Menopause, LGBTQ+, and Welsh Language which provide safe spaces for staff to share experiences, influence policy, and offer peer support.
- Care Experience Recognition: Equality monitoring documents and training materials were updated to include care experience as a protected characteristic.
- Training and Development: Mandatory Equality and Diversity e-learning continues to be delivered, with new modules on unconscious bias and inclusive communication.
- Living Wage Commitment: The Council remains a Real Living Wage employer, reflecting its commitment to fair pay and socio-economic equality.
- Policy Review: The Equality, Diversity and Inclusion Policy is being reviewed to align with legislative changes and feedback from staff networks.
- Recruitment Data Monitoring: Work continues to improve the collection and analysis of recruitment and retention data to inform targeted actions.

### Analysis

Cultural change takes time, but staff feedback indicates growing awareness and confidence in discussing equality issues. The establishment of staff networks marks a major milestone in building a supportive, inclusive organisational culture.

Future priorities include increasing completion rates for e-learning, improving workforce data transparency, and linking network feedback to HR policy reviews.

## Partnership Working and Collaboration

Bridgend County Borough Council continues to recognise that tackling inequality and discrimination requires strong partnerships.

Key collaborations during 2024–25 include:

- **Proud Councils:** Bridgend chaired this all-Wales network, promoting equality for LGBTQ+ residents and employees across local authorities.
- **Western Bay Community Cohesion Team:** Collaborative delivery of cohesion projects across Swansea, Neath Port Talbot, and Bridgend, focusing on hate crime prevention, inclusion, and community safety.
- **Regional Equality Networks:** Regular participation in the All-Wales Equality Officers Group, Welsh Language Officers Forum, and Regional Cohesion Steering Group.
- **Local Partnerships:** Joint initiatives with Bridgend College, South Wales Police, housing associations, and community organisations have delivered local equality outcomes and awareness campaigns.

These partnerships continue to ensure that Bridgend remains connected to regional and national priorities, while delivering meaningful outcomes locally.

## Engagement and Consultation Highlights

The Council's approach to engagement reflects its values of transparency, inclusion, and accessibility.

During 2024–25, over 30 public consultations were conducted, each incorporating equality screening to ensure fairness and inclusivity. Examples include:

- **Budget Consultation 2024–25:** Accessible formats were provided in BSL, Easy Read, large print, and digital formats, with translated versions available in Welsh and other community languages.
- **Active Travel Consultation:** Collaboration with local disability groups improved the accessibility of Active Travel routes, influencing infrastructure priorities.
- **Community Safety and Anti-Social Behaviour Survey:** Ensured voices from diverse communities, including young people and residents in rural areas, were represented.

- Ongoing improvements to the corporate consultation portal and staff training continue to strengthen engagement quality and reach.

## **Case Studies and Good Practice**

### Proud Councils Collaboration:

Bridgend continues to play a leadership role in this partnership, helping to coordinate all-Wales Pride visibility campaigns and sharing best practice in LGBTQ+ inclusion.

### Food and Fun Programme:

Delivered across four schools, providing meals and wellbeing activities to over 160 children, the programme improved nutrition, physical activity, and social interaction during the school holidays.

### Community Cohesion Grants:

Funding supported local projects promoting belonging, such as intergenerational activities, cultural festivals, and art projects celebrating diversity.

### Interfaith Week – ‘Home’ Project:

Collaborative creative competition involving learners from Bridgend and Swansea, exploring themes of belonging, inclusion, and shared identity.

### EEYYP Equalities Group:

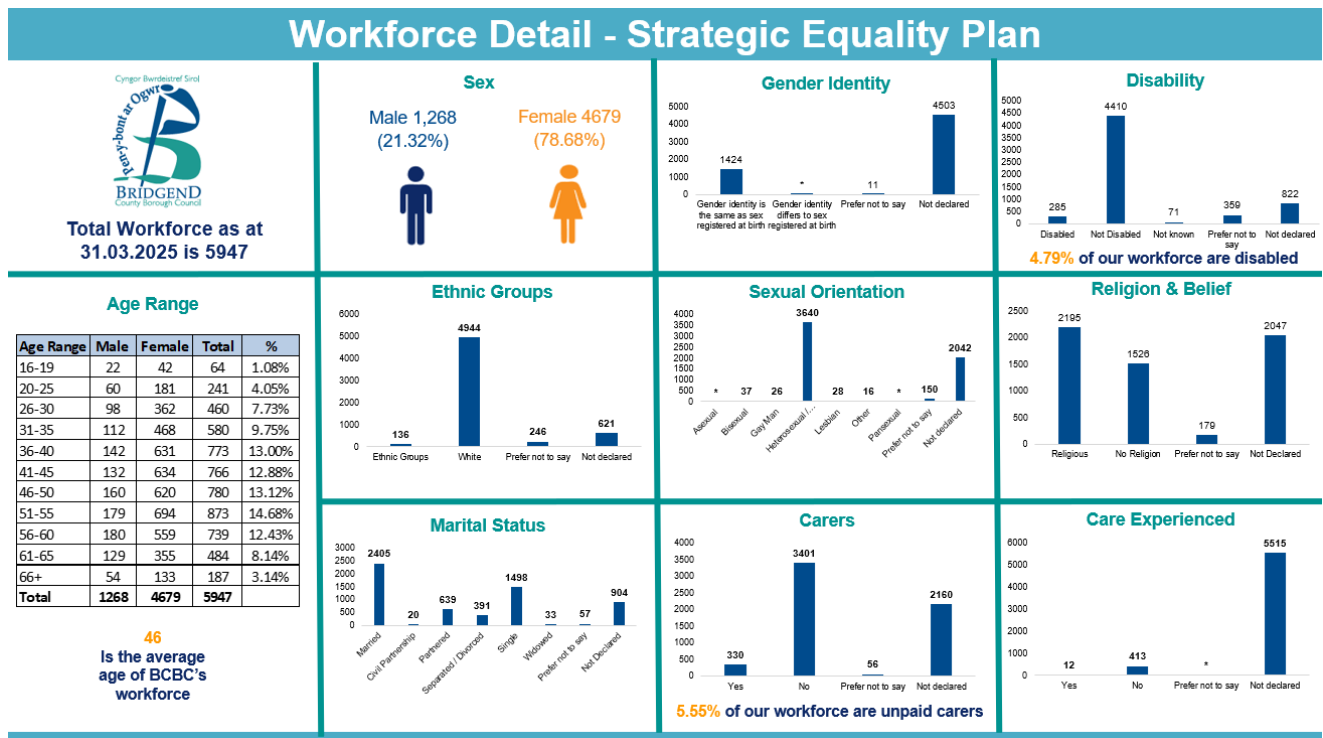
Brought together school staff and youth workers to share practice, promote consistency, and empower young people to address discrimination in education settings.

## Employment Information

The detail within this section is based on employment information as at 31 March 2025 at which point there were 5,947 employees in 7,501 positions including those employed in schools.

This report contains dashboards on the data, where disclosed, on the protected characteristics of the workforce. Information on this report is voluntarily provided by employees. The information in the workforce dashboard is based on the overall headcount of employees.

Numbers below 10 in relation to the protected characteristics been replaced by a \* to protect anonymity.



During the year 2024/2025, 176 employees have taken maternity leave, 28 have taken paternity leave and there have been no employees taking adoption leave.

### Welsh Language

During 2023/2024 the Welsh Language categories had been updated to ensure consistency across a national level. As at 31 March 2025 the number of Welsh speakers within the council rose to 28%, an increase of 2% on the previous years. Appendix 1 details the Welsh Language descriptors for staff to assess themselves against.

## Appendix 1

Welsh Speaking	
Welsh Language Category	Number of Candidates
0 - No Skills	1985
A1 - Entry Level	1203
A2 - Foundation Level	31
B1 - Intermediate Level	167
B2 - Advanced Level	-
C1 - Proficiency Level	256
C2 - Fully proficient	22
Prefer not to say	21
Not declared	2255

Welsh Reading	
Welsh Language Category	Number of Candidates
0 - No Skills	1992
A1 - Entry Level	1167
A2 - Foundation Level	34
B1 - Intermediate Level	189
B2 - Advanced Level	-
C1 - Proficiency Level	254
C2 - Fully proficient	25
Prefer not to say	22
Not declared	2256

Welsh Writing	
Welsh Language Category	Number of Candidates
0 - No Skills	2234
A1 - Entry Level	968
A2 - Foundation Level	34
B1 - Intermediate Level	162
B2 - Advanced Level	-
C1 - Proficiency Level	242
C2 - Fully proficient	20
Prefer not to say	21
Not declared	2259

Welsh Listening	
Welsh Language Category	Number of Candidates
0 - No Skills	462
A1 - Entry Level	360
A2 - Foundation Level	48
B1 - Intermediate Level	29
B2 - Advanced Level	10
C1 - Proficiency Level	17
C2 - Fully proficient	38
Prefer not to say	24
Not declared	4959

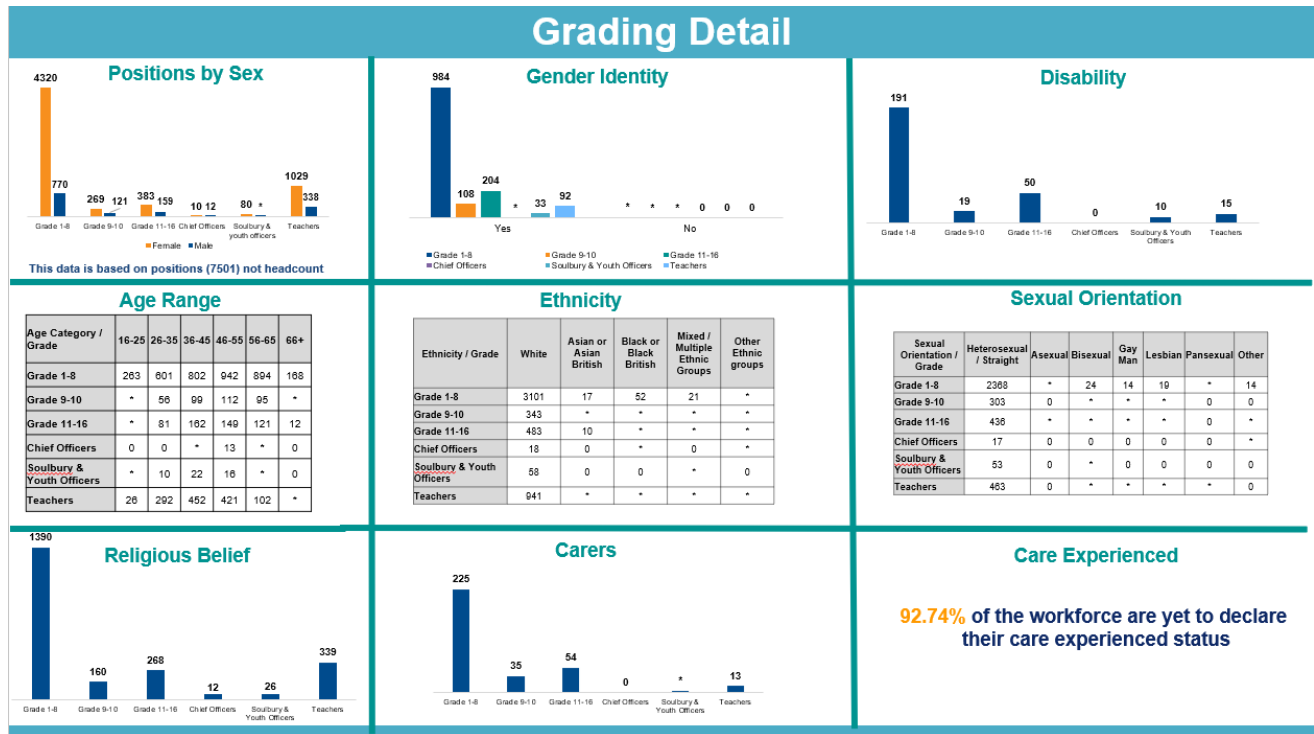
A number of employees (3754 / 63.12%) have completed the Council E-Learning modules on Welsh language awareness since it became a mandatory e-learning module. There were also 20 employees that completed the e-learning module for Welsh Language standards.

### Employees as at 31 March 2025 by Grade

As detailed in previous years, the council's pay and grading structure was implemented on 1 September 2013 and a clear and robust mechanism is in place for evaluating the relative grades of positions. This is based on roles and responsibilities as opposed to any individual factors relating to the employee.

The table below shows the gender within each of the grading groups and these are counted per position (7,501), not headcount.

Grade	Female	Male
JE grades 1 – 8 (£23,656 - £31,586) (as at 31.03.2025)	4320	770
JE grades 9 – 10 (£33,366 - £37,938) (as at 31.03.2025)	269	121
JE grades 11 – 16 (£39,513 - £59,191) (as at 31.03.2025)	383	159
Chief Officers (£62,460 - £155,974) (as at 31.03.2025)	10	12
Soulbury & youth officers (£26,954 - £76,263) (Soulbury as at 01.09.2024 / youth as at 01.09.2024)	80	10
Unqualified teachers, Teachers, assistant head teachers, deputy, and heads (£21,812 - £140,685) (as at 01.09.2024)	1029	338



## Welsh Language

Welsh Speaking						
Welsh Language Category / Grade	Grade 1-8	Grade 9-10	Grade 11-16	Chief Officers	Soulbury & Youth Officers	Teachers
0 - No Skills	1408	173	297	14	26	67
A1 - Entry Level	719	105	122	2	19	236
A2 - Foundation Level	17	*	*	0	*	*
B1 - Intermediate Level	59	*	18	*	*	80
B2 - Advanced Level	*	*	0	0	0	*
C1 - Proficiency Level	105	24	24	0	*	98
C2 - Fully proficient	14	0	*	0	*	*
Not declared	1325	58	60	*	*	802
Prefer not to say	19	0	*	0	*	0

Welsh Reading						
Welsh Language Category / Grade	Grade 1-8	Grade 9-10	Grade 11-16	Chief Officers	Soulbury & Youth Officers	Teachers
0 - No Skills	1415	175	308	12	21	63
A1 - Entry Level	886	104	112	*	25	236
A2 - Foundation Level	21	*	*	0	*	*
B1 - Intermediate Level	78	*	19	*	*	84
B2 - Advanced Level	*	*	*	0	0	*
C1 - Proficiency Level	107	22	22	0	*	98
C2 - Fully proficient	16	0	*	0	*	*
Not declared	1325	59	60	*	*	802
Prefer not to say	20	0	*	0	*	0

## Appendix 1

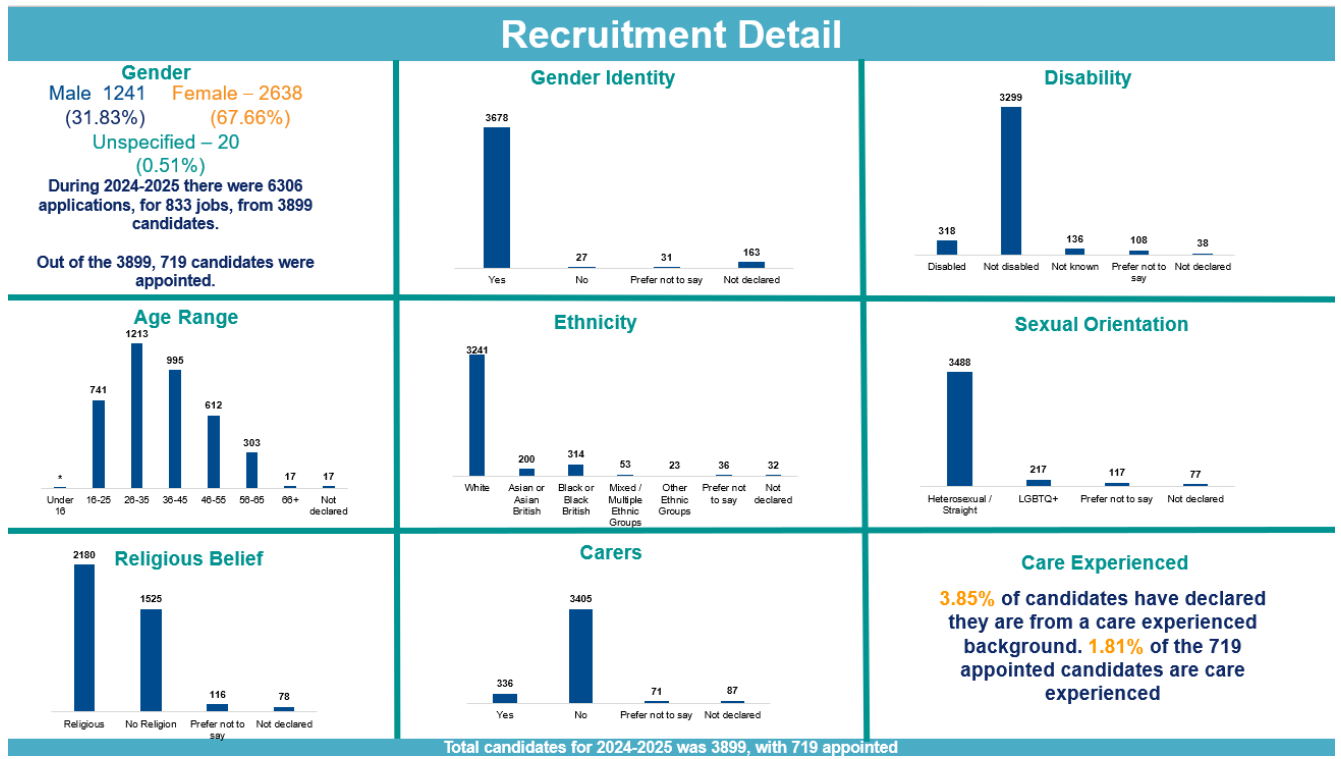
Welsh Writing						
Welsh Language Category / Grade	Grade 1-8	Grade 9-10	Grade 11-16	Chief Officers	Soulbury & Youth Officers	Teachers
0 - No Skills	1562	201	350	15	28	80
A1 - Entry Level	562	80	71	*	22	232
A2 - Foundation Level	21	*	*	0	0	10
B1 - Intermediate Level	62	*	21	*	0	71
B2 - Advanced Level	*	*	*	0	0	*
C1 - Proficiency Level	101	20	20	0	*	98
C2 - Fully proficient	13	0	*	0	*	*
Not declared	1327	59	60	*	*	803
Prefer not to say	19	0	*	0	*	0

Welsh Listening						
Welsh Language Category / Grade	Grade 1-8	Grade 9-10	Grade 11-16	Chief Officers	Soulbury & Youth Officers	Teachers
0 - No Skills	343	28	79	*	*	*
A1 - Entry Level	244	32	40	0	13	31
A2 - Foundation Level	25	*	*	0	*	15
B1 - Intermediate Level	18	0	*	0	0	*
B2 - Advanced Level	*	*	*	0	0	*
C1 - Proficiency Level	12	*	*	0	*	0
C2 - Fully proficient	22	*	10	0	*	*
Not declared	2981	303	389	20	33	1233
Prefer not to say	22	0	*	0	*	0

## Recruitment

Between 1 April 2024 and 31 March 2025, the council received 6,306 applications via the HR recruitment system, for 833 jobs and from 3,899 candidates, comprising both internal and external applications. The data does not include applications received directly from some schools. 719 candidates were successful in obtaining employment with BCBC during this period. In some instances, applications did not declare information for each protected characteristic.

Where a percentage breakdown has been used this is based on the total number of candidates or total number of appointed candidates.



## Welsh Language

There are two sets of data pulled together for Welsh Language in relation to the recruitment data. These show the number of candidates and the number of appointed candidates with Welsh Language skills.

All Candidates							
Welsh Speaking		Welsh Reading		Welsh Writing		Welsh Listening	
Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates
0 - No Skills	1769	0 - No Skills	1932	0 - No Skills	2091	0 - No Skills	1829
A1 - Entry Level	1233	A1 - Entry Level	1070	A1 - Entry Level	965	A1 - Entry Level	1155
A2 - Foundation Level	305	A2 - Foundation Level	306	A2 - Foundation Level	297	A2 - Foundation Level	306
B1 - Intermediate Level	150	B1 - Intermediate Level	149	B1 - Intermediate Level	119	B1 - Intermediate Level	135
B2 - Advanced Level	42	B2 - Advanced Level	48	B2 - Advanced Level	40	B2 - Advanced Level	48
C1 - Proficiency Level	52	C1 - Proficiency Level	56	C1 - Proficiency Level	60	C1 - Proficiency Level	39
C2 - Fully proficient	125	C2 - Fully proficient	126	C2 - Fully proficient	113	C2 - Fully proficient	146
Prefer not to say	75	Prefer not to say	147	Prefer not to say	147	Prefer not to say	171
Not declared	148	Not declared	65	Not declared	67	Not declared	70

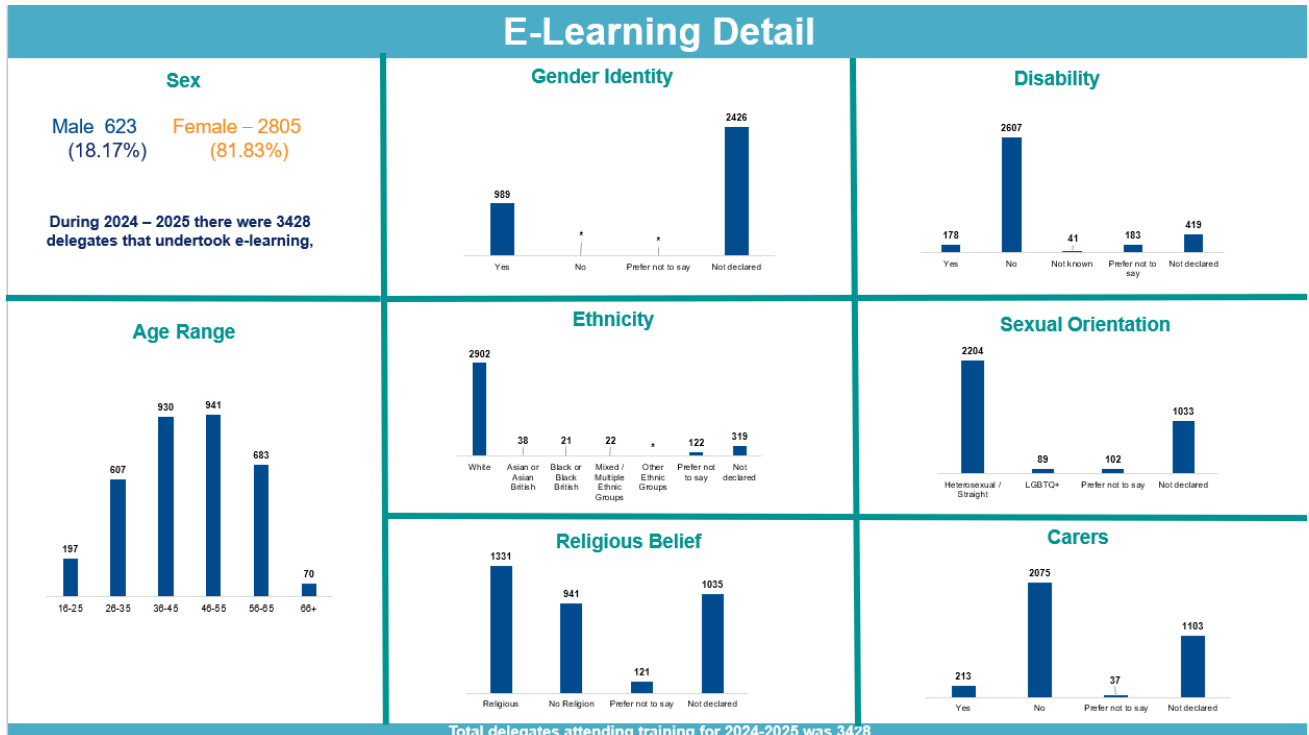
Appointed Candidates							
Welsh Speaking		Welsh Reading		Welsh Writing		Welsh Listening	
Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates	Welsh Language Category	Number of Candidates
0 - No Skills	280	0 - No Skills	309	0 - No Skills	277	0 - No Skills	340
A1 - Entry Level	241	A1 - Entry Level	206	A1 - Entry Level	222	A1 - Entry Level	183
A2 - Foundation Level	17	A2 - Foundation Level	22	A2 - Foundation Level	26	A2 - Foundation Level	21
B1 - Intermediate Level	26	B1 - Intermediate Level	26	B1 - Intermediate Level	19	B1 - Intermediate Level	21
B2 - Advanced Level	*	B2 - Advanced Level	*	B2 - Advanced Level	*	B2 - Advanced Level	*
C1 - Proficiency Level	14	C1 - Proficiency Level	15	C1 - Proficiency Level	12	C1 - Proficiency Level	16
C2 - Fully proficient	23	C2 - Fully proficient	23	C2 - Fully proficient	28	C2 - Fully proficient	20
Prefer not to say	14	Prefer not to say	99	Prefer not to say	114	Prefer not to say	99
Not declared	99	Not declared	14	Not declared	16	Not declared	14

## Employee E-Learning

The council’s corporate staff training provision:

- **Post entry training** – service specific training is requested by employees via the post entry training policy. Only requests agreed by line managers are forwarded to human resources and so it is not possible to identify any that may have been rejected.
- **Face to face training** – the majority of face-to-face training is targeted at employees based on the nature of the role and responsibilities.
- **E- Learning** – the majority of corporate training is provided via e-learning which in the majority of cases can be accessed directly by employees.

During 1 April 2024 and 31 March 2025 all training programmes were active with an extensive programme of delivery being offered online. There were 13,367 e-learning modules completed by 3428 employees (delegates) during the year. Where a percentage breakdown has been used this is based on the total number of delegates that have undertaken e-learning (3,428).



## Appendix 1

### Welsh Language

Welsh Speaking	
Welsh Language Category	Number of Delegates
0 - No Skills	1356
A1 - Entry Level	585
A2 - Foundation Level	28
B1 - Intermediate Level	93
B2 - Advanced Level	*
C1 - Proficiency Level	141
C2 - Fully proficient	15
Prefer not to say	12
Not declared	1192

Welsh Reading	
Welsh Language Category	Number of Delegates
0 - No Skills	1214
A1 - Entry Level	708
A2 - Foundation Level	27
B1 - Intermediate Level	105
B2 - Advanced Level	*
C1 - Proficiency Level	148
C2 - Fully proficient	20
Prefer not to say	12
Not declared	1189

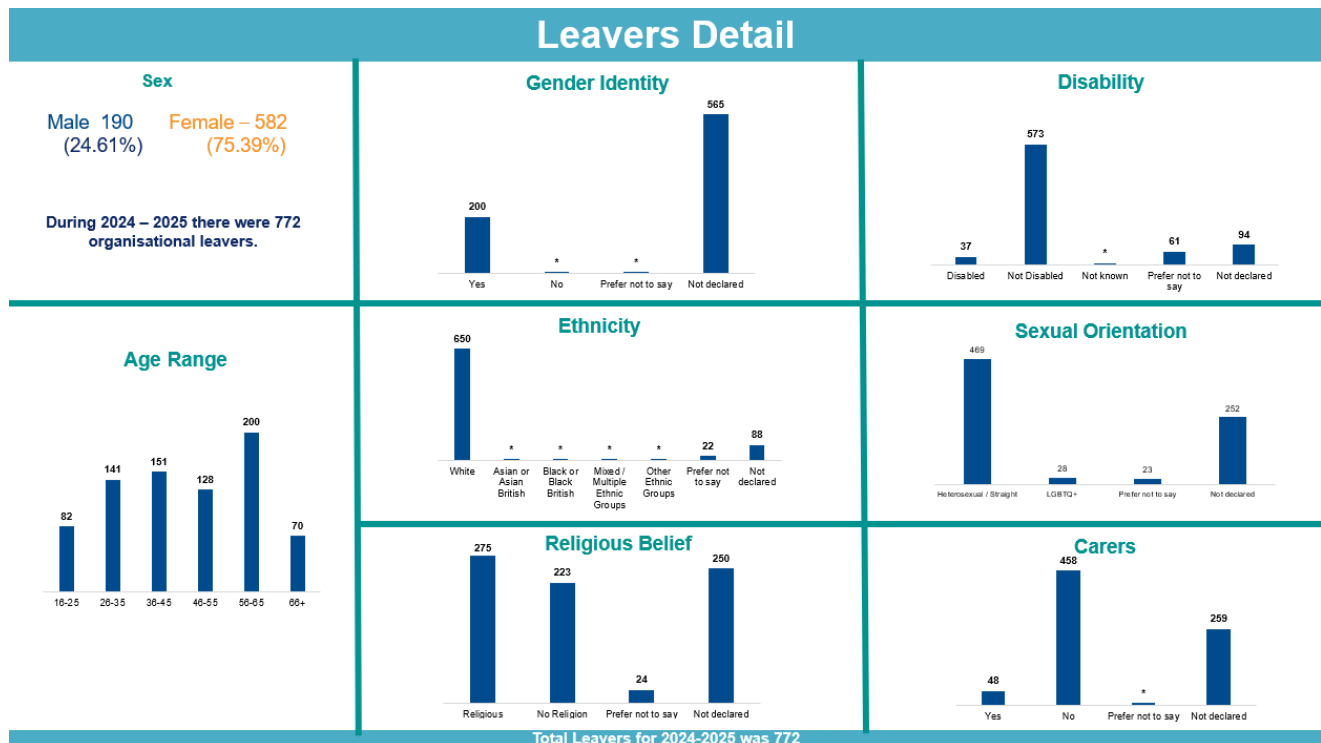
Welsh Writing	
Welsh Language Category	Number of Delegates
0 - No Skills	1198
A1 - Entry Level	737
A2 - Foundation Level	27
B1 - Intermediate Level	95
B2 - Advanced Level	*
C1 - Proficiency Level	148
C2 - Fully proficient	17
Prefer not to say	12
Not declared	1189

Welsh Listening	
Welsh Language Category	Number of Delegates
0 - No Skills	310
A1 - Entry Level	260
A2 - Foundation Level	36
B1 - Intermediate Level	23
B2 - Advanced Level	*
C1 - Proficiency Level	13
C2 - Fully proficient	33
Prefer not to say	14
Not declared	2733

### Leavers

The following detail summarises the protected characteristics of the 772 individuals who left the employment of the council between 1 April 2024 and 31 March 2025.

Data on protected characteristics (other than gender and age) is based on information disclosed voluntarily by the employees. Where a percentage breakdown has been used this is based on the total number of leavers (772).



## Appendix 1

### Welsh Language

Welsh Speaking	
Welsh Language Category	Number of Leavers
0 - No Skills	268
A1 - Entry Level	163
A2 - Foundation Level	*
B1 - Intermediate Level	18
B2 - Advanced Level	*
C1 - Proficiency Level	33
C2 - Fully proficient	0
Prefer not to say	*
Not declared	279

Welsh Reading	
Welsh Language Category	Number of Leavers
0 - No Skills	269
A1 - Entry Level	155
A2 - Foundation Level	*
B1 - Intermediate Level	23
B2 - Advanced Level	*
C1 - Proficiency Level	33
C2 - Fully proficient	*
Prefer not to say	*
Not declared	280

Welsh Writing	
Welsh Language Category	Number of Leavers
0 - No Skills	288
A1 - Entry Level	147
A2 - Foundation Level	*
B1 - Intermediate Level	16
B2 - Advanced Level	*
C1 - Proficiency Level	30
C2 - Fully proficient	0
Prefer not to say	*
Not declared	279

Welsh Listening	
Welsh Language Category	Number of Leavers
0 - No Skills	68
A1 - Entry Level	54
A2 - Foundation Level	*
B1 - Intermediate Level	*
B2 - Advanced Level	*
C1 - Proficiency Level	*
C2 - Fully proficient	*
Prefer not to say	*
Not declared	623

## Priorities for 2025–26

### 1. Deepen Community Engagement and Representation

- Co-produce engagement activities with equality forums and community partners to reach under-represented groups.
- Expand accessible formats and outreach for consultations, including Easy Read, BSL and community translation options.
- Develop a calendar of equality and inclusion events linked to Proud Councils, Cohesion, and Interfaith partnerships.

### 2. Promote Inclusive Education and Youth Voice

- Support schools to fully implement the Anti-Racist Wales Education Framework.
- Launch an Equality Champions Network for learners to share good practice.
- Strengthen reporting and response systems for prejudice-related incidents across all schools.

### 3. Advance Workforce Diversity and Inclusion

- Increase completion rates for mandatory Equality and Diversity training across all staff and elected members.
- Continue to promote staff networks to increase representation from all protected characteristics.
- Use staff network feedback to shape policy reviews and workplace culture improvements.
- Continue to publish an annual workforce equality summary once HR data is finalised.

### 4. Maintain Collaborative Regional Working

- Continue to lead and contribute to the Proud Councils and Western Bay Community Cohesion partnerships.
- Share good practice regionally on accessible communication and equality impact assessment.
- Seek joint-funding opportunities to sustain equality and cohesion work beyond grant cycles.

This page is intentionally left blank

## **APPENDIX 2**

### Bridgend County Borough Council Strategic Equality Action Plan 2024-2028

#### Introduction

Since our last Strategic Equality Plan 2020-24, the Welsh Government has introduced further commitments including the Anti-Racist Wales Action Plan, the LGBTQ+ Action Plan, the Action on Disability Plan and the Advancing Gender Equality Plan. This plan contributes to delivering on these important ambitions.

A significant update in this regard is that Bridgend County Borough Council has proudly agreed to further strengthen the rights of children and young people who have been supported by the care system. As a council we recognise how care-experienced people face significant barriers which can affect their entire lives. We will therefore regard this as a protected characteristic in the same way as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

It is vital that we value and make the most of the abilities and contributions of everyone in our communities. The objectives and the actions outlined in this plan are the things that we are committed to delivering over the next four years to ensure that everyone in our county is able to achieve their full potential.

## **Objective 1 – Access to services**

Improve the experience and outcomes for our customers, ensuring that every resident has equity of access to the services that they need.

### **Why this matters**

The Equality Act 2010 and the Public Sector Equality Duty require local authorities to advance equality of opportunity and eliminate discrimination. Ensuring access to services is a fundamental part of meeting these legal obligations. Improving access to services helps ensure that all members of the community, regardless of their protected characteristics (such as age, disability, race, or gender), can participate fully in society and benefit from public resources. Also, some groups may face barriers in accessing services due to various factors like language, physical accessibility, or cultural differences. By focusing on access, local authorities can identify and address these disparities.

Outcome		
Ensure our engagement with residents is continuous and inclusive and further develops relationships with diverse and underrepresented groups.		
Action	Responsibility	Timescale
Ensure all council communications and public-facing materials are inclusive and representative of LGBTQ+ and ethnic minority communities	Communication, Marketing & Engagement Team	November 2026
To engage in genuine and meaningful communication with residents, this includes the implementation of the residents survey	Engagement Team	April 2025
Enhance accessibility of services by ensuring communication to residents is in accessible versions such as BSL, Easy Read and non-digital formats	Communication, Marketing & Engagement Team	March 2025
Review the Equality Impact Assessment (EIA) to include care experience as a protected characteristic	Equalities Team	November 2024
Hold community events, promote positive community cohesion and celebrate diversity	Community Safety Partnership Team	April 2025

## Objective 2 – Protecting our most vulnerable

To establish comprehensive policies and procedures that effectively safeguard and support the rights and well-being of our most vulnerable populations, including children, the elderly, people with disabilities, those experiencing homelessness or poverty and those that access care and support from Social Services.

### Why this matters

Local authorities have a duty of care to protect those who are most at risk in society. This is not only a moral imperative but also a legal requirement under various Welsh and UK laws, including the Social Services and Well-being (Wales) Act 2014 and the Equality Act 2010.

<u>Outcome</u>		
Ensure that the most vulnerable people within our communities have access to services that support them, to live without fear of violence or abuse, and to be treated with respect.		
Action	Responsibility	Timescale
Work collaboratively to support Pride events through the brand 'Proud Councils'. To demonstrate our commitment to the LGBTQ+ community and our workforce through the development of Proud Councils policies and practice across all local authorities who are involved with Proud Councils	Equalities Manager	April 2025
Improve awareness and outcomes of hate crimes by developing targeted activities to ensure victims and potential victims of hate crime are aware of reporting mechanisms, and have awareness of the support services available to them in.	Community Safety Partnership Team	April 2025
Continue collaborative- working with South Wales Police and Victim Support	Community Safety Partnership Team	December 2025
Work with partners to arrange events and activities to promote Hate Crime Awareness week (October)	Community Safety Partnership Team	December 2025

Promote the StreetSnap app Share any relevant training opportunities with partners	Community Safety Partnership Team	December 2025
Work with schools to resolve tensions and signpost to support where necessary.	Community Safety Partnership Team	December 2025
Develop a whole education approach to Violence against women domestic abuse and sexual violence	VAWDASV Team	December 2025
Work with schools to ensure the effective implementation of the nine elements of the whole school approach across all schools in Bridgend	VAWDASV Team	December 2025
To improve awareness of how to report VAWDASV and the support available	VAWDASV Team	December 2025
Identify three annual campaigns and plan and deliver appropriate actions to maximise their impact to include: Older persons, Learning disability and Male victims, LGBTQ+	VAWDASV Team	December 2025

### Objective 3 – Living Standards

Tackle poverty and support independent living by considering the impact of any policy changes or decisions under the socio-economic duty. Consideration to vital services such as housing and the impact of homelessness, cost of living and adverse effects on individuals.

#### Why this matters

Ensuring adequate living standards helps meet fundamental human needs like housing, nutrition, and healthcare. By focusing on living standards directly it addresses poverty and its wide-ranging impacts on individuals and communities.

Evidence shows that there is a strong correlation between better living standards and improved physical and mental health.

<u>Outcome</u>		
Tackle poverty and support independent living by considering the impact of any policy changes or decisions under the socio-economic duty		
Action	Responsibility	Timescale
Continue to support and report on the progress on the number of socially excluded people accessing support	Employability Bridgend	April 2025
Continue to support and report on the number of people accessing mental and physical health support leading to employment	Employability Bridgend	April 2025
Continue to support and report on the effective work between keyworkers and additional services	Employability Bridgend	April 2025
Continue to support and report on the number of people experiencing reduced structural barriers into employment and into skills provision	Employability Bridgend	April 2025

Produce guidance and support for staff on the addition of care experience to the protected groups.	Equalities Manager	March 2025
Progress implementation of the Real Living wage to all council employees benefitting those on the lowest pay grades.	Human Resources	April 2025
Promote the health and wellbeing of employees through partnerships with Halo, the Cycle to Work scheme	Human Resources	March 2025
Report on the total number of households eligible, unintentionally homeless and in priority need presented to the authority on an annual basis.	Housing Solutions Team	November 2025
Report on the total number of homeless households temporarily accommodated by your authority at the end of the year.	Housing Solutions Team	November 2025
Total number of Free School Meal applications awarded annually.	Benefits Team	November 2025
Total number of Distinctive Uniform Grant applications awarded annually.	Benefits Team	November 2025
Deliver the national School Food and Fun Programme, subject to funding in agreed local areas.	Early Years and Childcare Team	Annually – November 2025

## Objective 4 – Participation and Engagement

Encourage people and communities to participate and engage in issues that are important to them and influence the decisions that affect their lives. Building and increasing quality relationships with communities to ensure a focus on what matters to them.

### Why this matters

This objective ensures diverse voices and perspectives are heard in decision-making processes. Engagement allows residents to have a say in shaping their local areas and services. Input from diverse groups leads to more effective and relevant policies and services, therefore active engagement fosters trust between the community and local government.

<u>Outcome</u>		
Encourage people and communities to participate and engage in issues that are important to them and influence the decisions that affect their lives.		
Action	Responsibility	Timescale
Review online and social media content to improve visibility and encourage accessibility.	Comms, Engagement Team/Equalities Manager	April 2025
Streamline the consultation process by implementing and rolling out the online form, making the equality impact assessment a mandatory submission as part of the initial process.	Equalities Manager	January 2025

<p>Improve community engagement by promoting equality of opportunity, eliminating barriers, and delivering accessible and inclusive outreach and engagement events. Celebrate diversity and support marginalised communities.</p>	<p>Regional Community Cohesion</p>	<p>March 2025</p>
<p>Build resilient communities by monitoring community tensions and promote community cohesion-based projects.</p>	<p>Regional Community Cohesion</p>	<p>April 2025</p>
<p>Embrace Black History Month (October) by working closely with partner, to highlight the reality of the negative impact of racial inequality and celebrate the contribution made by ethnic communities to our local and national life. Co-working with partner organisations such as Awen Cultural Trust to promote and raise awareness.</p>	<p>Equalities Manager</p>	<p>November 2025</p>

## Objective 5 – Learning

To promote equal access to quality learning for all students, regardless of their socioeconomic background, abilities, age or ethnic background. Support diversity, equity, and inclusion throughout.

### Why this matters

Learning opportunities can help break cycles of disadvantage and promote upward social mobility and at the same time encourages lifelong learning, helping communities adapt to changing economic and social landscapes.

It also promotes understanding and respect for diverse cultures within the community and targeted learning initiatives can help address educational disparities among different groups. Overall evidence suggests that education is linked to better health awareness and outcomes.

<u>Outcome</u>		
Everyone who accesses education should be free from discrimination, bullying and abuse in educational settings.		
Action	Responsibility	Timescale
Provide regular reports of discrimination-related incidents gathered from schools and share with the education teams.	Education & Equalities Manager	November 2025
Identify trends and review anti-bullying/ hate-crime strategies so that there are effective solutions in place	Education & Equalities Manager	December 2024
Establishing an EYYP Equalities Group to analyse data around reported discriminatory incidents within schools.	Education	September 2025
In line with the ARWAP we aim to improve the experience of Black, Asian and Minority Ethnic Learners by: <ul style="list-style-type: none"><li>• Ensuring consistent reporting by schools.</li><li>• Sharing good practice between schools through a variety of forums.</li><li>• Listening to learners experiences.</li></ul>	Education	September 2026

## Objective 6 – Employment

Promote a more inclusive workplace that values diversity. Improve the participation, wellbeing, and opportunities for development for those with protected characteristics

### Why this matters

This objective recognizes that employment is not just about economic gain, but also about dignity, purpose, and social cohesion. It's a key factor in creating a more equal and prosperous society.

<b><u>Outcome</u></b>		
<b>To improve diversity in our workforce</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
Develop staff networks to provide support and inclusion opportunities that include representatives from the protected groups.	Equalities Manager	December 2025
Update the Equality, Diversity, and Inclusion Policy statement. Promoting diversity and inclusion in employment and the workplace.	Human Resources & Equalities Manager	March 2025
Develop knowledge of our workforce by collating and encouraging the completion of sensitive personal information, via appropriate means.	Human Resources	March 2025
Use data, quantitative and qualitative (inc lived experience) to monitor and improve recruitment, retention and exit experience.	Human Resources	April 2028
Together with Equalities team, promote awareness campaigns linked to protected characteristics	Human Resources and Equalities Manager	Annually-April 2025
To continue to pay the Real Living Wage (subject to Pay Award) to all council employees benefitting those on the lowest pay grades.	Human Resources	Annually-April 2025
To report on gender, ethnic minority and disability pay gaps.	Human Resources	Annually-April 2025
To review existing e-learning provision to ensure appropriate and relevant equality and diversity training is available, including the section on equality legislation of the mandatory corporate induction module.	Human Resources	April 2025

To encourage increased participation in equality and diversity training and Corporate Induction	Human Resources	April 2025
To review recruitment practices to ascertain whether removal of personal identifications where reasonable.	Human Resources	April 2026
To establish the new protected characteristic – Care Experienced within HR documents and recruitment process.	Human Resources	April 2025
To offer Q&A workshop sessions to young people from care experience to assist them in applying for roles.	Human Resources	April 2025
To promote and monitor employment opportunities to ethnic groups to improve representation within the workforce	Human Resources	April 2028
To continue with being a disability confident employer and increase the council's status to 'disability leader'.	Human Resources	April 2026
Review the menopause protocol in line with the Welsh Government Period Poverty initiative and supporting menstruation.	Human Resources	April 2025
Promote the health and wellbeing of all employees ensuring support and resources are current and up to date.	Human Resources	April 2028
Provide equalities training that includes the needs of LGBTQ+ people to all.	Human Resources	April 2028
Provide equality and unconscious bias training to councillors to encourage increased participation in training	Democratic Services	Annually - April 2028



<b>Meeting of:</b>	<b>CABINET COMMITTEE EQUALITIES AND EMPLOYEE RELATIONS</b>
<b>Date of Meeting:</b>	<b>3 JUNE 2026</b>
<b>Report Title:</b>	<b>UPDATE ON EQUALITIES WORK WITHIN SCHOOLS (SCHOOL YEAR 2024-2025)</b>
<b>Report Owner / Responsible Chief Officer/Cabinet Member</b>	<b>CORPORATE DIRECTOR – EDUCATION, EARLY YEARS AND YOUNG PEOPLE CABINET MEMBER – EDUCATION AND YOUNG PEOPLE</b>
<b>Responsible Officer:</b>	<b>NEIL ARBERY LEAD OFFICER STRATEGIC DEVELOPMENT (PRIMARY)</b>
<b>Policy Framework and Procedure Rules:</b>	<b>There is no impact on the policy framework or procedure rules.</b>
<b>Executive Summary:</b>	<b>This report provides an update on the Education, Early Years and Young People Directorate’s response to racial and/or discriminative incidents within schools.</b>

## 1. Purpose of Report

- 1.1 The purpose of this report is to provide Cabinet Committee Equalities and Employee Relations (CCEER) with information on racial and/or discriminative incidents within schools, as monitored using the Discrimination Incident Report Form.
- 1.2 The report will also outline how the local authority has improved communication with schools around reporting incidents of discrimination, along with information on good practice within schools.

## 2. Background

- 2.1 In the school year 2023-2024, there were 67 reported incidents of discrimination by schools across Bridgend. This was an increase in the number of reported incidents from the previous year, from 43 to 67.
- 2.2 Out of the 67 reported incidents, 28 came from primary schools and 35 came from secondary schools. The other four incidents came from one special school.
- 2.3 The protected characteristics that were discriminated against were race/ethnicity, sexual orientation, gender reassignment, disability and religion/belief.

- 2.4 The data from the 2023-2024 school year reported incidents of discrimination was discussed during the Education Early Years and Young People (EEYYP) Equalities Group meeting in October 2024, where two headteachers provided their opinion on the data. The general consensus from the group was that despite a rise in reported incidents from the previous year, schools were still underreporting. The 28 reported incidents from primary schools came from 14 schools (29% of the total number of primary schools in Bridgend) and the 35 reported incidents from secondary schools came from 5 schools (56% of the total number of secondary schools in Bridgend).
- 2.5 Following further discussions with headteacher representatives, an equalities workshop was delivered in November 2024 as part of Team Bridgend. This session was attended by primary headteachers and provided an in-depth discussion of reported incidents of discrimination and facilitated a constructive dialogue on how reporting mechanisms could be strengthened and made more effective.
- 2.6 Key information from the presentation was also provided to primary deputy headteachers during the Deputy Headteacher Network meeting in November 2024 and to secondary and special school headteachers during the Bridgend Association of Special and Secondary School Headteachers (BASSH) meeting in January 2025.
- 2.7 Feedback from all meetings was shared with members of the EEYYP Equalities Group and the following actions were agreed:
- feedback from headteachers on changes to the online form will be implemented in collaboration with the Experience and Improvement Team;
  - the link to the form will be provided as a regular item in the Monday mailshot to schools to improve access to the form;
  - schools will be encouraged to share good practice through the EEYYP Equalities Group; and
  - further professional learning is to be arranged in the spring or summer term 2025. This will most likely be through Diversity and Anti-Racist Professional Learning (DARPL).

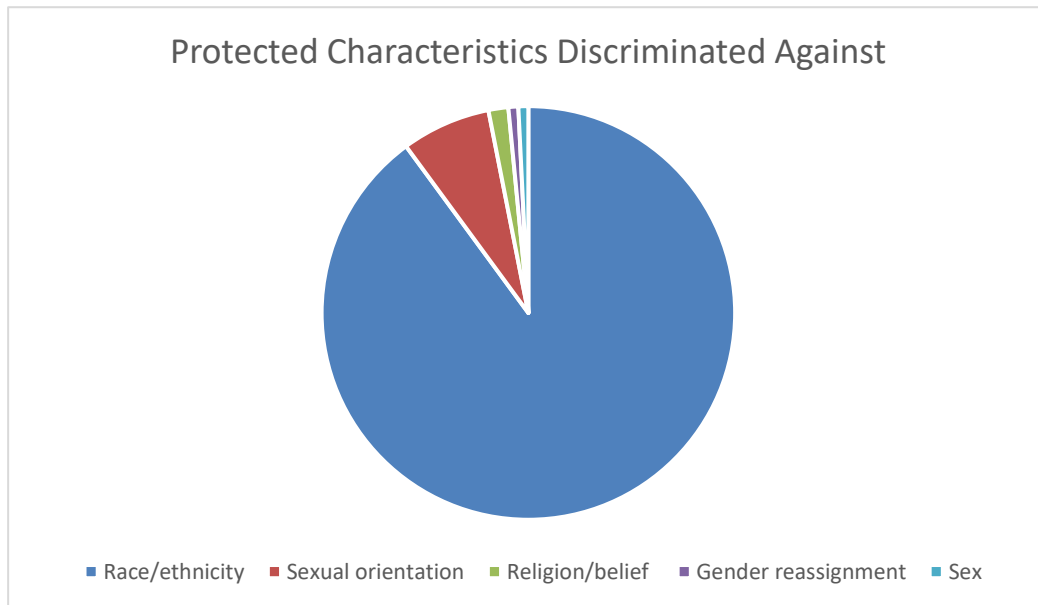
### **3. Current situation / proposal**

#### **Incidents of discrimination 2024-2025**

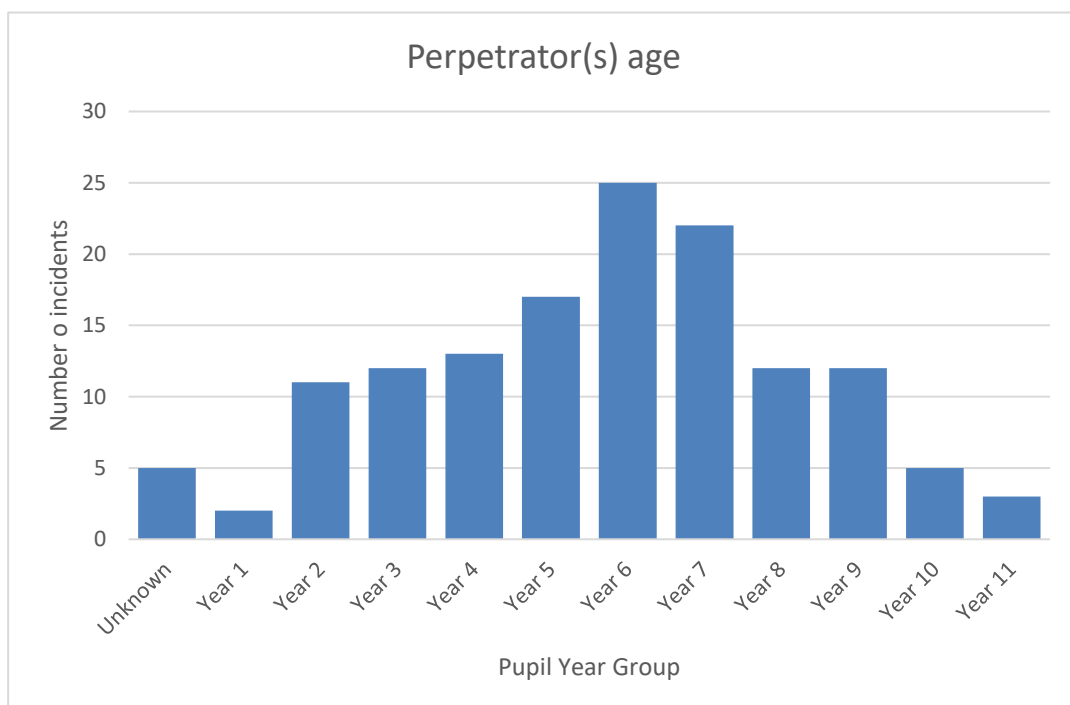
- 3.1 In the school year 2024-2025, there were 127 reported incidents of discrimination by schools across the county borough. There was an increase in the number of reported incidents in comparison to the previous year, from 67 to 127 (please see Appendix A).
- 3.2 Out of the 127 reported incidents, 77 came from primary schools and 46 came from secondary schools. The other incidents came from one special school.
- 3.3 In addition to an increase in the number of reported incidents, the number of schools reporting incidents has also risen. The 77 incidents reported by primary schools came from 24 schools, which represents 50% of all primary schools in Bridgend. The 46 incidents reported by secondary schools came from 8 schools, accounting for 89% of all secondary schools in the area.

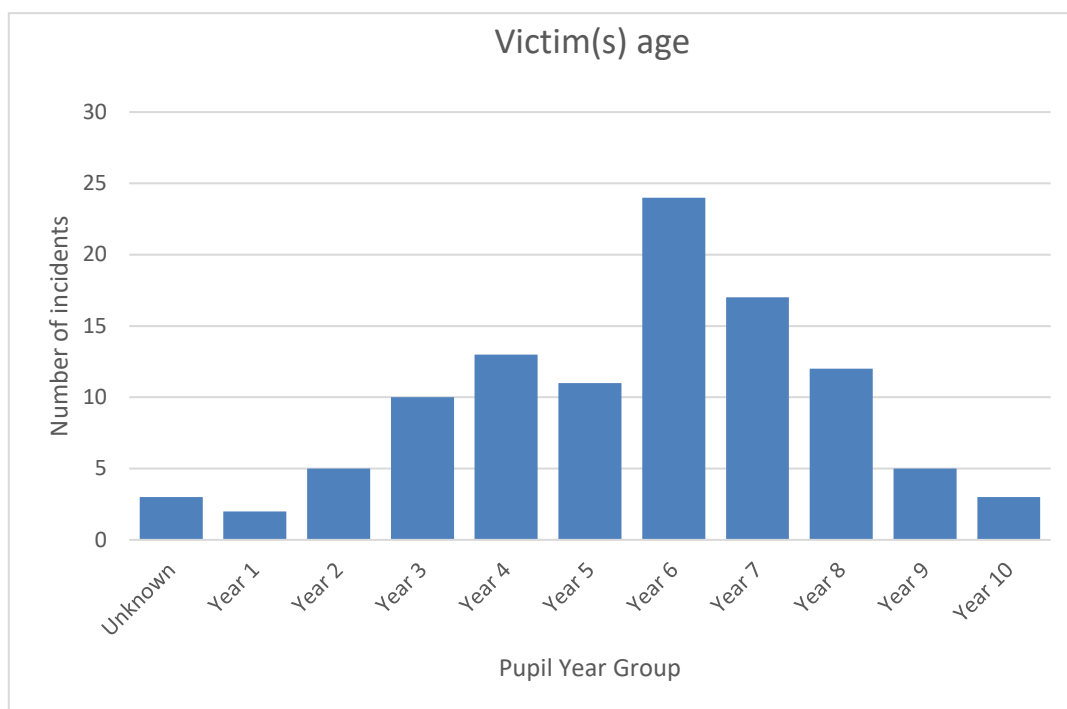
3.4 The protected characteristics that were discriminated against are listed in order of frequency and illustrated in the pie chart below:

- race/ethnicity;
- sexual orientation;
- religion/belief;
- gender reassignment; and
- sex.



3.5 Incidents have been recorded by age of perpetrator and age of victim (for those who are of school age):





3.6 In two incidents, the perpetrator was a member of the public.

3.7 In six separate incidents, multiple victims were involved. Of the total incidents recorded, seven involved a member of staff as the victim, while one incident involved a parent.

3.8 On 21 occasions, there were no identified victims because the perpetrator did not aim the discriminatory language towards an individual.

3.9 Where the gender of the perpetrator was stated, 102 were male and 20 were female.

3.10 Where the gender of the victim was stated, 59 were male and 40 were female.

3.11 The table below illustrates the type of incidents that occurred:

Incident type	Number of incidents
Verbal abuse/name calling/threats/insults/jokes	82
Comments in the course of discussion	33
Other	Less than 10
Refusal to co-operate with others because of protected characteristic	
Physical assault	
Graffiti	

3.12 Incidents took place in the following locations (please note some incidents had more than one location):

Location	Number of incidents
Classroom	52
Playground	41
Outside the school but not in school time	10
Canteen/dinner hall	Less than 10
Corridor	
Assembly	
Breakfast club	
Changing rooms	
Other	
Outside the school but in school time	
School hall	
School transport	
Social media/online	
Cloakroom	
Library	
Toilets	

3.13 The following actions were taken as a result of the incidents (please note some incidents had more than one action):

Action	Number of incidents
Phone call home	78
Verbal reprimand	51
Break or lunch detention	35
Meeting with parents	34
Other	23
Fixed-period exclusion	22
Removal from lesson/internal exclusion	19
Support plan/programme	13
Internal referral	Less than 10
Letter home	
Formal school detention	

3.14 The following information is an analysis of the support that was offered to victims by schools:

### Support mechanisms

The following actions were the most frequent support mechanisms that have a strong emphasis on ensuring victims feel safe, heard, and supported emotionally:

- wellbeing check-ins;
- Thrive Approach and Emotional Literacy Support Assistant (ELSA) sessions;
- emotional reassurance; and
- safe spaces and pastoral care.

### Restorative actions

These efforts aim to repair harm and promote understanding between pupils. Examples include:

- apologies from perpetrators;
- restorative meetings; and
- facilitated conversations between involved parties.

### **Communication with parents**

Parental engagement was a key part of the response process and this involved:

- phone calls home;
- meetings with parents; and
- keeping families informed of incidents and actions taken.

### **Educational interventions**

These interventions aimed to prevent future incidents through awareness and education and included:

- assemblies on hate crime and diversity;
- class discussions and lessons on discrimination and inclusion; and
- curriculum-based learning on anti-discrimination.

3.15 During the course of spring term 2025, in collaboration with local authority officers and school leads, the following changes were made to the Discrimination Incident Report Form to improve the process of reporting an incident of discrimination:

- removal of the name element for the perpetrator, victim and witness;
- more drop-down options for sections of the form;
- descriptions of support services that could be provided to schools;
- changes to the wording of questions;
- a QR code to the form for headteachers to display in school; and
- ensuring the link to the form is provided through the Monday Mailshot.

3.16 The changes to the online form will be reviewed with headteachers, school leads and local authority officers during the 2025-2026 school year.

3.17 Following a meeting with the Senior Anti-racist Wales Action Plan (ArWAP) Regional Forum Convenor, the Discrimination Incident Report Form has been identified as an example of good practice by Welsh Government.

3.18 Data from the 2024–2025 school year reported incidents of discrimination was discussed at the EEYYP Equalities Group meeting in October 2025. It was noted that the increase in both the number of reported incidents and the number of schools reporting them is a positive sign, as it suggests that schools are fostering safe spaces for dialogue and incident reporting.

3.19 However, while the number of reported racial incidents has risen, reports concerning other protected characteristics have not seen a similar increase. Promoting awareness among schools about the importance of reporting and addressing all forms of discrimination remains a key priority for the EEYYP Equalities Group during the 2025-2026 school year.

## **Professional learning and support for schools**

- 3.20 During the 2024-2025 school year, the local authority facilitated a number of professional learning opportunities on diversity and anti-discrimination. This included:
- In November 2024, an equalities workshop was delivered as part of Team Bridgend. This session provided an in-depth discussion of reported incidents of discrimination and facilitated a constructive dialogue on how reporting mechanisms could be strengthened and made more effective.
  - In March 2025, DARPL delivered a workshop to Team Bridgend that built on the work from the autumn term focused on raising awareness of the importance of reporting incidents of discrimination. The session provided advice and support on handling disclosures of racism and explored strategies for creating an anti-racist culture in schools.
  - In July 2025, Central South Consortium delivered an online professional development session for headteachers on the role of curriculum, teaching and learning in tackling discrimination.
- 3.21 The sharing of good practice has also been developed in Bridgend during the 2024-2025 school year, with the following examples taking place:
- In December 2024, two pupils from Pencoed Comprehensive School, who are members of the Pencoed Anti-Racist Champions (PARCH) group, presented to the EEYYP Equalities Group about their contributions to supporting anti-racist work at the school. The poems they shared have since been passed on to the Staff Officer to the Police and Crime Commissioner (PCC) and the Criminal Justice Race Equality Implementation Manager. Their work has also been shared with the Welsh Government's Anti-Racism Team.
  - In July 2025, Morgan Dodds (Expressive Arts Teacher and Brynteg Pride Staff Champion) presented at an online Team Bridgend meeting to share with headteachers how she has helped to develop Brynteg School's culture of inclusivity. An independent assessor has noted Brynteg School's warm, caring ethos where wellbeing and diversity are deeply valued.
- 3.22 During the 2024-2025 school year, Central South Consortium offered professional learning opportunities and bespoke support in relation to curriculum, teaching and assessment for all schools across the region, including support for diversity as one of the cross-cutting themes of Curriculum for Wales.
- 3.23 Central South Consortium also worked in partnership with DARPL to ensure high quality professional learning for all schools. DARPL will continue to provide specific professional learning and support in this area following the restructure of school improvement services going forward.
- 3.24 Central South Consortium provided the following professional development sessions to Bridgend schools during the 2024-2025 school year:

- Anti-Racism TeachMeet;
- Diversity and anti-racism in health and well-being;
- Diversity and anti-racism for curriculum leaders;
- Diversity and anti-racism in humanities;
- Diversity and anti-racism in LLC for English medium settings;
- Diversity and anti-racism in STEM;
- Diversity and anti-racism in the Curriculum: the role and responsibilities of curriculum and senior leaders;
- Diversity and anti-racism network;
- Regional DARPL event; and
- Tackling Antisemitism (webinar).

3.25 A number of schools engaged with Show Racism the Red Card initiatives, including 17 schools that participated in a project inspired by the UEFA European Women's Championship 2025. Additionally, 23 schools took part in the Show Racism the Red Card Creative Arts Competition. Garth Primary School's Year 5 group were named runners-up in the Expressive Arts category for their video entitled 'Unite'.

3.26 Over the forthcoming months, the local authority will facilitate the following professional learning:

- In November 2025, Educate Against Islamophobia (EAI) will provide an interactive session for primary and secondary practitioners exploring the definition, causes, and prevalence of Islamophobia across the UK. The session will conclude with an overview of practical strategies for addressing Islamophobia through both the formal and hidden curriculum within Welsh settings.
- 'Just Like Us', an LGBT+ charity for young people, will present at primary and secondary networks about initiatives and resources that they can offer schools. This will include information on their e-learning courses, which build knowledge and confidence on tackling anti-LGBT+ bullying.

3.27 Bridgend County Borough Council also offers the following e-learning modules on equality and diversity related topics. These are available for all employees, including schools:

- Introduction to Equality and Diversity (mandatory for all staff, including schools);
- Introduction to Equality and Diversity for Managers;
- Disability Equality;
- Equalities Impact Assessments;
- Hate Crime;
- LGBT+;
- Race Equality;
- Sensory Loss;
- Understanding Autism;
- Understanding ADHD; and
- Understanding Tourette Syndrome.

### **Good practice by schools in Bridgend**

## **Afon y Felin Primary School**

- 3.28 Black History Month is a key feature of the school's autumn term curriculum, offering rich teaching and learning opportunities. Lessons are aligned with the Cynefin element of the Curriculum for Wales, encouraging pupils to explore the diverse communities that shape Welsh identity.
- 3.29 Pupils visited Pyle Library to experience the "Wales: Home from Home" VR exhibition, which provided an immersive insight into migration stories and multiculturalism in Wales, deepening their understanding of belonging and heritage.
- 3.30 "Show Racism the Red Card" Day is embedded into the school's wider approach to anti-racism education. Rather than being a standalone event, it serves as a platform to gather pupils' reflections on empathy, compassion, and fairness, reinforcing these values throughout the year.
- 3.31 Staff and governors have participated in professional development through DARPL (Diversity and Anti-Racist Professional Learning) training, ensuring that inclusive practices are informed by current research and best practice.
- 3.32 The school actively invites inspirational visitors to engage with pupils, creating opportunities for face-to-face dialogue. These interactions help children to ask questions, challenge stereotypes, and build understanding of lived experiences.
- 3.33 Pride Month is recognised and celebrated across the school, with LGBTQ+ awareness integrated into teaching. Notably, local role models such as Gareth Thomas have visited to share personal stories, fostering acceptance and respect.
- 3.34 Partnerships with the Welsh Rugby Union (WRU) enhance the school's equalities programme. Pupils have taken part in activities such as wheelchair rugby, which promote empathy and inclusion for individuals with physical impairments.
- 3.35 The WRU also supports multicultural engagement through events and workshops, helping pupils to appreciate cultural diversity and teamwork across different backgrounds.

## **Brynteg School**

- 3.36 In 2021, Brynteg School engaged with Just Like Us, an LGBT+ young people's charity, which provided talks for pupils and resources for teachers to use in their teaching.
- 3.37 A Pride group for pupils in Years 7 to 13 was established in 2021 and meets weekly. The group plans various events (for example, Bisexual Awareness Week, School Diversity Week, Transgender Day of Visibility), contributes to school policies (for example, behaviour and anti-bullying policies), advises on how discrimination should be addressed, and offers pupils a space to socialise.
- 3.38 Since early 2024, Brynteg School has been working with the University of Derby as one of eight schools across the UK, as part of a study to monitor and evaluate the impact of the Just Like Us Pride Groups Programme, through a combination of

meetings, school visits and focus groups with pupils. This partnership will continue until the publication of the report in 2026.

- 3.39 In 2024, Brynteg School partnered with More Than Rainbows and Flags, a non-profit diversity and equality education and training organisation, to support its work on inclusivity. The organisation conducted an audit of the school, reviewing its curriculum, policies, and procedures, and held meetings with staff and pupils. This enabled the school to assess its current position in terms of inclusivity.
- 3.40 More Than Rainbows and Flags is currently developing a resource on homophobic discrimination to support Brynteg School.
- 3.41 Brynteg School uses Class Charts and My Concern to record incidents of discrimination. Reporting of such incidents is increasing, as pupils are becoming more confident in speaking out.
- 3.42 Staff have received professional development sessions on how to support LGBT+ pupils, with training often being pupil-led. This has allowed learners to share their experiences with staff and has created opportunities for open dialogue.
- 3.43 Brynteg School shared its good practice with other schools at the Team Bridgend meeting on 14/07/2025 and also presented to the EYYP Equalities Group on 14/10/2025.

### **Coychurch (Llangrallo) Primary School**

- 3.44 Coychurch (Llangrallo) Primary School has cultivated a deeply inclusive environment, supported by a diverse community of staff and pupils. This inclusive ethos is embedded across the school's culture, curriculum, and daily practices.
- 3.45 The school's commitment to inclusivity was formally recognised during its core Estyn inspection in November 2022. Inspectors praised the school's proactive approach to equality and diversity, stating:

“Teachers provide very good opportunities for pupils to consider issues around equality and diversity, such as looking at the work of influential Black people during Black History Month and exploring the experiences of LGBTQ+ people during assemblies. Overall, the provision to ensure that pupils have a good understanding of the importance of diversity and inclusion is a notable strength of the school.”
- 3.46 Literature has played a central role in promoting inclusive values. The school has incorporated books such as Imaginary Fred and Pop'n'Oilly into lesson planning, using them as springboards for discussions and activities that explore identity, friendship, and acceptance.
- 3.47 During the 2024-2025 school year, a whole-school Diversity Week featured a wide range of activities tailored to different age groups. In Reception to Year 2, pupils engaged in a cross-curricular unit based on the book Julian is a Mermaid. This included literacy tasks focused on character exploration and narrative writing, as well as art projects inspired by the book's themes. The whole school held a 'True to You' day, where students were encouraged to express themselves and wear their own clothing to school. The week concluded with a celebratory fashion show

performed by the children of Class 3. Children had the opportunity to showcase their design work and express themselves through the recycled clothing outfits they created, reflecting their individuality and promoting self-confidence.

- 3.48 In the summer term 2025, the school's inclusive practices were acknowledged by the LGBT+ charity 'Just Like Us'. The Head of Education Programme from the charity has liaised with the school and staff from the charity's education department attended the school to observe its work first-hand. The visit included classroom observations, as well as meaningful conversations with both staff and pupils about the school's approach to diversity and inclusion.
- 3.49 Teachers at Coychurch (Llangrallo) Primary School regularly integrate resources from 'Just Like Us' into their teaching. These include problem-solving activities, and discussion prompts that centre around diverse themes. The charity has also provided guidance and professional development support, including advice on inclusive language and the appropriate use of pronouns, to help staff foster a respectful and supportive learning environment.

### **Llangewydd Junior School**

- 3.50 **Targeted staff training:** Selected groups of staff have participated in DARPL training, which has supported the development of inclusive practices and promotes a deeper understanding of equity and anti-racism within the school community.
- 3.51 **Anti-discrimination workshop:** During the 2025 spring and summer terms, Nicky Hagendyk, Humanities Lead at Central South Consortium, facilitated anti-discrimination and racial awareness professional learning across two days. This professional learning opportunity was designed to enhance staff and pupil understanding of discrimination, identity and belonging.
- 3.52 **Whole-school engagement:** Over the course of the two days, all year groups actively collaborated with Nicky to design and map out anti-discrimination activities and lesson plans. For example, Year 4 explored the theme "Come as you are", which culminated in the creation of an LGBT+ poster celebrating identity and belonging. This activity encouraged pupils to reflect on diversity and express themselves in a safe and inclusive environment.
- 3.53 **Resource guidance for staff:** Staff received guidance on inclusive resources, such as storybooks, puppets, and diverse stationery, which support the representation of different cultures, identities, and experiences within the classroom. These resources help foster a more welcoming and reflective learning environment.'
- 3.54 **Curriculum progression and coverage:** While similar activities have been undertaken in previous years, a newly implemented colour-coded system now ensures consistent coverage and progression of diversity-related themes across year groups. This system supports curriculum planning and helps monitor the development of pupils' understanding over time.
- 3.55 **Area of Learning and Experience (AoLE) integration:** Collaboration with Central South Consortium has also enabled each AoLE to incorporate meaningful diversity-focused activities. This ensures that themes of inclusion, equity, and representation are embedded across the curriculum.

- 3.56 **Emotional Literacy Support Assistant (ELSA) support following incidents:** In response to incidents of discrimination, ELSA sessions are provided to both the perpetrator and the victim. These sessions aim to:
- support the perpetrator in understanding the impact of their behaviour and developing empathy to prevent recurrence; and
  - provide emotional support to the victim, helping them process the incident and rebuild confidence in a safe and nurturing environment.

### **Pencoed Comprehensive School**

- 3.57 Emma Wools, the South Wales Police and Crime Commissioner, visited the school to observe the ongoing work. Learners proudly shared their journey, and the Commissioner was deeply impressed by their dedication and maturity in championing such an important cause. Their voices and experiences have played a significant role in shaping the Commissioner's Children and Young People's Plan, and they have since been involved in its publicity.
- 3.58 PARCH learners were invited by DARPL to share their work with key policy makers from across Wales. They had the remarkable opportunity to present their work to over 50 Welsh Government ministers and officials. Their professionalism, confidence, and clarity in delivering such a vital message was outstanding.
- 3.59 The PARCH group visited all our cluster primary schools, where they engaged younger learners in discussions around anti-racism and allyship.
- 3.60 Learners delivered their first school-to-school workshop with peers from Archbishop McGrath Catholic High School, creating opportunities for collaboration and shared learning.
- 3.61 This year, the school has been actively involved in the Authors Project, working with Diana Nneka Atuona, author of *Trouble in Butetown*. Learners had the privilege of interviewing Diana about the influences behind her work and key themes within the play. One learner reflected:
- “Reading *Trouble in Butetown* was such a delightful experience. Right from the start, I was drawn in by the characters, especially Gwyneth, the mother. Her strength and determination really shone through. What made the book even more engaging was its vivid portrayal of life in Tiger Bay. It was refreshing to explore a community that often gets overlooked in history. Diana Nneka Atuona did a wonderful job capturing the spirit of the people and their experiences, making everything feel real and relatable.”
- The blog can be accessed here: [Exploring Trouble in Butetown in Our Drama Lessons](#)
- 3.62 The school also published its work through DARPL in the following blog: [Learners Leading the Way – The Impact of Anti-Racism Work at Pencoed Comprehensive School.](#)

- 3.63 Termly meetings take place with primary school representatives to build cluster policy.
- 3.64 The school has developed a graduated response to dealing with racist incidents, aligned with our behaviour policy. This forms part of the school's Anti-Racist Policy.
- 3.65 This year, Pencoed Comprehensive School is working to expand their PARCH community by inviting parents and carers to contribute. PARCH parents/carers will play a key role in supporting understanding of racism and sharing lived experiences from their community. Parents will also lead professional learning sessions for staff to help deepen knowledge and understanding.
- 3.66 A school-wide calendar of events has been established to celebrate diversity and anti-racism throughout the year.
- 3.67 Each term, PARCH learners create a PARCH Post newsletter, which is shared with parents, carers, and governors. Learners and staff from PARCH will also feature in UNIFY filming for DARPL, showcasing our journey and impact.
- 3.68 A programme of professional learning sessions is planned for the 2025–2026 academic year to further build staff understanding and share good practice. As members of the DARPL Advocacy Network (DAN), staff also access regular opportunities to strengthen their knowledge.
- 3.69 The school will strengthen its commitment to Anti-Racism by embedding priorities on the School Improvement Plan (SIP) and through Departmental Improvement Plans (DIPs).
- 3.70 Finally, PARCH learners will be sharing their work at the Team Bridgend event in November.

#### **4. Equality implications (including Socio-economic Duty and Welsh Language)**

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty, and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services, and functions. This is an information report; therefore, it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

#### **5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives**

- 5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

#### **6. Climate Change and Nature Implications**

6.1 There are no climate change and nature implications arising directly from this information report.

**7. Safeguarding and Corporate Parent Implications**

7.1 There are no safeguarding and corporate parent Implications from this report.

**8. Financial Implications**

8.1 There are no financial implications in relation to this report.

**9. Recommendations**

9.1 It is recommended that Cabinet Committee Equalities and Employee Relations notes the annual update on racial and/or discriminative incidents within Bridgend schools.

**Background documents**

None

## Appendix A

In the school year, 2023-2024, there were 67 incidents of discrimination reported by schools across Bridgend. The following 20 schools reported incidents:

School	Number of incidents
Porthcawl Comprehensive School	15
Pencoed Comprehensive School	10
Coleg Cymunedol Y Dderwen	6
Coety Primary School	5
Ogmore Vale Primary School	5
Ysgol Bryn Castell	4
Llangewydd Junior School	3
Maesteg School	3
Afon y Felin Primary School	2
Croesty Primary School	2
Pen y Fai Church in Wales Primary School	2
Porthcawl Primary School	2
Archdeacon John Lewis Church in Wales Primary School	1
Betws Primary School	1
Bryntirion Comprehensive School	1
Corneli Primary School	1
Nantyffyllon Primary School	1
St Mary's Catholic Primary School	1
West Park Primary School	1
Ysgol Gynradd Gymraeg Calon y Cymoedd	1

In the school year, 2024-2025, there were 127 incidents of discrimination reported by schools across Bridgend. The following 31 schools reported incidents:

School	Number of incidents
Maesteg School	12
Ogmore Vale Primary School	10
Coety Primary School	10
Porthcawl Comprehensive School	8
Llangewydd Junior School	7
Bryntirion Comprehensive School	7
Croesty Primary School	7
Coleg Cymunedol Y Dderwen	7
Pencoed Comprehensive School	6
Pencoed Primary School	5
Oldcastle Primary School	5
Ysgol Bryn Castell	4
Litchard Primary School	3
Maes yr Haul Primary School	3
Porthcawl Primary School	3

Coychurch (Llangrallo) Primary School	2
Pŵl Primary School	2
Corneli Primary School	2
Caerau Primary School	2
Archdeacon John Lewis Church in Wales Primary School	2
Blaengarw Primary School	2
Cefn Glas Infant School	2
Brynteg School	2
Cynffig Comprehensive School	2
Archbishop McGrath Catholic High School	2
Ffaldau Primary School	2
Nantymoel Primary School	2
Tremains Primary School	1
Mynydd Cynffig Primary School	1
St Mary's Catholic Primary School	1
Ffaldau Primary School	1
Brynmenyn Primary School	1
West Park Primary School	1