



POLISI CYDRADDOLDEB

Mabwysiadwyd gan y Corff Llywodraethol :

Llofnod y Cadeirydd: Dyddiad:

Llofnod y Pennaeth: Dyddiad:

Dyddiad Adolygu:

POLISI CYDRADDOLDEB

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1. Ein Cymeriad, Blaenoriaethau ac Amcanion Nodedig

1.1 Gwerthoedd yr ysgol

Yn Ysgol, rydym yn ymrwymedig i sicrhau cydraddoldeb addysg a chyfle i'r holl ddisgyblion, staff, rhieni a gofalwyr sy'n derbyn gwasanaethau gan yr ysgol, ni waeth beth yw eu hanabledd, hil, rhyw, oedran, tueddfryd rhywiol, crefydd neu gred, ailbennu rhyw, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil. Rydym yn ceisio datblygu diwylliant o ymgynnwys ac amrywiaeth sy'n galluogi pawb sy'n gysylltiedig â'r ysgol i deimlo'n falch o'i hunaniaeth, a chyfranogi'n llawn ym mywyd yr ysgol.

Caiff cyflawniad disgyblion ei fonitro, a byddwn yn defnyddio'r data hwn i gefnogi disgyblion, codi safonau a sicrhau addysgu cynhwysol. Byddwn yn mynd i'r afael â gwahaniaethu drwy hyrwyddo cydraddoldeb yn gadarnhaol, herio bwlio ac ystrydebau a chreu amgylchedd sy'n hyrwyddo parch at bawb. **Yn Ysgol** credwn fod amrywiaeth yn gryfder y dylid ei barchu a'i ddathlu gan bawb sy'n addysgu, ac yn dysgu yma, ac yn ymweld â'r ysgol.

1.2 Nodweddion ein hysgol

Daw y mwyafrif o'r disgyblion o gartrefi yn y dref wledig y mae'r ysgol yn ei gwasanaethu. Er bod nifer y disgyblion sydd a hawl i ginio am ddim wedi disgyn mae'r ysgol yn parhau i fod mewn ward "Cymunedau'n Gyntaf" ac mewn ardal cymharol ddifreintiedig. **Mae 48 disgybl yn derbyn cinio ysgol am ddim.**

Mae nifer cymharol uchel o blant ag anghenion dysgu ychwanegol; yn bennaf yn ymwneud a datblygiad llythrennedd ac ymddygiad cymdeithasol.

Mae'r ysgol yn cydweithio gydag asiantaethau allanol amrywiol er mwyn sicrhau cydraddoldeb:

- Nyrs Ysgol
- Gweithwyr Cymdeithasol
- Seicolegwyr Addysg
- Athrawon Ymgynnwys
- Social Inclusion
- Tîm cefnogaeth Ymestynnol Gwasanaethau ASA

- Gwasanaeth Ymgynnwys Cymdeithasol
- Nyrs nam ar y clyw/golwg
- Swyddog Lles
- Cwnselwyr Ysgol
- **Canolfan Deulu Llanrwst – Teuluoedd Gwledig yn Gyntaf**

1.3 Prif ffrydio cydraddoldeb mewn polisi ac ymarfer

Yn ogystal â'r camau penodol a amlinellir yn y cynllun hwn, mae'r ysgol yn gweithredu cyfle cyfartal yn ei harfer o ddydd i ddydd yn y ffyrdd canlynol.

Rydym yn ceisio rhoi'r cyfle i bob disgybl lwyddo a chyrraedd y lefel uchaf o gyflawniad personol. I wneud hyn, byddwn yn:

- defnyddio data cyd-destunol i wella'r ffyrdd rydym yn darparu cefnogaeth i unigolion a grwpiau o ddisgyblion;
- monitro data cyflawniad yn ôl y nodweddion amrywiol a warchodir a chymryd camau mewn perthynas ag unrhyw fylchau;
- ystyried cyflawniad yr holl ddisgyblion wrth gynllunio ar gyfer dysgu yn y dyfodol a gosod targedau heriol;
- sicrhau cydraddoldeb mynediad i'r holl ddisgyblion a'u paratoi ar gyfer bywyd mewn cymdeithas amrywiol;
- defnyddio deunyddiau sy'n adlewyrchu amrywiaeth poblogaeth yr ysgol a'r gymuned leol o ran y nodweddion amrywiol a warchodir, heb ystrydebau;
- hyrwyddo agweddau a gwerthoedd a fydd yn herio ymddygiad hiliol a gwahaniaethol arall neu ragfarn;
- darparu cyfleoedd i ddisgyblion werthfawrogi eu diwylliant eu hunain a dathlu amrywiaeth diwylliannau eraill;
- ceisio cynnwys yr holl rieni wrth gefnogi addysg eu plant;
- annog trafodaeth yn yr ystafell ddosbarth a'r ystafell staff am faterion cydraddoldeb sy'n myfyrio ar ystrydebau cymdeithasol, disgwyliadau a'r effaith ar ddysgu;
- cynnwys dulliau addysgu ac ystafell ddosbarth sy'n briodol i boblogaeth yr ysgol gyfan, sy'n gynhwysol ac yn adlewyrchu ein disgyblion;
- cynnig rhaglen AbaCh gynhwysfawr, gwasanaethau ysgol eang a phrosiectau i ddathlu cydraddoldeb.

1.4 Pennu ein hamcanion cydraddoldeb

POLISI CYDRADDOLDEB / EQUALITY POLICY

Rydym yn cydnabod ein dyletswydd a'n cyfrifoldeb i sefydlu cydraddoldeb i'n holl ddysgwyr, staff, aelodau eraill cymuned yr ysgol a defnyddwyr gwasanaeth, ni waeth beth yw eu hil, rhyw, anabledd, ailbennu rhyw, tueddfryd rhywiol, beichiogrwydd a mamolaeth, crefydd neu gred, priodas neu bartneriaeth sifil fel y'u diffinnir yn Neddf Cydraddoldeb 2010.

Diben ein **Cynllun Cydraddoldeb Strategol (CCS)** yw cyflawni'r dyletswyddau i hyrwyddo cydraddoldeb i bobl â 'nodweddion a warchodir', a gwreiddio tegwch a chydaddoldeb yng nghalon cymuned ein hysgol ac ym mhob agwedd ar gynlluniau a pholisïau ein hysgol.

Wrth bennu'r amcanion cydraddoldeb ar gyfer yr ysgol hon, byddwn yn rhoi ystyriaeth briodol i ddyletswydd gyffredinol y Ddeddf Cydraddoldeb:

1. Dileu gwahaniaethu, aflonyddu, fictimeiddio ac unrhyw ymddygiad arall a waherddir o dan y Ddeddf;
2. Datblygu cyfle cyfartal rhwng pobl sy'n rhannu nodwedd a warchodir perthnasol a phobl nad ydynt yn ei rhannu; mae hyn yn golygu
 - a. dileu neu leihau anfanteision a ddiodefir gan bobl sy'n rhannu nodwedd a warchodir berthnasol sy'n gysylltiedig â'r nodwedd honno.
 - b. cymryd camau i ddiwallu anghenion pobl sy'n rhannu nodwedd a warchodir berthnasol sy'n wahanol i anghenion y bobl nad ydynt yn ei rhannu.
 - c. annog pobl sy'n rhannu nodwedd a warchodir berthnasol i gymryd rhan mewn bywyd cyhoeddus neu mewn unrhyw weithgaredd arall ble mae cyfranogaeth gan bobl o'r math yn anghymesur o isel.
3. Meithrin perthnasoedd da rhwng pobl sy'n rhannu nodwedd a warchodir a'r bobl nad ydynt yn eu rhannu.

Pennir ein CCS ac Amcanion Cydraddoldeb yng ngoleuni'r canlynol:

- amcanion a Meysydd Gweithredu Cydraddoldeb Cyngor Bwrdeistref Sirol Conwy; Gostwng canlyniadau anghyfartal o ran **Addysg** er mwyn manteisio i'r eithaf ar botensial unigolion:
 - Bwlch cyflawniad addysgol rhwng y gwahanol grwpiau yn gostwng.
 - Bwlch yn seiliedig ar hunaniaeth mewn ysgolion yn gostwng.
- barn a fynegwyd gan randdeiliaid sydd wedi bod yn rhan o ddatblygu'r cynllun;
- materion sy'n codi o ganlyniad i ddadansoddi ein data disgyblion e.e. cyrhaeddiad bechgyn o'u cymharu â merched a grwpiau eraill; (SIMS)

Bydd cyflwyno ein CCS yn cyfrannu at ein holl gamau gweithredu a'n hymrwymadau i:

- godi safonau;

- lleihau'r bwlch cyrhaeddiad mewn deilliannau i blant a phobl ifanc;
- gwella deilliannau fel y'u disgrifir yn y Cynllun Plant a Phobl Ifanc (CPPI);
- hyrwyddo cydlyniant cymunedol

Amlinellir Amcanion Cydraddoldeb yr Ysgol yn **adran 4**.

2. Cyfrifoldebau

2.1 Corff Llywodraethol

Mae'r corff llywodraethol wedi nodi ei ymrwymiad i gydraddoldeb ac amrywiaeth yn y cynllun hwn, a bydd yn parhau i wneud popeth o fewn ei allu i sicrhau bod yr ysgol yn gwbl gynhwysol i ddisgyblion, ac yn ymateb i'w hanghenion, yn seiliedig ar y nodweddion amrywiol a warchodir. Mae'r Corff Llywodraethol yn:

- ceisio sicrhau na wahaniaethir yn erbyn pobl wrth iddynt wneud cais am swyddi yn ein hysgol
- cymryd yr holl gamau rhesymol i sicrhau bod amgylchedd yr ysgol yn rhoi mynediad i bobl ag anableddau, a hefyd yn ymdrechu i wneud cyfathrebu mor gynhwysol â phosib i rieni, gofalmwyr a disgyblion (Gweler Cynllun Hygyrchedd yr ysgol).
- sicrhau na wahaniaethir yn erbyn unrhyw blentyn pan fydd yn ein hysgol
- darparu gwybodaeth mewn unrhyw fformat ar gais unigolyn
- sicrhau mynediad i bob disgybl i gwricwlwm yr ysgol. Cefnogi unrhyw anabledd. Darparu cymorth trwy'r cydlynnydd ADY neu arbenigwyr Sirol (e.e. tîm Anhwylder Syndrom Awtistiaeth, cefnogaeth nam ar y synhwyrâu, arweiniad neu offer).
- Mae'r ysgol yn safle hygyrch i'r holl ddisgyblion, staff, llywodraethwyr, rhieni ac ymwelwyr.

Er mwyn cyflawni ei ddyletswydd adrodd, bydd y corff llywodraethol yn adrodd ar gynnydd y CCS bob blwyddyn, fel rhan o'i Adroddiad Blynyddol i rieni.

2.2 Uwch Dîm Arweinyddiaeth (UDA)

Mae'r UDA yn hyrwyddo cydraddoldeb ac yn dileu gwahaniaethu drwy:

- roi CCS yr ysgol ar waith, gyda chefnogaeth y Corff Llywodraethol wrth wneud hynny;
- sicrhau bod yr holl staff yn ymwybodol o'u dyletswyddau o dan y ddeddf ac wedi'u hysbysu'n llawn am CCS ac amcanion cydraddoldeb ein hysgol;
- sicrhau bod yr holl baneli penodi yn ystyried y cynllun hwn, fel na wahaniaethir yn erbyn unrhyw un o ran cyfleoedd cyflogaeth neu hyfforddiant;
- hyrwyddo egwyddor cyfle cyfartal wrth ddatblygu'r cwricwlwm, a hyrwyddo parch at bobl eraill a chyfle cyfartal i gymryd rhan ym mhob agwedd ar fywyd yr ysgol;
- trin holl achosion triniaeth annheg ac unrhyw achosion o fwlio neu wahaniaethu, gan gynnwys digwyddiadau hiliol, yn ôl polisiâu'r awdurdod a'r ysgol
- sicrhau bod yr holl staff yn ymwybodol o hyn

2.3 Staff – addysgu ac nad ydynt yn addysgu

Mae'r ysgol yn ystyried cydraddoldeb i bawb yn gyfrifoldeb i bawb. Mae pob aelod o staff yn cyfrannu at sicrhau bod ein hysgol yn gymuned deg, gyfiawn a chydlynol drwy:

- sicrhau bod yr holl ddisgyblion yn cael eu trin yn deg, yn gyfartal a chyda pharch, a fydd yn cynnal ymwybyddiaeth o CCS yr ysgol;
- ymdrechu i ddarparu deunydd a fydd yn rhoi delweddau cadarnhaol yn seiliedig ar nodweddion a warchodir ac yn herio delweddau ystrydebol;
- herio unrhyw achosion o ragfarn, hiliaeth neu homoffobia, a chofnodi unrhyw ddigwyddiadau difrifol fel y rhagnodir ym mholsiâu'r ALI a'r ysgol e.e. adrodd am ddigwyddiadau hiliol;
- cefnogi gwaith staff atodol a chefnogi a'u hannog i ymyrryd mewn ffordd gadarnhaol yn erbyn unrhyw ddigwyddiadau gwahaniaethol.

3. Casglu gwybodaeth ac ymgysylltu

3.1 Diben a phroses

Mae casglu gwybodaeth yn hanfodol i'n cefnogi i benderfynu pa gamau gweithredu i'w cymryd i wella cydraddoldeb a dileu gwahaniaethu yng nghymuned yr ysgol. Yn dilyn hyn, mae'r wybodaeth hefyd yn ein helpu i adolygu ein perfformiad, felly mae'n rhaid iddi fod yn ddigon manwl i'n galluogi i fesur sut rydym yn cyflawni ein dyletswyddau cydraddoldeb.

Mae'r wybodaeth hefyd yn ein helpu i wneud asesiad effaith manwl gywir a nodi pa rai o amcanion yr ysgol a gyflawnwyd, a'r hyn y mae angen i ni ei wneud yn well.

Mae ymgysylltu yn seiliedig ar yr wybodaeth a gasglwyd ynghylch cynrychiolaeth grwpiau gwahanol. Rydym yn ceisio gwneud hyn mor llawn â phosib wrth gydnabod materion sensitifrwydd o ran y gwahanol nodweddion a warchodir. Rydym yn cymryd camau penodol i sicrhau bod plant a phobl ifanc anabl, rhieni a gofalwyr yn cael eu cynnwys yn ôl eu hawl. Y rheswm pam mae'r cynnydd hwn yn bwysig yw er mwyn deall holl amrywiaeth anghenion cymuned yr ysgol.

3.2 Mathau o wybodaeth a gesglir

Mae'r amrywiaeth eang o wybodaeth a gesglir i gefnogi ein cynllunio a chamau i hyrwyddo cydraddoldeb a dileu gwahaniaethu yn cynnwys y canlynol:

- dadansoddi'r ymatebion a gafwyd gan ddisgyblion, rhieni/gofalwyr, staff, llywodraethwyr a grwpiau cymunedol yn dilyn cyfarfod / holiadur i bennu materion cydraddoldeb;
- nodi plant a phobl ifanc, rhieni, gofalwyr, staff a defnyddwyr eraill yr ysgol sy'n cynrychioli'r nodweddion a warchodir gwahanol, os yw'n bosib ac yn briodol. Mae hyn yn ein helpu i ddatblygu a monitro'r cynllun. Gwneir ymdrechion cynhwysfawr a sensitif i gasglu gwybodaeth gywir a bodloni gofynion diogelu data, yn ogystal â'n dyletswydd i sicrhau gwybodaeth gywir sy'n ymwneud ag ethnigrwydd a mamiaith;
- cyrhaeddiad disgyblion a data cynnydd sy'n ymwneud â grwpiau gwahanol (SIMS);
- ceisio barn plant a phobl ifanc a'u cynnwys mewn ffordd sy'n gweld gwerth i'w cyfraniad, e.e. Cyngor Ysgol;
- gwybodaeth am sut mae grwpiau gwahanol yn cael mynediad i'r cwricwlwm cyfan a sut maent yn gwneud dewisiadau rhwng y dewis o bynciau;
- dewisiadau chwaraeon a gweithgareddau fesul grŵp;
- gweithgareddau cyfoethogi fesul grŵp;
- dadansoddi data gwaharddiadau wedi'i ddadansoddi fesul grŵp;
- cofnodion bwlio ac aflonyddu ar sail unrhyw fater cydraddoldeb;
- data ar recriwtio, datblygu a chadw gweithwyr;
- canlyniadau gweithgareddau sy'n hyrwyddo ymgysylltu cymunedol a chydlyniant cymunedol;
- canlyniadau camau a gymerwyd i sicrhau cynnwys rhieni ac eraill y nodwyd ei bod yn anodd ymgysylltu â hwy;

3.3 Ymgysylltu

Mae'r ysgol yn cynnwys **rhanddeiliaid** gan gynnwys plant a phobl ifanc, staff, rhieni/gofalwyr, llywodraethwyr a phobl eraill sy'n defnyddio'r ysgol o ran dyletswyddau cydraddoldeb. Rydym yn ystyried dulliau cyfathrebu o ddewis y rhai rydym yn ymgynghori â hwy e.e. deunydd a gyfieithwyd neu gyfleusterau dehongli ar gyfer pobl anabl neu'r sawl y mae Saesneg yn iaith ychwanegol iddynt neu sydd newydd gyrraedd y wlad hon.

Ystyrir barn rhanddeiliaid a grwpiau eraill sy'n ymwneud â chydaddoldeb o ddifrif wrth i ni bennu blaenoriaethau.

Mae datblygu'r polisi hwn wedi cynnwys ein cymuned ysgol gyfan. Rydym wedi cynnwys a gwrando ar yr hyn sydd ganddynt i'w ddweud, gan gynnwys pobl o gefndiroedd eang ac amrywiol ac o wahanol alluoedd, gan gymryd ystyriaeth o'r holl nodweddion a warchodir a restrir o dan Ddeddf Cydraddoldeb 2010.

Ystyriwyd llais y disgyblion trwy gyfrwng y Cyngor Ysgol, gweithdai disgyblion a phennawd Amrywiaeth Diwylliannol ein Cwricwlwm CS ac ABCh.

Cyfrannodd y staff, gan gynnwys yr uwch dîm rheoli, ALNCO, cymhorthwyr addysgu, glanhawyr, gofalwyr, goruchwylwyr amser cinio, staff arlwyo a staff gweinyddol trwy gyfrwng cyfarfodydd staff. Trafodwyd y polisi mewn cyfarfod llywodraethwyr.

Gwahoddwyd rhieni/ofalwyr i gyfrannu trwy lythyr a thrwy'r adroddiad pennaeth. Defnyddiwyd y wefan, yr hysbyrfwrdd a'r cylchlythyr ysgol er mwyn ceisio barn. Ceisiwyd hyrwyddo cyfranogiad gan bobl anabl, gan y rhai sy'n siarad Saesneg fel iaith ychwanegol a chan y rhai sy'n cael pryddau ysgol am ddim.

Gwahoddwyd ein partneriaid yn y Gymuned **(e.e. Y Ganolfan Deuluoedd Gwledig)** er mwyn ceisio barn rhai sydd a lefelau isel o lythrennedd a rhai sy'n derbyn pryddau ysgol am ddim. **Mynegodd hyfforddwyr dawns o fewn yr ysgol,** a gwirfoddolwyr darllen eu barn.

Byddwn yn parhau i gadw'r ddeialog ar agor trwy fonitro'r cynllun yn rheolaidd. Bydd adroddiad blynyddol i rieni ac adolygiad blynyddol gan y Cyngor Ysgol.

4. Amcanion a Chynlluniau Gweithredu

Yn ychwanegol at Amcanion Cydraddoldeb a chymau gweithredu Cyngor Bwrdeistref Sirol Conwy a gytnwyd yn gorfforaethol, ein Hamcanion Cydraddoldeb dewisedig yw:

1. *Cau'r bwlch cyrhaeddiad rhwng bechgyn a merched. (i <5%) Dros bedair mlynedd, byddwn yn monitro ac yn adrodd yn ôl i'r llywodraethwyr yn flynyddol ar hyn. (Gweler CDY)*
2. *Hyrwyddo agwedd bositif yr holl ddisgyblion mewn agweddau wedi'u diogelu trwy wasanaethau ysgol, gweithgareddau ABaCh a phrosiectau.*
3. *Monitro disgyblion sydd ar y gofrestr ADY, gan edrych am ffyrdd o wella cyrhaeddiad addysgol.*
4. *Codi canran y disgyblion PYDd sy'n cyrraedd Deilliant 5 ar ddiwedd y CS neu Lefel 4 ar ddiwedd CA2.*

Mae'r ysgol yn gwerthuso effeithiolrwydd y CCS yn rheolaidd, drwy'r corff llywodraethol a chydag Estyn pan gaiff yr ysgol ei harolygu.

5. Cyhoeddi ac adrodd

Mae'r ysgol yn darparu copi o'i CCS a'i chynllun gweithredu i gyflawni ei hamcanion cydraddoldeb mewn amrywiaeth o fformatau ac yn sicrhau ei fod ar gael i rieni/gofalwyr ac eraill, gan gynnwys y sawl y nodir ei bod yn anodd ymgysylltu â hwy. Mae prospectws yr ysgol yn cynnwys cyfeiriad at y CCS a'r gwerthoedd sy'n sail iddo.

Mae'r ysgol yn cyflwyno adroddiad blynyddol ar y cynnydd a wnaed ar y cynlluniau gweithredu ac effaith y CCS ei hun ar ethos yr ysgol ac arfer yn yr ysgol. Cyflawnir hyn fel rhan o Adroddiad Blynyddol y Llywodraethwyr.

Caiff yr holl ddata a gesglir ei ddefnyddio at ddibenion dadansoddi tueddiadau, fesul nodwedd a warchodir, o ran perfformiad, defnyddio gwasanaethau a gynigir gan yr ysgol neu'r awdurdod lleol a'u boddhad ohonynt. Caiff gwybodaeth o'r fath ei storio ar wahân i wybodaeth bersonol sy'n nodi'r unigolyn. Er mwyn amddiffyn hunaniaeth yr unigolion pan gyhoeddir gwybodaeth am dueddiadau, **ni chyhoeddir unrhyw gyfrif sy'n cynnwys llai na 5 unigolyn.**

6. Monitro ac Adolygu

Fel rhan o'n cyfrifoldeb am fonitro'r CCS, rydym yn ymrwymo i:

- ailedrych ar yr wybodaeth a'r data a ddefnyddiwyd i nodi blaenoriaethau ar gyfer y CCS a'r cynlluniau gweithredu, a'i ddadansoddi. Mae hyn yn cynnwys defnyddio trosolwg o'r canlyniadau;
- defnyddio'r asesiadau effaith i sicrhau bod y camau gweithredu a gymerwyd yn cael effaith gadarnhaol ar draws yr holl nodweddion a warchodir, bod hyrwyddo cydraddoldeb yn ganolog i gynllunio'r ysgol a bod gwahaniaethu'n cael ei ddileu'n effeithiol.

Mae adolygu'r CCS yn cyfeirio'r gwaith o'i ddiwygio, pennu blaenoriaethau newydd a chynlluniau gweithredu. Mae'r broses hon yn parhau i:

- gynnwys amrywiaeth llawn o randdeiliaid;
- bod yn seiliedig ar dystiolaeth – defnyddio gwybodaeth a data mae'r ysgol wedi'u casglu a'u dadansoddi;
- defnyddio'r dystiolaeth i gynnal asesiad effaith manwl gywir a fydd yn cyfeirio blaenoriaethau



POLISI CYDRADDOLDEB / EQUALITY

Policy agreed by the Governors:

Signed by the Chair: Date:

Signed by the Head: Date:

Date for Review:

Contents of our Strategic Equality Plan (SEP)

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2. Our distinctive character, values, priorities and aims

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1.1 School values

At *Ysgol*, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At *Ysgol*, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Most pupils come from the town of *Llanrwst* or surrounding rural areas. Although number of pupils receiving free school meals has fallen, the school is still within the “Communities First” area and therefore quite deprived. 48 pupils receive Free School Meals.

A relatively high number of pupils have additional learning needs, mainly related to literacy and emotional and behavioural aspects.

The school works closely with other agencies in order to ensure equality:

- School nurse
- Social Workers
- Educational Psychologists
- Inclusion teachers
- Social Inclusion
- ASA Additional Support team
- Social inclusion service

- Hearing/Visual impairment nurse
- Welfare officer
- School councillors
- Llanrwst Family Centre – Rural Families First.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- provide an enriched PHSE programme, hold varied school assemblies and projects to celebrate equality.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender,

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disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- Conwy County Borough Council's SEP and equality objectives as identified: Reduce unequal outcomes in **Education** to maximise individual potential:
 - Reducing the educational attainment gap between different groups;
 - Identity based bullying in school reduced.
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls and other groups;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 4 (p.8)**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- provide information from school or LA in any format as requested.
- Ensure all pupils have full access to the curriculum as a whole. Support any disabilities. Provide support by ALN coordinator or County specialists (e.g. Autistic Spectrum Disorder Team, sensory impairment support, guidance or equipment).
- Bro Gwydir School is accessible to all pupils, staff, governors, parents and visitors.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

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- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies.
- Ensuring all staff are aware of the SEP

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice against different protected groups, including racism, homophobia or prejudice targeted at disabled pupils, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of letters / questionnaires and meetings to determine equality issues;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution, e.g. through School Council;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

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The process of developing this policy has involved the whole of the schools' community. We have included and listened to what stakeholders have had to say, including people from various backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

Pupils views were considered through the School Council, various workshops and via our Cultural Diversity strand of our Foundation Phase Curriculum and PHSE programme.

Staff contributed, including Senior Management Team, ALNCO, support assistants, cleaners, caretaker, lunch time supervisors, catering staff and administrative staff in staff meetings. Policy was discussed in governors meeting.

Parents were invited to via a letter and through the annual head teacher report. The school website, notice board and newsletter were used to seek opinion. Participation of disabled people, those who speak English as an additional language and by those who can access free school meals were all encouraged.

Our partners in the community (e.g. Rural Families First Centre) were included in order to be inclusive of those with low levels of literacy or access to free school meals. Dance instructors and reading volunteers at the school also voiced their opinion.

We will be continuing to keep the dialogue open by monitoring the plan regularly. There will be an annual report to parents and an annual review by school council.

4. Objectives and Action Plans

In addition to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately. Our chosen Equality Objectives are:

- 1. Close attainment gap between boys and girls. (to <5%) Over four years we will be monitoring and reporting to governors annually on this aspect. (See SDP)*
- 2. To promote positive attitudes for all pupils in protected characteristics through school assemblies, PHSE activities and projects.*
- 3. To monitor pupils on ALN register, looking for ways of improving education outcomes.*

4. To raise percentage of pupils who receive FSM that achieve Outcome 5 at the end of the FP or level 4 at the end of KS2.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

5. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. **In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.**

6. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

