



Polisi Cydraddoldeb *Equalities Policy*

Fersiwn / Version	Dyddiad / Date	Crynodeb o newidiadau / Summary of changes	Dyddiad a Dderbyniwyd gan Fwrdd o Lywodraethwyr / Date Accepted by Board of Governors
1.0	Mawrth 2023	Fersiwn newydd New Version	28.3.23
Arwyddwyd gan Cadeirydd y Corff Llywodraethol	Dyddiad 28.3.23	Enw <i>Margaret Roberts</i>	28.3.23
Arwyddwyd gan y Pennaeth	Dyddiad 28.3.23	Enw <i>Rhian Lloyd</i>	28.3.23
Bydd y polisi hwn yn cael ei adolygu yn: / <i>This policy will be reviewed in:</i>			Mawrth 2026
Enw'r arweinydd yr ysgol: <i>Name of School Lead:</i>			Pennaeth
Enw'r Llywodraethwr gyda chyfrifoldeb am: <i>Name of Governor:</i>			Cadeirydd

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Deddf Cydraddoldeb 2010

Pwrpas Deddf Cydraddoldeb 2010 yw sicrhau tegwch ac mae'n diogelu'r nodweddion canlynol (sy'n cael eu galw hefyd yn 'grwpiau gwarchodedig'):

- Oed
- Anabledd
- Rhyw
- Newid rhyw
- Beichiogrwydd a mamolaeth
- Hil
- Crefydd neu gred, gan gynnwys diffyg cred
- Cyfeiriadedd rhywiol
- Priodas a phartneriaeth sifil

Nid yw hyrwyddo a defnyddio'r iaith Gymraeg wedi'i gynnwys yn Neddf Cydraddoldeb 2010 gan fod gofynion **Mesur yr Iaith Gymraeg (Cymru) 2011** yn rhoi sylw i hyn. O dan y Mesur, rhaid i gyrff cyhoeddus gydymffurfio â'r Safonau Iaith Gymraeg. Egwyddorion sylfaenol y Safonau yw na ddylid trin y Gymraeg yn llai ffafriol na'r Saesneg ac y dylid hyrwyddo a hwyluso'r defnydd o'r iaith Gymraeg, gan ei gwneud yn haws i bobl ddefnyddio'r Gymraeg yn eu bywydau bob dydd. Mae'n bwysig cynnwys yr iaith Gymraeg ochr yn ochr â'r nodweddion gwarchodedig uchod er mwyn annog ymagwedd holistaidd tuag at anghenion pob cymuned wrth gynllunio a darparu gwasanaethau.

Y Ddyletswydd Cydraddoldeb Cyffredinol

Mae'r Ddeddf yn gosod Dyletswydd Gyffredinol ar gyrff cyhoeddus i roi sylw dyledus i'r canlynol wrth weithredu eu swyddogaethau:

- Diddymu gwahaniaethu, aflonyddu ac erledigaeth anghyfreithlon ac ymddygiad arall sydd wedi ei wahardd gan y Ddeddf.
- Hyrwyddo cyfle cyfartal rhwng pobl sy'n rhannu nodwedd warchodedig berthnasol a'r rhai nad ydynt.
- Meithrin perthynas dda rhwng pobl sy'n rhannu nodwedd warchodedig a'r rhai nad ydynt.

1. Datganiad polisi cyffredinol

Mae'r ysgol hon yn gwrthwynebu pob math o ragfarn a gwahaniaethu ac yn cydnabod bod gan ddisgyblion wahanol anghenion, gofynion ac amcanion.

Hyrwyddwn gysylltiadau da a chyd-barchu o fewn a rhwng ein disgyblion, staff, llywodraethwyr a'r rhieni, rhai sy'n gofalu am a gwarcheidwaid ein disgyblion, beth bynnag fo eu nodwedd warchodedig (tarddiad ethnig, rhyw, oedran, statws priodasol, cyfeiriadedd rhywiol, anabledd, traws rywioldeb, crefydd neu anffyddiaeth, cenedl, beichiogrwydd a mamolaeth) neu eu perthynas â'r uchod.

Mae'r ysgol yn cydnabod y ceir cymdeithasau amrywiol yng Nghymru a'r DU, yn cynnwys unigolion o lawer o wahanol gefndiroedd. Mae'n bwysig bod pob plentyn a'r holl bobl ifanc wedi eu paratoi'n ddigonol i fyw mewn cymdeithas mor amlddiwylliannol ac amrywiol.

Ein nod yn ein hysgol yw delio â gwahaniaethu a hyrwyddo cyfle cyfartal a chysylltiadau da ar draws pob agwedd o fywyd ysgol. Gwnawn hynny trwy:

- greu ethos ble mae pob plentyn a pherson ifanc unigol yn teimlo ei fod yn cael ei werthfawrogi a'i fod yn ddiogel;
- creu ymdeimlad o hunan-barch a hyder yn ein plant a'n pobl ifanc, fel y gallant ddefnyddio'r rhinweddau hyn i ddylanwadu ar eu perthynas ag eraill;
- bod a disgwyliadau cyson uchel o blant a phobl ifanc yn eu hymddygiad ac yn eu dysg;
- lleihau rhwystrau i ddysgu, fel y gall pob plentyn ac unigolyn ifanc dderbyn yr un cyfle i gyflawni;
- sicrhau ystyriaeth addas a cytbwys i anghenion dysgu pob plentyn ac unigolyn ifanc, trwy ein cynlluniau gwaith a'n cynlluniau gwers;
- adnabod gweithdrefnau eglur ar gyfer delio'n gyflym â digwyddiadau o ymddygiad gwahaniaethol;
- creu hyder ymhlith plant a phobl ifanc a staff i herio ymddygiad rhagfarnllyd ac ymosodol;
- herio stereoteipiau a hyrwyddo delweddau positif.

2. Cyfrifoldebau

2.1 Rôl y Bwrdd Llywodraethol

- Mae'r Bwrdd Llywodraethol wedi amlinellu ei ymrwymiad i gydraddoldeb trwy roi sêl bendith ar y Polisi a'i fabwysiadu a bydd yn dal i wneud popeth o fewn ei allu i sicrhau bod yr ysgol yn hollol gynhwysol i ddisgyblion, ac yn ymateb i anghenion ac amgylchiadau unigolion yn unigol
- Bydd y Bwrdd Llywodraethol yn sicrhau bod Cynllun Cydraddoldeb Strategol yn cael ei baratoi pob pedair blynedd a'i adolygu'n flynyddol yn unol â'u dyletswydd dan Ddeddf Cydraddoldeb 2010.
- Bydd y Bwrdd Llywodraethol yn sicrhau bod Cynllun Hygyrchedd yn cael ei baratoi
- Ceisia'r Bwrdd Llywodraethol sicrhau na wahaniaethir yn erbyn unigolion ar unrhyw sail, wrth ymgeisio am swyddi yn ein hysgol.
- Cymer aelodau'r Bwrdd Llywodraethol bob cam rhesymol i sicrhau rhydd amgylchedd yr ysgol fynediad i bobl anabl, a cheisiant hefyd sicrhau bod cyfathrebiadau'r ysgol mor gynhwysol a bo modd i rieni, rhai sy'n gofalu a disgyblion fel ei gilydd.
- Mae'r Bwrdd Llywodraethol yn croesawu pob cais i ymuno â'r ysgol, beth bynnag fo cefndir unigol neu gefndir teuluol plentyn.
- Bydd y Bwrdd Llywodraethol yn sicrhau na wahaniaethir yn erbyn unrhyw blentyn tra maent yn yr ysgol.

2.2 Rôl y Pennaeth (neu uwch athro sy'n gyfrifol am Gydraddoldeb)

- Y Pennaeth sy'n gyfrifol am weithredu Cynllun Cydraddoldeb Strategol yr ysgol a chaiff ef/hi ei chefnogi gan y bwrdd llywodraethol yn hynny o beth.
- Y Pennaeth sy'n gyfrifol am sicrhau bod yr holl staff yn ymwybodol o Bolisi Cydraddoldeb a Chynllun Cydraddoldeb Strategol yr ysgol, a bod athrawon yn cymhwyso'r canllawiau hynny mewn pob sefyllfa.
- Mae'r Pennaeth yn sicrhau y rhydd yr holl baneli penodi ystyriaeth ddyledus i'r cynllun hwn, fel na wahaniaethir yn erbyn unrhyw un pan ddaw yn fater o gyfleoedd cyflogaeth neu hyfforddiant.
- Mae'r Pennaeth yn hyrwyddo'r egwyddor o gydraddoldeb wrth ddatblygu'r cwricwlwm, ac yn hybu parch at eraill a chyfleoedd cyfartal i gymryd rhan mewn pob agwedd o fywyd yr ysgol.

- Bydd y Pennaeth yn delio o ddifrif â phob digwyddiad o driniaeth annheg ac unrhyw achos o fwlio yn sgîl gwahaniaethu.

2.3 Rôl y staff cyfan (dysgu ac ategol)

- Bydd yr holl staff yn sicrhau y caiff pob disgybl ei drin yn deg, yn gyfartal a gyda pharch, ac yn dilyn Polisi Cydraddoldeb a Chynllun Cydraddoldeb Strategol yr Ysgol.
- Bydd yr holl staff yn ceisio darparu deunydd a rydd ddelweddau positif ac sy'n herio delweddau ystrydebol.
- Bydd yr holl staff yn herio unrhyw ddigwyddiadau ble ceir rhagfarn, boed yn hiliaeth, homoffobia, cysylltiedig ag anabledd neu fath arall o ragfarn, a chofnodi unrhyw ddigwyddiad, gan dynnu sylw'r Pennaeth atynt.
- Mae'r athrawon yn cefnogi gwaith y staff ategol neu gefnogol ac yn eu hannog i ymyrryd yn bositif yn erbyn unrhyw ddigwyddiadau gwahaniaethol.

2.4 Ymwelwyr a chontractwyr sy'n gweithio ar y safle

- Gwneir pob ymdrech i sicrhau bod yr holl ymwelwyr neu gontractwyr sy'n gweithio ar y safle yn ymwybodol o safiad yr ysgol ar gydraddoldeb a digwyddiadau gwahaniaethol.

3. Ethos Cymuned Gyfan

3.1 Dathlu a darparu ar gyfer amrywiaeth

- Gwnawn bopeth o fewn ein gallu i sicrhau y delir ag anghenion pob grŵp yn yr ysgol trwy ddathlu amrywiaeth, megis darparu ar gyfer gofynion ymborth a gofynion gwisg gwahanol grwpiau crefyddol a chaniatáu plant a phobl ifanc i arsylwi gwahanol ddathliadau a gwyliau crefyddol.
- Paratoi ar gyfer bywyd mewn cymdeithas amryfal
- Rydym yn annog pob plentyn a pherson ifanc i ddeall, parchu a gwerthfawrogi unigolion a hunaniaeth, diwyllïannau a chredoau pobl maent yn anghyfarwydd â hwy er mwyn eu paratoi ar gyfer bywyd mewn cymdeithas amryfal.

4. Cyrhaeddiad, datblygiad ac asesiad personol plant a phobl ifanc

4.1 Cyrhaeddiad a chynnydd

Ein nod yw sicrhau bod pob plentyn a pherson ifanc yn cyrraedd ei llawn botensial. Rydym yn monitro cynnydd plant a phobl ifanc unigol am arwyddion o dan-gyrhaeddiad. Delir â'r rhain trwy gefnogaeth sydd wedi ei gynllunio a'i dargedu. Byddwn yn monitro cynnydd grwpiau penodol lle mae tystiolaeth ehangach o dan-gyflawni o fewn y grwpiau hynny. Ble bo angen, ceisir cyngor gan sefydliadau cefnogol megis yr Awdurdod Lleol a sefydliadau partner o'r sector gwirfoddol.

4.2 Cefnogaeth fugeiliol

Mae ein cefnogaeth fugeiliol yn gynhwysol ac yn ystyried cefndir, nodweddion gwarchodedig a phrofiadau plant a phobl ifanc.

4.3 Cefnogaeth i blant a phobl ifanc lle mae'r Gymraeg a'r Saesneg yn iaith ychwanegol iddynt

Darparwn gefnogaeth briodol ar gyfer plant a phobl ifanc lle mae'r Gymraeg a'r Saesneg yn iaith ychwanegol iddynt, a'u hannog i ddefnyddio a datblygu eu hieithoedd cartref, ble bo modd.

4.4 Gyrfaoedd a phrofiadau gwaith yn y dyfodol

Rydym yn annog pob plentyn a pherson ifanc i ystyried yr ystod lawn o brofiadau gwaith sydd ar gael yn y

dyfodol a dewisiadau addysg bellach er mwyn sicrhau na chaiff unigolion neu grwpiau penodol eu stereoteipio.

4.5 Anghenion Dysgu Ychwanegol

Yn unol â Pholisi Anghenion Dysgu Ychwanegol yr ysgol gwneir asesiadau manwl-gywir o anghenion dysgu ychwanegol ar gyfer plant a phobl ifanc gydag anableddau o bob math, cyflyrau meddygol, o leiafrifoedd ethnig, rheini lle mae Cymraeg a'r Saesneg yn iaith ychwanegol iddynt, ac ar gyfer plant sy'n ffoaduriaid ac sy'n geiswyr lloches. Rhoddir cefnogaeth briodol i bob plentyn a pherson ifanc ag anghenion dysgu ychwanegol.

5. Cwricwlwm, addysgu ac adnoddau

5.1 Hybu amrywiaeth diwylliannol trwy gyfrwng y cwricwlwm

Rydym yn hyrwyddo amrywiaeth yn y cwricwlwm trwy addysgu cynnwys positif, amrywiol, adolygu'n systematig ddogfennaeth er mwyn sicrhau cynnwys priodol a trwy feithrin parch tuag at bawb beth bynnag fo eu hamgylchiadau unigol neu deuluol.

5.2 Mynediad at y Cwricwlwm

Gwnawn bob ymdrech i sicrhau caiff pob plentyn a phobl ifanc fynediad i'r cwricwlwm trwy gymryd eu cefndiroedd unigol a'u hanghenion ieithyddol i ystyriaeth, a thrwy addasu a gwahaniaethu gwaith yn briodol.

5.3 Adnoddau

Caiff delweddau positif o bobl gydag ystod o nodweddion gwarchodedig eu portreadu trwy ein hadnoddau a'n harddangosfeydd. Cânt eu hadolygu a'u huwchraddio'n systematig er mwyn sicrhau bod pob gofyn unigol yn cael ei gwrdd a defnyddiwn amrywiaeth o adnoddau i herio stereoteipiau a gwahaniaethu yn drawsgwricwlaidd. Byddwn yn canolbwyntio'n arbennig ar nodweddion gwarchodedig unigolion o fewn yr ysgol.

5.4 Addysgu a Dysgu

Cymerwn gamau positif i sicrhau y gall pob plentyn a pherson ifanc gymryd rhan a theimlo y caiff eu cyfraniadau eu gwerthfawrogi. Caiff plant a phobl ifanc o bob cefndir eu hannog i gydweithio gyda chydweithrediad a dealltwriaeth. Byddwn yn adlewyrchu hunaniaeth pob plentyn a pherson ifanc wrth eu haddysgu. Caiff rhagfarn a stereoteipiau eu herio gan ein haddysgu ac rydym yn meithrin ymwybyddiaeth feirniadol plant a phobl ifanc o ragfarn, anghydraddoldeb ac anghyfiawnder.

6. Derbyn a phresenoldeb

6.1 Derbyn

Mae ein meini prawf mynediad a chyfweliadau yn seiliedig ar ganllawiau'r Awdurdod Lleol ac maent yn deg a chyfartal i bawb ac nid ydynt yn cael effaith negyddol ar unrhyw unigolion na grwpiau.

6.2 Presenoldeb

Disgwyliwn bresenoldeb da gan bob plentyn a pherson ifanc. Rydym yn cydnabod hawl plant a phobl ifanc i gymryd amser i ffwrdd ar gyfer e.e. ymlyniad crefyddol, neu gyfrifoldebau gofalu ac yn gwneud darpariaeth

ar gyfer plant a phobl ifanc i ddal i fyny â gwaith a gollir. Byddwn hefyd yn monitro lefelau presenoldeb yn gyson ac yn gweithredu yn unol â'r gofyn.

Rydym hefyd yn cydnabod y gall anabledd neu salwch hirdymor effeithio ar bresenoldeb a byddwn yn gwneud darpariaeth i blant a phobl ifanc i ddal i fyny â'r gwaith a gollir.

7. Ymddygiad, disgyblaeth a gwahardd

7.1 Bwlio, gwahaniaethu ac aflonyddu

Rydym yn gwrthwynebu pob math o ragfarn a gwahaniaethu, ac ni chaiff defnydd o'r fath iaith neu ymddygiad ei oddef a chaiff ei herio bob tro. Delir â phob digwyddiad yn unol â Pholisi Ymddygiad a Gwrth-fwlio'r Ysgol.

7.2 Ymddygiad a disgyblaeth

Disgwylir safonau uchel o ymddygiad gan bob plentyn a pherson ifanc. Cymerir mesurau pendant a chyson wrth ddelio â digwyddiadau o natur wahaniaethol a chynhelir ymchwiliad llawn i bob honiad o aflonyddu neu gythruddo o'r fath yn unol â Pholisi Ymddygiad a Gwrth-fwlio'r ysgol.

7.3 Gwahardd

Cymerwn gamau rhagweithiol i geisio atal gwahardd a chaiff unrhyw waharddiadau sy'n anochel eu monitro trwy ddefnyddio'r ystod lawn o nodweddion gwarchodedig.

8. Partneriaeth gyda rhieni a'r gymuned

Rydym yn ceisio tynnu ar fedrusrwydd, sgiliau a gwybodaeth unigolion o ystod o gefndiroedd, o'r gymuned leol ac ehangach, i ddatblygu agweddau positif tuag at nodweddion gwarchodedig a herio gwahaniaethu. Caiff rhieni o gefndiroedd amrywiol eu hannog i gymryd rhan ym mywyd yr ysgol.

Defnyddir dulliau amgen i gyfathrebu ac ymgynghori gyda rhieni neu rai sy'n gofalu yn ôl yr angen.

8.1 Tir yr ysgol

Gall pob grŵp yn y gymuned ddefnyddio tir yr ysgol sy'n cefnogi'r un egwyddorion o gydraddoldeb ac amrywiaeth pan fo hynny'n briodol a thrwy ganiatâd.

8.2 Contractwyr a darparwyr gwasanaeth

Disgwylir i bob contractwr ac ymwelydd â'r ysgol gynnal ymddygiad, sy'n gyson â'r polisi hwn.

9. Recriwtio staff a datblygiad proffesiynol

9.1 Recriwtio a hyrwyddo

Rydym yn sicrhau na cheir gwahaniaethu yn ein materion recriwtio, hyrwyddo a disgyblu. Bydd yr Awdurdod Lleol yn cyhoeddi ffigyrau ar gyfer monitro nodweddion cydraddoldeb staff bob blwyddyn gan gynnwys holl staff Addysg.

9.2 Gwahaniaethu ac aflonyddu

Delir â digwyddiadau o wahaniaethu neu aflonyddu sy'n ymwneud â staff, yn unol â Pholisi Delio gyda Chwynion a Pholisi Disgyblaeth Staff yr ysgol.

9.3 Peidio â dilyn y polisi

Os bydd aelodau'r staff neu gorff llywodraethol yn peidio â dilyn y polisi hwn, delir â hynny yn unol â Pholisi Disgyblaeth Staff yr ysgol.

10. Cyfathrebu

Caiff y polisi llawn ei:

- rannu hefo holl staff, Llywodraethwyr a Gwirfoddolwyr yr ysgol.
- ei gyhoeddi ar wefan yr ysgol
- ar gael i unrhyw un sy'n dymuno cael copi.
- ei roi i bob contractwr neu ddarparwyr gwasanaeth nad ydynt yn cyflenwi'r AALI, y cânt eu gwneud yn ymwybodol o'r angen i ddilyn y polisi ac y gofynnir iddynt am eu polisi eu hunain.



Gwasanaeth Dysgu Môn
Anglesey Learning Service

Equality Act 2010

The purpose of the Equality Act 2010 is to ensure fairness and to protect the following features (also known as 'protected groups'):

- Age
- Disability
- Sex
- Sex change
- Pregnancy and maternity
- Race
- Religion or belief, including non-belief
- Sexual orientation
- Marriage and civil partnership

The promotion and use of the Welsh language is not included in the Equality Act 2010 as the requirements of the **Welsh Language (Wales) Measure 2011** address this. Under the Measure, public bodies must comply with the Welsh Language Standards. The basic principles of the Standards are that the Welsh language should not be treated less favourably than the English language and that the use of the Welsh language should be promoted and facilitated, making it easier for people to use Welsh in their everyday lives.

It is important to include the Welsh language alongside the protected characteristics above to encourage a holistic approach to the needs of all communities in the planning and delivery of services.

General Equality Duty

The Act places a General Duty on public bodies to have due regard to the following in the exercise of their functions:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Promote equality of opportunity between people who share a relevant protected characteristic and those who do not.

- Foster good relationships between people who share a protected characteristic and those who do not.

1. General policy statement

This school opposes all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and objectives.

We promote good relations and mutual respect within and between our pupils, staff, governors and parents, carers and guardians of our pupils, whatever their protected characteristic (ethnic origin, gender, age, marital status, sexual orientation, disability, trans sexuality, religion or atheism, nationality, pregnancy and maternity) or their relationship to the above.

The school recognises that there are diverse societies in Wales and the UK, including individuals from many different backgrounds. It is important that all children and young people are adequately prepared to live in such a multicultural and diverse society.

Our aim in our school is to deal with discrimination and promote equality of opportunity and good relations across all aspects of school life. We will do so by:

- creating an ethos where each individual child and young person feels valued and safe;
- creating a sense of self-esteem and confidence in our children and young people, so that they can use these qualities to influence their relationships with others;
- consistently high expectations of children and young people in their behaviour and learning;
- reducing barriers to learning, so that all children and young people can have the same opportunity to achieve;
- ensuring a suitable and balanced consideration of the learning needs of all children and young people, through our schemes of work and lesson plans;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- creating confidence among children and young people and staff to challenge prejudiced and aggressive behaviour;
- challenging stereotypes and promoting positive images;

2. Responsibilities

2.1 Role of the Governing Board

- The Governing Board has outlined its commitment to equality by approval and adoption of the Policy and will continue to do all it can to ensure that the school is fully inclusive to pupils, and responds to the needs and circumstances of individuals individually.
- The Governing Board will ensure that a Strategic Equality Plan is prepared every four years and reviewed annually in accordance with their duty under the Equality Act 2010.
- The Governing Board will ensure that an Accessibility Plan is prepared.
- The Governing Board seeks to ensure that individuals are not discriminated against on any grounds, when applying for posts in our school.
- Members of the Governing Board take all reasonable steps to ensure that the school environment gives disabled people access, and they also seek to ensure that the school's communications are as inclusive as possible for parents, carers and pupils alike.
- The Governing Board welcomes all applications to join the school, regardless of a child's individual or family background.
- The Governing Board will ensure that no child is discriminated against while they are at school.

2.2 Headteacher's role (or senior teacher responsible for Equality)

- The Headteacher is responsible for implementing the school's Strategic Equality Plan and he/she is supported by the Governing Board in that regard.
- The Headteacher is responsible for ensuring that all staff are aware of the school's Equality Policy and Strategic Equality Plan, and that teachers apply that guidance in all situations.
- The Headteacher ensures that all appointment panels give due consideration to this scheme, so that no one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equality in curriculum development, and promotes respect for others and equal opportunities to participate in all aspects of school life.
- The Headteacher will deal seriously with all incidents of unfair treatment and any incident of bullying as a result of discrimination.

2.3 Whole staff role (learning and ancillary)

- All staff will ensure that all pupils are treated fairly, equally and with respect, and follow the School's Equality Policy and Strategic Equality Plan.
- All staff will seek to provide material that gives positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, be it racism, homophobia, disability-related or other prejudice, and record any incident, drawing them to the attention of the Headteacher.
- Teachers support the work of the ancillary or supportive staff and encourage them to intervene positively against any discriminatory incidents.

2.4 Visitors and contractors working on site

- Every effort will be made to ensure that all visitors or contractors working on the site are aware of the school's stance on equality and discriminatory events.

3. Whole Community Ethos

3.1 Celebrating and providing for diversity

- We will do all we can to ensure that the needs of all groups in the school are met by celebrating diversity, such as providing for diet and dress requirements of different religious groups and allowing children and young people to observe different religious celebrations and festivals.
- Preparing for life in a various society
- We encourage all children and young people to understand, respect and value individuals and the identities, cultures and beliefs of people they are unfamiliar with in order to prepare them for life in a diverse society.

4. Children and young people's attainment, development and personal assessment

4.1 Attainment and progress

Our aim is to ensure that all children and young people reach their full potential. We monitor the progress of individual children and young people for signs of under-attainment. These are dealt with through planned and targeted support. We monitor the progress of specific groups where there is wider evidence of under-achievement within those groups. Where necessary, advice is sought from supportive organisations such as the Local Authority and partner organisations from the voluntary sector.

4.2 Pastoral support

Our pastoral support considers the background, protected characteristics and experiences of children and young people.

4.3 Support for children and young people where English and Welsh is an additional language to them

We provide appropriate support for children and young people where Welsh and English are an additional language, and encourage them to use and develop their home languages, where possible.

4.4 Future careers and work experiences

We encourage all children and young people to consider the full range of future work experiences available and further education options to ensure that specific individuals or groups are not stereotyped.

4.5 Additional Learning Needs

In accordance with the school's Additional Learning Needs Policy, accurate assessments of additional learning needs are made for children and young people with disabilities of all kinds, medical conditions, from ethnic minorities, those where English and Welsh is an additional language, and for refugee and asylum seeking children. Appropriate support is given to all children and young people with additional learning needs.

5. Curriculum, teaching and resources

5.1 Promoting cultural diversity through the curriculum

We promote diversity in the curriculum by teaching positive, varied content, systematically reviewing documentation to ensure appropriate content and by fostering respect for everyone whatever their individual or family circumstances.

5.2 Access to the Curriculum

We will make every effort to ensure that all children and young people have access to the curriculum by taking account of their individual backgrounds and linguistic needs, and by adapting and differentiating work appropriately.

5.3 Resources

Positive images of people with a range of protected characteristics are portrayed through our resources and exhibitions. They are systematically reviewed and upgraded to ensure that each individual requirement is met and we use a range of resources to challenge stereotypes and discrimination across the curriculum. We will focus particularly on the protected characteristics of individuals within the school.

5.4 Teaching and Learning

We take positive steps to ensure that all children and young people can participate and feel valued. Children and young people from all backgrounds are encouraged to work together with co-operation and understanding. We reflect the identity of all children and young people in teaching them. Prejudice and stereotypes are challenged by our teaching and we foster children and young people's critical awareness of prejudice, inequality and injustice.

6. Admission and attendance

6.1 Admission

Our admission criteria and interviews are based on Local Authority guidance and are fair and equal to all and do not have a negative impact on any individuals or groups.

6.2 Attendance

We expect good attendance from all children and young people. We recognise the right of children and young people to take time off for e.g. religious affiliation, or caring responsibilities and make provision for children and young people to catch up with work missed. We also monitor attendance levels consistently and act accordingly.

We also recognise that disability or long-term illness can affect attendance and we will make provision for children and young people to keep up with missed work.

7. Conduct, discipline and exclusion

7.1 Bullying, discrimination and harassment

We are opposed to all forms of prejudice and discrimination, and the use of such language or behaviour will not be tolerated and will always be challenged. All incidents are dealt with in accordance with the School's Behaviour and Anti-Bullying Policy.

7.2 Behaviour and discipline

High standards of behaviour are expected of all children and young people. Decisive and consistent measures are taken when dealing with incidents of a discriminatory nature and all allegations of such harassment or annoyance are fully investigated in accordance with the school's Behaviour and Anti-Bullying Policy.

7.3 Exclusion

We will take proactive steps to try to prevent exclusions and any inevitable exclusions will be monitored using the full range of protected characteristics.

8. Partnership with parents and the community

We seek to draw on the ability, skills and knowledge of individuals from a range of backgrounds, from the local and wider community, to develop positive attitudes towards protected characteristics and challenge discrimination. Parents from diverse backgrounds are encouraged to participate in school life.

Alternative methods are used to communicate and consult with parents or carers as necessary.

8.1 The school grounds

All groups in the community can use the school grounds which support the same principles of equality and diversity where appropriate and by consent.

8.2 Contractors and service providers

All contractors and visitors to the school are expected to maintain behaviour which is consistent with this policy.

9. Staff recruitment and professional development

9.1 Recruiting and promoting

We ensure that there is no discrimination in our recruitment, promotion and disciplinary matters. The Local Authority publishes figures for monitoring the equality characteristics of staff each year including all Education staff.

9.2 Discrimination and harassment

Incidents of discrimination or harassment involving staff are dealt with in accordance with the school's Staff Complaints Handling Policy and Discipline Policy.

9.3 Breaching the policy

If members of staff or a governing body cease to follow this policy, this will be dealt with in accordance with the school's Staff Discipline Policy.

10. Communication

This policy will be:

- shared with all staff, Governors and Volunteers of the school.
- published on the school website.
- available to anyone wishing to receive a copy.
- given to all contractors or service providers who do not supply the LEA, who will be made aware of the need to follow the policy and asked about their own policy.