

YSGOL GYFUN GWYNLLYW



POLISI CYFLE CYFARTAL

EQUAL OPPORTUNITIES POLICY

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General Declaration

We acknowledge that oppression, disadvantage and discrimination exist in society. Often a person's age, disability, race, religion, gender, sexual identity, sexual orientation, family background and/or the individual's language can be at the root of such intolerance and many individuals can face discrimination on the basis of one or more of these factors.

Ysgol Gyfun Gwynllyw values the diversity of community members and recognises that diversity exists amongst people and communities within the catchment area. Ysgol Gyfun Gwynllyw recognises the importance of equal opportunity and requests to join us whether as a pupil or member of staff is based on equality of opportunity, without consideration to sex, sexual orientation, marital status, parental status, religion, social class, gender, or ethnic origin.

We endeavour to discard inequalities that can appear in communities as a result of diversities of the kind, and we are committed to continuing to work to ensure fairness, reasonableness and justice for all in each area of responsibility.

As an employer and education service provider we are committed to ensuring that the way in which we provide the services, and our employment criteria fulfil the highest possible equalities standards.

Responsibilities

The Governing Body is responsible for ensuring that the school complies with the country's legislation and that this policy, related procedures and strategies are implemented.

The Headteacher is responsible for ensuring that the policy is implemented and ensuring that every member of staff is aware of their responsibilities and receive the appropriate training and support, as well as taking necessary action in cases of unlawful discrimination.

All school staff is expected to recognise and challenge instances of sexual or racial discrimination or any homophobic acts that occur; know how to recognise and challenge stereotyping or discrimination; and incorporate principles of equality and

diversity in all aspects of their work. We must ensure that every pupil has access to every curricular field, and equality of opportunity should be promoted during lessons.

Dealing with sexual or racial discrimination, xenophobia and homophobia

The school opposes any kind of unfairness, sexual or racial discrimination, xenophobia and homophobia, including the kind aimed at religious groups and communities, and against travellers, refugees and asylum seekers.

Objectives

1. Ensure that an ethos of inclusion is established and maintained.
2. Promote democracy.
3. Ensure that all pupils and members of staff are encouraged to fulfil their potential;
4. Defend the rights of all pupils and staff, parents, governors and visitors to the school
5. Ensure the school is a community where everyone, whatever their race, disability, religion, sex, sexual identity, sexual orientation, family background and/or language, feel that they are welcomed and appreciated;
6. Prepare pupils for challenges, choices and responsibilities for living in a diverse society;
7. Empower pupils to participate as active citizens in their communities, taking responsibility for themselves and each other;
8. Nurture and encourage positive attitudes and behaviour towards members of the community whose race, sexuality or ability is different to that of their own.

The Schools Ethos and Environment

This school understands the need to create and promote a positive ethos if the pupils and staff are to fulfil their potential, and in the wake of this, we are ensuring that the objectives listed above are relevant to all our policies and practices including those that relate to:

- i. Equal opportunity sessions, projects and courses, that are planned with a clear purpose for each input;
- ii. Teach the relevant information and understanding, skills, values and aspects in the National Curriculum subjects, PSHE and Religious Education;
- iii. Teaching and learning strategies that make use of interactive methods, and based on experiences that are relevant and appropriate to the pupils' needs and abilities, and that offer sufficient time for discussion and reflection;
- iv. Pupils' progress, attainment and assessment, conduct, discipline and exclusions;
- v. Admissions and attendance;

- vi. Encouragement for pupils to take responsibility for their own learning and assess their own development.
- vii. Value pupils and encourage positive interrelationships and self-esteem;
- viii. Selecting, recruiting and providing induction training for staff;
- ix. Effective coordination, training and support for staff;
- x. Partnership with parents and the community;
- xi. Opportunities within the school for pupils to participate in the decision-making process;
- xii. Extra-curricular experiences, such as the school council, clubs etc;
- xiii. The school's physical plan promoting health and welfare;

Information and resources

We will ensure that the contents of the policy is made known to:

- The whole staff (teaching, administration, supply staff, peripatetics);
- Pupils;
- Parents;
- Governors;
- Guest speakers invited into school;

Respect towards Religion

We respect the religious beliefs and practices of the staff, pupils and parents and comply with every reasonable request that concerns following religious practices. Where appropriate, we make special arrangements for pupils who do not attend school assemblies that are of a Christian nature.

Monitoring, evaluating and reviewing this Policy

The governors will be responsible for collating, studying and using data concerning the implementation of this policy, as well as adapting and amending the policy where appropriate.

APPENDIX

Good Practice

In this respect, we aim to be interactive, implementing a number of good practices for this purpose within the following fields:

A. Teaching and Learning

- i. Staff to create an environment where everyone feels they are valued.
- ii. Teaching methods that consider the background of every pupil – whether on a linguistic level, family, gender, culture or religious level.
- iii. Promote an understanding of what is unacceptable
- iv. Select resources that promote equal opportunities
- v. Ensure equality of opportunities within the classroom (e.g. present the register in alphabetical order, collaboration between boys and girls, group work that includes pupils of mixed abilities)
- vi. Extra-curricular activities available to all and ensuring a variety of activities that are of interest to individuals
- vii. Displays that show positive images of various people and cultures

B Attainment

- i. Everyone has high expectations
- ii. Recognise, compliment and reward every kind of achievement.
- iii. Monitor the progress of every pupil and set targets that are appropriate and attainable.
- iv. Set an Individual Education Plan for those pupils who are in some way disadvantaged.
- v. Ensure during assessments, that the pupils are able to demonstrate their knowledge, therefore ensuring that language is not a barrier.

C Care

- i. Comprehensive programme of PSHE lessons that encourage discussion and an understanding of equal opportunities.
- ii. Opportunities to discuss this aspect during assemblies should be ensured
- iii. An element of flexibility in terms of uniform.

D Conduct

- i. Appropriate measures taken to deal with misconduct
- ii. Monitor exclusions to note ethnic/gender patterns and collaborate with the Education Authority regarding this.

E Staff Employment and Professional Development

- i. Advertise posts externally with the hope of ensuring representation from every gender/race/religion.
- ii. Ensure development and promotion based on ability and not a discriminatory basis.

F Partnership with Parents and the Wider Community

- i. Encourage every parent to participate in school life.

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Datganiad Cyffredinol

Rydym yn cydnabod bod gorthrwm, anfantais a gwahaniaethu yn bodoli mewn cymdeithas. Yn aml, oedran person, anabledd, hil, crefydd, rhyw, hunaniaeth rywiol, cyfeiriadedd rhywiol, cefndir teuluol a / neu iaith yr unigolyn fod wrth wraidd anoddefgarwch o'r fath a chaiff llawer o unigolion yn wynebu gwahaniaethu ar sail un neu ragor o'r rhain ffactorau.

Ysgol Gyfun Gwynllyw yn gwerthfawrogi amrywiaeth aelodau o'r gymuned ac yn cydnabod bod amrywiaeth yn bodoli ymhlith pobl a chymunedau o fewn y dalgylch. Ysgol Gyfun Gwynllyw yn cydnabod pwysigrwydd cyfle cyfartal a cheisiadau i ymuno â ni boed fel disgybl neu aelod o staff yn seiliedig ar gyfle cyfartal, heb ystyried rhyw, cyfeiriadedd rhywiol, statws priodasol, statws fel rhiant, crefydd, dosbarth cymdeithasol, rhyw, neu darddiad ethnig.

Rydym yn ymdrechu i daflu anghydraddoldebau a all ymddangos mewn cymunedau o ganlyniad i amrywiaethau o'r fath, ac yr ydym wedi ymrwymo i barhau i weithio i sicrhau tegwch, rhesymoldeb a chyfiawnder i bawb ym mhob maes cyfrifoldeb.

Fel darparwr gwasanaeth cyflogwr ac addysg yr ydym wedi ymrwymo i sicrhau bod y ffordd yr ydym yn darparu gwasanaethau, ac mae ein meini prawf cyflogaeth yn cyflawni'r safonau cydraddoldeb uchaf posibl.

Cyfrifoldebau

Mae'r Corff Llywodraethol yn gyfrifol am sicrhau bod yr ysgol yn cydymffurfio â deddfwriaeth y wlad a bod y polisi hwn, gweithdrefnau a strategaethau cysylltiedig yn cael eu rhoi ar waith.

Mae'r Pennaeth yn gyfrifol am sicrhau bod y polisi'n cael ei weithredu a sicrhau bod pob aelod o staff yn ymwybodol o'u cyfrifoldebau ac yn derbyn yr hyfforddiant a'r cymorth priodol, yn ogystal â chymryd camau angenrheidiol mewn achosion o wahaniaethu anghyfreithlon.

Disgwylir i bob aelod o staff yr ysgol i adnabod a herio achosion o wahaniaethu ar sail rhyw neu hiliol neu homoffobig unrhyw weithredoedd sy'n digwydd; gwybod sut i adnabod a herio stereoteipio neu wahaniaethu; ac ymgorffori egwyddorion cydraddoldeb ac amrywiaeth ym mhob agwedd ar eu gwaith. Mae'n rhaid i ni sicrhau bod pob disgybl yn cael mynediad i bob maes cwricwlaidd, a dylai cyfle cyfartal yn cael ei hyrwyddo yn ystod gwersi.

Delio â gwahaniaethu ar sail rhyw neu hiliol, senoffobia a homoffobia

Mae'r ysgol yn gwrthwynebu unrhyw fath o annhegwch, anffafiaeth rhywiol neu hiliol, senoffobia a homoffobia, gan gynnwys y math hanelu at grwpiau crefyddol a chymunedau, ac yn erbyn teithwyr, ffoaduriaid a cheiswyr lloches.

Amcanion

1. Sicrhau bod ethos o gynhwysiant ei sefydlu a'i chynnal.
2. Hyrwyddo democratiaeth.
3. Sicrhau bod yr holl ddisgyblion ac aelodau o'r staff yn cael eu hannog i gyflawni eu potensial;
4. Amddiffyn hawliau holl ddisgyblion a staff, rhieni, llywodraethwyr ac ymwelwyr i'r ysgol
5. Sicrhau bod yr ysgol yn gymuned lle mae pawb, beth bynnag fo'u hil, anabledd, crefydd, rhyw, hunaniaeth rywiol, cyfeiriadedd rhywiol, cefndir teuluol a / neu iaith, yn teimlo bod y cael eu croesawu a'u gwerthfawrogi;
6. Paratoi disgyblion ar gyfer heriau, dewisiadau a chyfrifoldebau ar gyfer byw mewn cymdeithas amrywiol;
7. Grymuso disgyblion i gymryd rhan fel dinasyddion gweithredol yn eu cymunedau, gan gymryd cyfrifoldeb drostynt eu hunain a'i gilydd;
8. Meithrin ac annog agweddau ac ymddygiad cadarnhaol tuag at aelodau o'r gymuned y mae eu hil, rhywioldeb neu allu yn wahanol i un eu hunain.

Mae'r Ethos Ysgolion a'r Amgylchedd

Mae'r ysgol yn deall yr angen i greu a hyrwyddo ethos cadarnhaol os bydd y disgyblion a'r staff i gyflawni eu potensial, ac yn sgil hyn, rydym yn sicrhau bod yr amcanion a restrir uchod yn berthnasol i'n holl bolisiâu ac arferion gan gynnwys y rhai sy'n ymwneud at:

- i. Sesiynau cyfle cyfartal, prosiectau a chyrsgiau, sydd wedi eu cynllunio gyda diben clir ar gyfer pob mewnbyn;
- ii. Dysgwch y wybodaeth a dealltwriaeth, sgiliau, gwerthoedd ac agweddau yn y pynciau Cwricwlwm Cenedlaethol, Addysg ABCh ac Addysg Grefyddol perthnasol;
- iii. Strategaethau addysgu a dysgu sy'n defnyddio dulliau rhyngweithiol, ac yn seiliedig ar brofiadau sy'n berthnasol ac yn briodol i anghenion a galluoedd y disgyblion, a bod dysgu yn cynnig digon o amser i drafod a myfyrio;
- iv. Mae cynnydd disgyblion, cyrhaeddiad ac asesu, ymddygiad, disgyblaeth a gwaharddiadau;
- v. Derbyniadau a phresenoldeb;
- vi. Anogaeth i ddisgyblion gymryd cyfrifoldeb am eu dysgu eu hunain ac asesu eu datblygiad eu hunain.
- vii. Gwerth disgyblion ac yn annog cydberthnasau cadarnhaol a hunan-barch;
- viii. Dethol, recriwtio a darparu hyfforddiant sefydlu ar gyfer staff;
- ix. Cydlynu effeithiol, hyfforddiant a chefnogaeth i staff;
- x. Partneriaeth gyda rhieni a'r gymuned;
- xi. Cyfleoedd o fewn yr ysgol i ddisgyblion i gymryd rhan yn y broses o wneud penderfyniadau;
- xii. Brofiadau allgyrsiol, megis y cyngor ysgol, clybiau ac ati;
- xiii. Chynllun ffisegol yr ysgol hybu iechyd a lles;

Gwybodaeth ac adnoddau

Byddwn yn sicrhau bod cynnwys y polisi yn cael ei wneud yn hysbys i:

- yr holl staff (addysgu, gweinyddu, staff cyflenwi, peripatetics);
- Mae'r disgyblion;
- Rhieni;
- llywodraethwyr;
- gwahodd siaradwyr gwadd i'r ysgol;

Parch tuag at Crefydd

Rydym yn parchu credoau crefyddol ac arferion y staff, disgyblion a rhieni ac yn cydymffurfio â phob cais rhesymol sy'n peri pryder i ddilyn arferion crefyddol. Lle y bo'n briodol, yn gwneud trefniadau arbennig ar gyfer disgyblion nad ydynt yn mynychu gwasanaethau ysgol sydd o natur Gristnogol.

Monitro, gwerthuso ac adolygu'r Polisi hwn

Bydd y llywodraethwyr yn gyfrifol am gasglu, astudio a defnyddio data ynghylch y polisi hwn ar waith, yn ogystal ag addasu a diwygio'r polisi lle bo'n briodol.

ATODIAD

Arfer Da

Yn hyn o beth, rydym yn anelu i fod yn rhyngweithiol, gweithredu nifer o arferion da ar gyfer y diben hwn o fewn y meysydd canlynol:

A. Addysgu a Dysgu

- i. Staff i greu amgylchedd lle mae pawb yn teimlo eu bod yn cael eu gwerthfawrogi.
- ii. Dulliau addysgu sy'n ystyried y cefndir pob disgybl - boed hynny ar lefel ieithyddol, teulu, rhyw, diwylliant neu lefel grefyddol.
- iii. Hyrwyddo dealltwriaeth o'r hyn sy'n annerbyniol
- iv. Ddethol adnoddau sy'n hyrwyddo cyfle cyfartal
- v Sicrhau cyfle cyfartal o fewn y dosbarth (ee cyflwyno'r gofrestr yn nhrefn yr wyddor, cydweithio rhwng bechgyn a merched, gwaith grŵp sy'n cynnwys disgyblion o alluoedd cymysg)
- vi. Gweithgareddau allgyrsiol sydd ar gael i bawb a sicrhau amrywiaeth o weithgareddau sydd o ddiddordeb i unigolion
- vii. Arddangosfeydd sy'n dangos delweddau cadarnhaol o wahanol bobl a diwylliannau

B Cyrhaeddiad

- i. Mae gan bawb ddisgwyliadau uchel

- ii. Adnabod, canmol a gwobrwyo pob math o gyflawniad.
- iii. Monitro cynnydd pob targedau disgyblion a gosod targedau sy'n briodol ac yn gyraeddadwy.
- iv. Gosod Cynllun Addysg Unigol ar gyfer y disgyblion hynny sydd mewn rhyw ffordd dan anfantais.
- v Sicrhau ystod asesiadau, bod y disgyblion yn gallu dangos eu gwybodaeth, nid felly sicrhau bod iaith yn rhwystr.

Gofal C

- i. Rhaglen gynhwysfawr o wersi ABCh sy'n annog trafodaeth a dealltwriaeth o gyfle cyfartal.
- ii. Dylai cyfleoedd i drafod yr agwedd hon yn ystod gwasanaethau yn cael ei sicrhau
- iii. Mae elfen o hyblygrwydd o ran gwisg.

D Ymddygiad

- i. Camau priodol i ymdrin â chamymddwyn
- ii. Monitro gwaharddiadau i nodi patrymau ethnig / rhyw ac yn cydweithio gyda'r Awdurdod Addysg ynglŷn â hyn.

E Cyflogaeth Staff a Datblygiad Proffesiynol

- i. Hysbysebu swyddi yn allanol yn y gobaith o sicrhau cynrychiolaeth o bob rhyw / hil / crefydd.
- ii. Sicrhau bod datblygu a hyrwyddo ar sail gallu, a heb sail wahaniaethol.

F Partneriaeth gyda Rhieni a'r Gymuned Ehangach

- i. Annog pob rhiant i gymryd rhan ym mywyd yr ysgol.

Date of approval by Governing Body	Mehefin 2015
Chair of Governors, Signature	
Head Teacher, Signature	
Length of time before revision	2 Flynedd
Date of next revision	Mehefin 2017