Polisi Cydraddoldeb

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 y 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 Strategol (neu uwch athro sy'n gyfrifol am Gydraddoldeb)

- Y Pennaeth Strategol 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 Strategol 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 Strategol 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 Strategol 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 Strategol yn delio o ddifrif â phob digwyddiad o driniaeth annheg ac unrhyw achos o fwlio yn sgìl 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 Strategol 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.

3.2 Paratoi ar gyfer bywyd mewn cymdeithas amryfal

Rydym yn annog pob plentyn a pherson ifanc i ddeall, parchu a gwerthfawrogi unigolion a hunaniaeth, diwylliannau 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 a 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.

7. Recriwtio staff a datblygiad proffesiynol

7.1 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.

7.3 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.

7.4 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 AALl, y cânt eu gwneud yn ymwybodol o'r angen i ddilyn y polisi ac y gofynnir iddynt am eu polisi eu hunain;

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: _____

Dyddiad: _____

Equality Policy

1. General policy statement

This school is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives.

We promote good relations and mutual respect amongst and between our pupils, staff, governors and parents, our pupils' carers and guardians, irrespective of their protected characteristic (ethnicity, gender, age, marital status, sexual orientation, disability, gender change, religion or atheism, nationality and maternity) or their relationship with the above.

The school acknowledges the existence of diverse societies in Wales and the UK, which include individuals from various backgrounds. It is important that every child and young person have been adequately prepared to live in such a multicultural and diverse society.

Our aim at our school is to deal with discrimination and promote equal opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos whereby every individual child and young person feels that he/she is appreciated and is safe;
- instilling a sense of self-respect and confidence in our children and young people, so that they may use these virtues to influence their relationship with others;
- having consistently high expectations of children and young people in terms of their conduct and learning;
- reducing the obstacles to learning, so as to allow every child and young person the same opportunity to achieve;
- ensuring suitable and balanced consideration of the learning needs of every child and young person, through our work plans and our lesson plans;
- identifying clear procedures to deal swiftly with incidents of discriminatory behaviour;
- instilling confidence amongst 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 Body

- The governing body has outlined its commitment to equality by giving its seal of approval to the Policy and adopting it, and will continue to do everything in its power to ensure that the school is totally inclusive of pupils, and responds to the needs and circumstances of individuals on an individual basis
- The Governing Body endeavours to ensure that a Strategic Equality Scheme is prepared every four years and reviewed annually in accordance with their duty under the Equality Act 2010.
- The Governing Body will ensure that an Accessibility Plan is prepared
- The governing body endeavours to ensure that individuals are not discriminated against for any reason, when applying for posts at our school.
- The governors take every reasonable step to ensure that the school's environment provides access for disabled people, and they also endeavour to ensure that school communications are as inclusive as possible of parents, carers and pupils.
- The governing body welcomes every application for admission to the school, regardless of the child's individual or family background.
- The governing body will ensure that no child is discriminated against whilst at the school.

2.2 Role of the head teacher (or senior leader responsible for Equality)

- The head teacher is responsible for implementing the School's Strategic Equality Scheme and he/she is supported by the governing body to this end.
- The head teacher is responsible for ensuring that all staff are aware of the School's Equality Policy and Strategic Equality Scheme and that teachers apply these guidelines in every situation.

- The head teacher ensures that all appointment panels give due consideration to this scheme, so as not to discriminate against anyone in matters of employment opportunities or training.
- The head teacher promotes the principle of equality when developing the curriculum, and promotes a respect of others and equal opportunity to participate in every aspect of school life.
- The head teacher will deal seriously with every incident of unfair treatment and any incident of bullying resulting from discrimination.

2.3 Role of the entire staff (teaching and ancillary)

- The entire staff will ensure that every pupil is treated fairly, equally and respectfully, and will adhere to the School's Equality Policy and Strategic Equality Scheme.
- All staff will attempt to provide material that conveys positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, whether racism, homophobia, disability-related or any other type of prejudice, and will record any incident, drawing the head teacher's attention to them.
- The teachers support the work of the ancillary or support staff and encourage them to intervene positively in any discriminatory incidents.

2.4 Visitors and contractors working on the site

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

3. Whole-school Ethos

3.1 Celebrating and providing for diversity

We do everything within our power to ensure that the needs of every group at the school are met by celebrating diversity, such as providing for the different dietary and dress requirements of various religious groups and allowing children and young people to observe various religious celebrations and festivals.

3.2 Preparing for life in a diverse society

We encourage every child and young person to understand, respect and appreciate individuals and the identity, cultures and creeds of people they are unfamiliar with in order to prepare them for life in a diverse society.

4. The personal attainment, development and assessment of children and young people

4.1 Attainment and progress

Our aim is to ensure that every child and young person reaches his/her full potential. We monitor the progress of individual children and young people for indications of underachievement. These are dealt with through planned and targeted support. We will monitor the progress of specific groups where there is wider evidence of underachievement within those groups. Where necessary, advice is sought from support services such as the Local Authority and partner establishments from the voluntary sector.

4.2 Pastoral support

Our pastoral support is inclusive and takes into account the background, the protected characteristics and experiences of children and young people.

4.3 Support for children and young people with Welsh and English as an Additional Language

We provide appropriate support for children and young people for whom English and Welsh is an additional language, encouraging them to use and develop their first languages, wherever possible.

4.4 Careers and future work experience

We encourage every child and young person to consider the full range of future work experiences and further education options in order to ensure that no individuals or specific groups are stereotyped.

4.5 Additional Learning Needs

In accordance with the school's Additional Learning Needs Policy, accurate assessments are conducted of the additional learning needs of children and young people with various disabilities, medical conditions, from ethnic minorities, those for whom English and Welsh is an additional language, and for children who are refugees and who are asylum seekers. Appropriate support is provided for every child and young person with additional learning needs.

5. Curriculum, teaching and resources

5.1 Promoting cultural diversity by means of the curriculum

We promote diversity in the curriculum by teaching positive, varied content, the systematic review of documentation in order to ensure appropriate content and by nurturing a respect towards all, regardless of their individual or family circumstances.

5.2 Access to the Curriculum

We make every effort to ensure that every child and young person gains access to the curriculum by taking their individual backgrounds and linguistic needs into consideration, and by adapting and differentiating the work as appropriate.

5.3 Resources

Positive images of a range of people with protected characteristics are portrayed through our resources and our displays. They are systematically reviewed and upgraded in order to ensure that the requirements of every individual are met and we employ a variety of resources to challenge stereotypes and differentiate cross-curricularly. We will focus specifically on the protected characteristics of individuals within the school.

5.4 Teaching and Learning

We take positive steps to ensure that every child and young person can participate and feel that their contributions are appreciated. Children and young people from all backgrounds are encouraged to collaborate with co-operation and understanding. We will reflect the identity of every child and young person as we teach them. Prejudice and stereotypes are challenged through our teaching, and we foster a critical awareness amongst children and young people of prejudice, inequality and injustice.

6. Admission and attendance

6.1 Admission

Our admission criteria and interviews are based on the Local Authority's guidelines 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 every child and young person. We acknowledge the right of children and young people to take time off for, e.g. religious commitments, or caring responsibilities and make provisions for children and young people to catch up with any work they have missed. We will also regularly monitor attendance levels and act in accordance with requirements.

We also acknowledge that a disability or long term illness can affect attendance and we will make provisions for children and young people to catch up with any work they have missed.

7. Behaviour, discipline and exclusion

7.1 Bullying, discrimination and harassment

We are opposed to any type of prejudice and discrimination, and use of such language or behaviour is not tolerated and is challenged every time. Every incident is 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 every child and young person. Specific and consistent measures are employed when dealing with events of a discriminatory nature and a full investigation carried out into every allegation of harassment or provocation in accordance with the school's Behaviour and Anti-bullying Policy.

7.3 Exclusion

We take pro-active measures to try and prevent exclusion and any unavoidable exclusions are monitored, using the full range of protected characteristics.

8. Partnership with parents and the community

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

Where necessary, alternative methods are used to communicate and consult with parents or carers.

8.1 School premises

Every group in the community, that supports the same principles of equality and diversity, can use the school premises, when appropriate and with permission.

8.2 Contractors and service providers

Every contractor and visitor to the school is expected to uphold behaviour that is consistent with this policy.

7. Staff recruitment and professional development

7.1 Recruitment and promotion

We ensure that there is no discrimination attached to our recruitment, promotion and disciplinary matters. The Local Authority will publish figures to monitor staff equality characteristics every year, which includes every Education staff member.

7.3 Discrimination and harassment

Incidents of discrimination or harassment involving staff, are dealt with in accordance with the school's Dealing with Complaints and Staff Disciplinary Policies.

7.4 Failure to adhere to the policy

If members of staff or governors fail to adhere to this policy, this will be dealt with in accordance with the school's Staff Disciplinary Policy.

10. Communication

The full policy will be:

- shared with all school staff, Governors and Volunteers.
- published on the school website
- available for anyone who wishes to receive a copy.
- provided to every contractor or service provider that do not supply for the LEA, and be made aware of the need to adhere to the policy and that they will be requested to provide their own policies;

Polisi Cydraddoldeb Ysgol Bro Idris
Mabwysiadwyd ddiwethaf: Corff Llywodraethol Ysgol Bro Idris, 8fed o Hydref 2018
Dyddiad mabwysiadu nesaf: Tymor yr Hydref 2021
Llofnod Cadeirydd y Corff Llywodraethol: H. W Jones
Dyddiad: 08.10.18
Llofnod y Pennaeth Strategol: J. Owen
Dyddiad: 08.10.18