

***Ysgol Uwchradd Aberhonddu
Brecon High School***

**Strategic Equality Plan
2016 – 2020**



Author	SLT
Agreed By	Governors on 22/05/18
Review Date	05/2019

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At **Brecon High School**, 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.

Inclusion underpins everything we do at Brecon High school and as such the school is committed to promoting equality and fostering respect for people irrespective of sexual orientation, gender, race, physical attributes and ethnic and cultural backgrounds. The school values and encourages involvement of people from all sections of the local community. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is homophobic, sexist, racist, offensive to the disabled and prejudicial language that is potentially damaging to any person or group will not be tolerated and will be challenged. The school recognises that British and Welsh society, and the school itself, is made up of people from different backgrounds. It is important that all pupils, staff and visitors to the school can enjoy life in such a diverse society.

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 **Brecon High School**, 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

Age and Gender

Brecon High school currently has 495 pupils on roll with 257 in Key Stage 3, 176 at Key stage 4 and 62 Post 16 pupil. 54.6% of the school population are male with 45.4% being female.

Additional Learning Needs

Of the school population 20.4% have additional learning needs. 1% of the school population have Autistic Spectrum disorders and these pupils receive support through the ASD unit whilst the majority are fully integrated into the school community.

Free School Meals (FSM)

Currently 8.6% of our pupils are eligible for FSM

Origins/Ethnicity

89% of our pupils are White British, with the main ethnic group being Nepali which constitutes 5% of the school population. However, the school does contain 12 pupils from a range of European countries. 10% of our pupils speak English as an Additional Language.

Gypsy Travellers

There are currently 2 pupils who are classified as Gypsy travellers.

Disability

0.5% of our pupils have a disability which either involves hearing or visual impairment or a physical and medical difficulty.

Welsh medium

5% of our pupils are taught through the medium of Welsh. 3% of the school population advise that they speak Welsh fluently at home.

LAC

7 pupils are currently in care with an additional pupil being on the Child protection register.

1.3 Mainstreaming equality into policy and practice

We aim to:

- eliminate unlawful discrimination against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age;
- promote the principles of fairness and justice for all through the education that it the school provides;
- ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school and thus provide high standard of education for all;
- identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- ensure that recruitment, employment, promotion and development opportunities are open to all.
- challenge personal prejudice and stereotypical views whenever they occur.
- promote positive social attitudes and respect for all.
- value each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

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;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

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, 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:

- The regional equality objectives identified in **Appendix 1**;
- Our school equality objectives identified through our self evaluation processes
- 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;

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 5 (p.9) and Appendix 2.**

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

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;
- 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 that all staff are aware of the policy and how to implement the policy.

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 and Equal Opportunities Policy ;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the Local Authority (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 a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- 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;
- 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.

Pupils, staff, parents, governors and community representatives consulted in the preparation of the scheme, include:

EAL/ALN (DW)

ASD (NL)

Welsh Medium (NWP/HLD)

School Council

FSM (SD/AH)

Governors

Parents

Staff

Consultation with most groups was undertaken using a Questionnaire (Appendix 5) although informal discussions have been held with some stakeholders.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are to:

1. Increase the number of girls achieving Level 5 or above in mathematics at KS3 to be in line with FFT indicators.
2. Increasing number of FSM pupils achieving Level 2+ and Level 2
3. Reduce the gap in attendance levels between FSM pupils and the rest of the school community
4. Monitor the attendance of groups of pupils.
5. Achieve equality of curriculum opportunity for Welsh Medium pupils by securing the long term provision on site.
6. Review access to facilities to pupils and staff.

We have action plans covering all relevant protected characteristics (Appendix 2).

Our action plans are cross referenced with our SER and will be incorporated fully into the next School Development Plan. This will ensure that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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

6. 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 and school website 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 analyzing 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.

7. 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.

We will undertake a full review of our SEP by March 2019.

Signed: _____ Chair of Governors

_____ Headteacher

Policy adopted on

Date: May 2018

Date of next review: May 2019

Ysgol Uwchradd Aberhonddu
Brecon High School

Strategic Equality Plan 2016 – 2020

Appendices

- App. 1** Regional Equality Objectives
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Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 1. Increase the number of girls achieving Level 5 or above in mathematics at KS3 to be in line with FFT indicators				
Our Research: FFT data analysis				
Information from Engagement: There is a 3 year trend of underperformance by girls at level 5 in Mathematics and Science				
Data Development: Key Stage 3 assessment results				
This objective will be judged to be successful if... There is an increase in the number of girls achieving level 5 or above in Mathematics in line with FFT indicators				
Actions:				
	Description	Responsibility	Start date	End date
2.1	Identify potential level 5+ girls in each Key Stage 3 cohort	RB/NY	September 2016	May 2020
2.2	Targeted interventions implemented by class teachers / department as required	NY	September 2016	May 2020
2.3	Additional mentoring following regular data scrutiny to identify those still at risk	NY	September 2016	May 2020

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 2. Increasing number of FSM pupils achieving Level 2+ and Level 2.				
Our Research: <i>Results Data analysis</i>				
Information from Engagement: <i>Present information shows a difference of -33% at Level 2+ and of -39% at Level 2.</i>				
Data Development: <i>Half termly tracking.</i>				
This objective will be judged to be successful if... The gap in attainment level is reduced to below 30% and Government targets achieved.				
Actions:				
	Description	Responsibility	Start date	End date
2.1	Develop a tracking system for FSM pupils	TG	Summer 2016	Summer 2020
2.2	Increase communication with pupils and/or carers to discuss attainment	PGM	Summer 2016	Summer 2020
2.3	Use grant funding to provide targeted interventions revision materials to FSM pupils	PGM	Summer 2016	Summer 2020

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 3. Reduce the gap in attendance levels between FSM pupils and the rest of the school community				
Our Research: <i>Attendance Data analysis</i>				
Information from Engagement: <i>Present information indicates that 35% of FSM pupils have attendance below 90% compared to 17% across the remainder of the school community</i>				
Data Development: <i>Monthly attendance tracking records</i>				
This objective will be judged to be successful if... The gap in attendance levels is reduced to below 18%				
Actions:				
	Description	Responsibility	Start date	End date
3.1	Develop the ATTWATCH system to regularly spotlight FSM pupils falling below 90% attendance	SD/TG	Summer 2016	Summer 2020
3.2	Increase communication with pupils, parents and/or carers to establish the reasons for absence	SD/TG	Summer 2016	Summer 2020
3.3	Use external agencies to intervene to help overcome obstacles to regular attendance	NC/TG	Summer 2016	Summer 2020

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 4. Monitor the attendance of groups of pupils				
Our Research: <i>Data analysis suggests the need to continue to focus on this issue both on a whole school basis and for groups of learners.</i>				
Information from Engagement: <i>Limited work has been done to analyse groups of learners (data statistically insignificant due to very small numbers). Attendance Officer has been allocated resources from our ERW grant to analyse groups, and support FSM learners.</i>				
Data Development: <i>SIMS attendance data.</i>				
This objective will be judged to be successful if... Data shows “gaps” between identified groups of learners have narrowed.				
Actions:				
	Description	Responsibility	Start date	End date
3.1	Data Attendance analysis September each year.	SLT	September 2016	September 2020
3.2	Implementation of support strategies	PGM/SD	September 2016	July 2020
3.3	Monitor via school monitoring procedures, and set action plans as required by Education Welfare Officer/LA	SLT	September 2016	July 2020

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 5. Achieve equality of curriculum opportunity for Welsh Medium pupils by securing the long term provision on site				
Our Research: <i>Parent representations through consultation meetings, Powys Modernisation plans, Discussions with Welsh Medium feeder primary schools</i>				
Information from Engagement: Powys re-modernisation proposals based on stakeholder feedback				
Data Development: <i>Proposed funding provided to support enhanced provision. Local demographics for Welsh medium provision</i>				
This objective will be judged to be successful if... 2b status is achieved and there are an increased number of Key Stage 4 option offered through the medium of Welsh				
Actions:				
	Description	Responsibility	Start date	End date
4.1	Analyse current provision, staffing and training needs	SLT/Governors	Summer 2012	May 2016
4.2	Further consultation with pupils and parents regarding their aspirations	SLT/Governors	Summer 2012	May 2016
4.3	Work with the LA and Clwstwry Ffynnon to develop detailed curriculum plans and a satisfactory funding model	SLT/Governors/LA Officers	Summer 2012	May 2016

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Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 6. Review access to facilities for pupils and staff				
Our Research: <i>Accessibility plans and the Disability Access plan regulations have resulted in regular review of this issue.</i>				
Information from Engagement: <i>Staff and pupils have been satisfied with facilities, however, requirements are subject to change dependent on altered pupil/staff needs. Note: access to education is not limited to building access but also covers access to classroom materials, teaching styles and ensuring reasonable adjustments are considered and made by teachers to support more vulnerable pupils so they have equality of access to learning.</i>				
Data Development: <i>Use of Accessibility Plans.</i>				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • Pupils (via School Council) continue to be satisfied with the facilities available. • Staff continue to be satisfied with the facilities available. 				
Actions:				
	Description	Responsibility	Start date	End date
5.1	Review of Access Plans	SLT	September 2016	July 2020
5.2	Governors monitor via Committee	Governors	September 2016 Meeting termly	July 2020
5.3	Agreement of spending priorities	Governors	September 2016	July 2020
5.4	Monitor via school monitoring procedures	SLT	September 2016	July 2020



Brecon High School
Accessibility Plan 2016 -20

APPENDIX 3



Target	Strategies	Timeframe	By who
To ensure that all outside steps have the necessary handrails	<ul style="list-style-type: none"> Put in additional handrails prioritising those steps that are most frequently used 	As and when finances become available	Headteacher, and Governing body
To monitor accessibility to the staff room	<ul style="list-style-type: none"> Consider access if a situation arises so that this is not a barrier to future employment. 	Every year	Headteacher, and Governing body
To continue to ensure all pupils with disabilities have access to curriculum and appropriate extra-curricular activities	<ul style="list-style-type: none"> Adjustments made to the curriculum, timetabling and rooming where appropriate and required. 	On going	Assistant Headteacher, ALENCO & Teaching staff
To continue to ensure all pupils with disabilities have access to all on-site and offsite activities	<ul style="list-style-type: none"> Assess all activities and accommodation for suitability. Include alternative activities where appropriate. Invite carers/parents to assist. 	Ongoing	Teaching staff organising each activity
To continue to ensure that the school canteen provides for children with special dietary needs	<ul style="list-style-type: none"> Range of food on sale to always contain a vegetarian option. Appropriate adjustments to menus to protect pupils suffering from nut allergies. Appropriate provision made for other special dietary requirements as and when needed. 	Ongoing	Canteen staff
To continue to ensure that visually impaired pupils can use the stairs within the school safely	<ul style="list-style-type: none"> Check the edges of the stairs are clearly marked Ensure door handles are prominent 	Ongoing	Business Manager and Caretaker
To continue to ensure lifts readily accessible, are in working order and faults rectified within reasonable time frames.	<ul style="list-style-type: none"> Organise a regular schedule of lift maintenance Put up notices reminding pupils not to leave bags in access areas to the lifts Provide relevant support staff with lift keys and master keys 	Ongoing Dec. 2016 When necessary	Business Manager
Providing suitable controlled access to the site to ensure safeguarding of pupils and staff	<ul style="list-style-type: none"> Draft plan for site security. Discuss implementation and finance with LA. 	Ongoing as and when finances permit	Head, Governors, Staff, Powys CC

YSGOL UWCHRADD ABERHONDDU BRECON HIGH SCHOOL



EQUAL OPPORTUNITIES POLICY

Author	TG
Agreed By	Governors on 22/05/2018
Review Date	05/2019

1. Introduction

1.1 Brecon High School is committed to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using school facilities.

1.2 Brecon High School is committed to giving all pupils every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all pupils

1.3 The school complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2006
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Welsh Language Act 1993
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Disability Equality Scheme & Accessibility Plan
- Pupil Discipline (including Anti-Bullying) Policy
- Race Equality Policy
- School Uniform Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy

and alongside “The Education of Gypsy and Traveller Pupils in Powys Schools” guidance document.

2. Aims and Objectives

2.1 Brecon High School does not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

2.2 Brecon High School promotes the principles of fairness and justice for all through the education that it provides in the school.

- 2.3 Brecon High School seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 Brecon High School strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- 2.5 Brecon High School ensures that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.
- 2.7 Brecon High School values each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.
- 2.8 The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

3. Equal Opportunities in Recruitment

- 3.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
- 3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

4 Equal Opportunities in the Curriculum

- 4.1 Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 4.2 Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.

- 4.3 Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices. This is particularly important when counselling for Key Stage 4 and Key Stage 5 courses.
- 4.4 The school will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.
- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to pupils of both sexes.
- 4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.
- 4.8 The school actively encourages an ethos in which all pupils feel secure and valued. Details of the school's Child Protection Policy are provided in Appendix 1 and the school's procedures for responding to racist incidents are provided in Appendix 2.

5 Race / Ethnicity

- 5.1 Brecon High School will:
 - strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
- 5.2 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures (see policies for Race Equality and/or for Behaviour) and reported to the Authority's Schools and Inclusion Service (see Appendix 2).
- 5.3 Brecon High School endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.
- 5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of Welsh, British and world society and history, including the contributions of minority ethnic groups.
- 5.5 The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

6 Gender / Sex [see also 4.3]

- 6.1 The school will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.
- 6.2 The school will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.
- 6.3 The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects traditionally considered to be suitable for a single sex e.g. football, hockey, cooking, woodwork, textiles, etc.
- 6.4 Brecon High School tries to ensure:
- that teachers allocate their time fairly between the sexes;
 - that all pupils have opportunities for working with pupils of both sexes;
 - that the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up;
 - that pupils have opportunities for examining their own pre-conceived ideas of gender roles;
 - that pupils are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

7 Disability

- 7.1 Brecon High School is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.
- 7.2 Brecon High School is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities e.g. swimming.
- 7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

8 Religion / Belief

- 8.1 Brecon High School respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

9 Sexual Orientation

- 9.1 The school will make no assumption about the sexual orientation of any of the members of its community.
- 9.2. In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.3 Derogatory name-calling (of any sort) is unacceptable.

10 Age

- 10.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

11 The role of governors

- 11.1 In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 11.2 The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

12 The role of the Headteacher

- 12.1 The Headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.
- 12.2 The Headteacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 12.3 The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

- 12.4 The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 12.5 The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.
- 12.6 The Headteacher will view all incidents of unfair treatment with due concern.

13 The role of teachers

- 13.1 Class teachers will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.
- 13.2 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
- 13.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 13.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Headteacher.

14 The role of pupils

- 14.1 Pupils will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or Headteacher.

15 The role of parents

- 15.1 Parents will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or Headteacher.

16 The role of visitors / contractors

- 16.1 All visitors and contractors are required to adhere to the school policy.

17 Monitoring / Review

17.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

17.2 This policy will be reviewed by the governing body every year, or earlier if it is considered necessary.

Signed: _____ Chair of Governors

_____ Headteacher

Policy adopted on

Date: May 2018

Date of next review: May 2019

Stakeholder Consultation

Name of School _____

Questions for Pupils	Responses
Q1. When you started at this school did you feel welcomed?	Yes <input type="radio"/> Can't remember <input type="radio"/> No <input type="radio"/>
Q1a. Do you still feel this way?	Yes <input type="radio"/> Can't remember <input type="radio"/> No <input type="radio"/>
Q2. Does the school make all its pupils feel included? (by this we mean that all pupils are given the same opportunity to take part fully in lessons, clubs, other activities, go on school trips etc)	Yes <input type="radio"/> Don't know <input type="radio"/> No <input type="radio"/>
Q3. If you needed to, is there a person that you feel happy going to talk to, to help you feel part of the school?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Are there any things which stop you feeling part of the school? If so, please tell us about them.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. What do you think about the way the school deals with bullying?	
Q6. Do you feel that you are treated differently from your classmates? If so, in what way are you treated differently?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q7. Has the school changed anything to help you play a full part in school life? Has this worked?	
Q8. What ONE thing could the school do to improve the way in which it makes pupils feel welcome and part of the school?	
Q9. Do you have any problems in taking part in lessons or school activities? If yes, please tell us about them.	

APPENDIX 5

Questions for parents / carers	Responses
Q1. How effective is the school in recognising the needs of all pupils and ensuring that individual pupils are treated fairly and any differences/difficulties respected?	Very effective <input type="radio"/> Not very effective <input type="radio"/> Fairly effective <input type="radio"/> Not at all effective <input type="radio"/>
Q2. Does your child experience any special difficulties in taking a full part in lessons or school activities? If so, please tell us about them.	
Q3. Do you feel that this school actively welcomes you and your child/children?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that there are any social or physical barriers to you, your child/children or anyone you know accessing the school environment? If yes, please state what they are.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q6. Do you think that the school approach to equalities is comprehensive and effective? If no, how could it be improved?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q7. Has the school changed anything to help your child/children (if they need it) play a full part in school life? If so, how successful do you feel they have been? (If this question is not applicable please ignore or write N/A - thank you)	
Q8. What do you think the school does well to make sure everyone feels welcome and part of the school community?	
Q9. What do you think are the most important things that the school could do to promote equality and inclusion?	

Questions for staff	Responses
Q1. Are there any social or physical barriers preventing you or any pupil, parent or another teacher from accessing the school environment or participating in school activities? (if yes please list them)	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q2. If you face any problems relating to equality issues do you know who to speak to for advice?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q3. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that you are treated differently by your colleagues or peers? If you are, why/in what ways are you treated differently?	Yes <input type="radio"/> No <input type="radio"/>
Q5. Has the school made any “adjustments” in order to provide you with equal access to school life. If so, how successful have they been? (If this question is not applicable to you please leave blank or write N/A in the space provided - thank you)	
Q6. How confident are you that the concept of equality has been recognised at this school? What area/issue do you feel could be improved upon?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Q7. Do you feel pupils from any of the protected characteristic groups (see the listing provided) face any specific barriers/difficulties at this school? If so, what are the barriers and how could they be addressed?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q8. What could be improved and/or introduced at the school to promote equality of opportunity?	
Q9. Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues?	Yes <input type="radio"/> No <input type="radio"/>
Q10. How confident are you that you are able to meet the diverse needs of all the pupils within your teaching groups?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>

APPENDIX 5

Questions for governors	Responses
Q1. How effectively does the school communicate with you about equality and diversity issues?	Very effectively <input type="radio"/> Not very effectively <input type="radio"/> Fairly effectively <input type="radio"/> Not at all effective <input type="radio"/>
Q2. As a governor do you feel that there are any social or physical barriers that affect you or any pupil, parent, teacher or visitor from accessing the school environment?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q3. Does the governing body have a procedure in place for receiving information on equality and diversity issues within the school?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that school staff are appointed according to ability, irrespective of the protected characteristics? (see list provided)	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q6. How comprehensive and effective do you think the school approach to equalities is? In what ways could they be improved?	
Q7. Do you feel that equality complaints are dealt with effectively? If not, how could they be improved?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q8. Has the school made any “adjustments” in order to provide equal access to school life for the whole school community? If so, please give details.	
Q9. How confident are you that the concept of equality has been recognised at this school? What areas/issues do you feel could be improved upon?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Q10. Do you know of any pupils from any of the protected characteristic groups who face any specific barriers/difficulties at this school? If so, please state the characteristic and difficulties this pupil/pupils face and what role the governors play in helping to support this pupil/pupils.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>

Q11. Does the school provide you with the training/information you require as a governor to ensure that you are able to deal with equality and diversity issues?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q12. What do you feel the school does well to make everyone feel welcome and part of the school community?	
Q13. Do the school and governing body work collaboratively to ensure that appropriate equality and diversity training/information is provided? Please give one example.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q14. Do you have any suggestions as to how the school can improve the environment for staff and pupils who have or belong to one or more of the protected characteristic groups?	
Q15. Has the governing body identified a Governor with specific responsibility for equalities issues?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>

Ymgynghoriad Deiliaid Diddordeb

Enw'r Ysgol _____

Cwestiynau ar gyfer Disgyblion	Ymatebion
C1. Oeddet ti'n teimlo wedi dy groesawu pan ddechreuaist ti yn yr ysgol hon?	Oeddwn <input type="radio"/> Ddim yn cofio <input type="radio"/> Nac oeddwn <input type="radio"/>
C1a. Wyt ti'n dal i deimlo fel hyn?	Ydw <input type="radio"/> Nac ydw <input type="radio"/>
C2. A yw'r ysgol yn gwneud i'r holl ddisgyblion deimlo wedi'u cynnwys? (trwy hyn rydym yn golygu fod pob disgybl yn cael yr un cyfle i gymryd rhan yn llawn mewn gwersi, clybiau, gweithgareddau eraill, mynd ar dripiâu ysgol ayb)	Ydy <input type="radio"/> Ddim yn gwybod <input type="radio"/> Nac ydy <input type="radio"/>
C3. Os oedd angen, a oedd yna rywun yr oeddet ti'n teimlo'n hapus yn mynd i siarad â nhw, i dy helpu i deimlo'n rhan o'r ysgol?	Oedd <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac oedd <input type="radio"/>
C4. A oes yna bethau sy'n dy rwystro rhag teimlo'n rhan o'r ysgol? Os oes, dywedwch wrthym amdanynt.	Oes <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac oes <input type="radio"/>
C5. Beth wyt ti'n meddwl am y ffordd y mae'r ysgol yn delio gyda bwlio?	
C6. Wyt ti'n teimlo dy fod yn cael dy drin yn wahanol i eraill yn dy ddosbarth? Os oes, ym mha ffordd wyt ti'n cael dy drin yn wahanol?	Ydw <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac ydw <input type="radio"/>
C7. A yw'r ysgol wedi newid unrhyw beth i dy helpu i chwarae rhan lawn ym mywyd yr ysgol? A yw hyn wedi gweithio?	
C8. Pa UN peth y gallai'r ysgol ei wneud i wella'r ffordd y mae'n gwneud i ddisgyblion deimlo bod croeso iddynt a'u bod yn rhan o'r ysgol?	

<p>C9. Wyt ti'n cael problemau wrth gymryd rhan mewn gwersi neu weithgareddau'r ysgol? Os wyt, dywed wrthym ni amdanynt.</p>	
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Cwestiynau ar gyfer rhieni / gofalwyr	Ymatebion			
C1. Pa mor effeithiol yw'r ysgol wrth adnabod anghenion yr holl ddisgyblion a sicrhau fod disgyblion unigol yn cael eu trin yn deg a bod unrhyw wahaniaethau/anawsterau yn cael eu parchu?	Effeithiol iawn	<input type="radio"/>	Ddim yn effeithiol iawn	<input type="radio"/>
	Eithaf effeithiol	<input type="radio"/>	Ddim yn effeithiol o gwbl	<input type="radio"/>
C2. A yw eich plentyn yn cael unrhyw drafferthion arbennig wrth gymryd rhan lawn mewn gwersi neu weithgareddau'r ysgol? Os ydy, dywedwch wrthym amdanynt.				
C3. A ydych yn teimlo fod yr ysgol yn eich croesawu chi a'ch plentyn?	Ydw	<input type="radio"/>	Ddim yn siŵr	<input type="radio"/>
	Nac ydw	<input type="radio"/>		
C4. A ydych yn teimlo fod yna rwystrau cymdeithasol neu gorfforol sy'n eich atal chi, eich plentyn/plant neu unrhyw un arall yr ydych yn eu hadnabod rhag cael mynediad i amgylchedd yr ysgol? Os oes, dywedwch beth ydynt.	Ydw	<input type="radio"/>	Ddim yn siŵr	<input type="radio"/>
	Nac ydw	<input type="radio"/>		
C5. A ydych yn teimlo fod gweithdrefnau bwlio'r ysgol yn effeithiol?	Ydw	<input type="radio"/>	Ddim yn siŵr	<input type="radio"/>
	Nac ydw	<input type="radio"/>		
C6. A ydych yn teimlo fod dull yr ysgol o fynd ati mewn perthynas â chydarddoldebau yn gynhwysfawr ac effeithiol? Os nad ydych, sut y gellir gwella hyn?	Ydw	<input type="radio"/>	Ddim yn siŵr	<input type="radio"/>
	Nac ydw	<input type="radio"/>		
C7. A yw'r ysgol wedi newid unrhyw beth i helpu eich plentyn/plant (os oes angen hyn arnynt) i chwarae rhan lawn ym mywyd yr ysgol? Os ydy, pan mor llwyddiannus ydych chi'n meddwl y maent wedi bod? (If this Question is not applicable please ignore or write N/A - thank you)				
C8. Beth ydych chi'n meddwl y mae'r ysgol yn ei wneud yn dda i wneud yn siŵr fod pawb yn teimlo wedi'u croesawu ac yn rhan o gymuned yr ysgol?				
C9. Beth ydych chi'n meddwl yw'r pethau pwysicaf y gallai'r ysgol eu gwneud i hyrwyddo cydraddoldeb a chynhwysiant?				

APPENDIX 5

Cwestiynau ar gyfer staff	Ymatebion			
C1. A oes unrhyw rwystrau cymdeithasol neu gorfforol sy'n eich atal chi neu unrhyw ddisgybl, rhiant neu athro arall rhag cael mynediad i amgylchedd yr ysgol neu gymryd rhan yng ngweithgareddau'r ysgol? (os oes rhestrwch hwy)	Oes <input type="radio"/>	Ddim yn siŵr <input type="radio"/>	Nac oes <input type="radio"/>	
C2. Os ydych yn wynebu unrhyw broblemau yn ymwneud â materion cydraddoldebau, ydych chi'n gwybod pwy i siarad gyda hwy am gyngor?	Ydw <input type="radio"/>	Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>	
C3. A ydych yn teimlo fod gweithdrefnau bwlio'r ysgol yn effeithiol?	Ydw <input type="radio"/>	Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>	
C4. A ydych yn teimlo eich bod yn cael eich trin yn wahanol gan eich cydweithwyr neu eich cyfoedion? Os ydych, pam/ym mha ffordd ydych chi'n cael eich trin yn wahanol?	Ydw <input type="radio"/>	Nac ydw <input type="radio"/>		
C5. A yw'r ysgol wedi gwneud unrhyw "addasiadau" i roi mynediad cyfartal i chi i fywyd yr ysgol? Os ydy, pa mor llwyddiannus oedd y rhain? (Os nad yw'r cwestiwn hwn yn berthnasol i chi, gadewch yn wag neu ysgrifennwch N/A yn y lle a ddarparwyd - diolch)				
C6. Pa mor hyderus ydych chi fod y cysyniad o gydraddoldeb wedi'i gydnabod yn yr ysgol hon? Pa faes/mater ydych chi'n teimlo y gellir ei wella?	Hyderus iawn <input type="radio"/>	Ddim yn hyderus iawn <input type="radio"/>	Eithaf hyderus <input type="radio"/>	Ddim yn hyderus o gwbl <input type="radio"/>
C7. Ydych chi'n teimlo fod disgyblion o unrhyw un o'r grwpiau nodweddiol a ddiogelir (gweler y rhestr a ddarparwyd) yn wynebu unrhyw rwystrau/anawsterau penodol yn yr ysgol hon? Os ydynt, beth yw'r rhwystrau, a sut y gellir ymdrin â hwy?	Ydw <input type="radio"/>	Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>	
C8. Beth ellir ei wella a/neu ei gyflwyno yn yr ysgol i hyrwyddo cyfle cyfartal?				
C9. A yw'r ysgol yn rhoi'r hyfforddiant/gwybodaeth sydd ei angen arnoch i sicrhau eich bod yn gallu addysgu disgyblion yn effeithiol a'ch bod yn gallu ymdopi gydag unrhyw faterion cydraddoldeb ac amrywiaeth?	Ydy <input type="radio"/>	Nac ydy <input type="radio"/>		
C10. Pa mor hyderus ydych chi eich bod yn gallu cwrdd ag anghenion amrywiol yr holl ddisgyblion yn eich grwpiau addysgu?	Hyderus iawn <input type="radio"/>	Ddim yn hyderus iawn <input type="radio"/>	Eithaf hyderus <input type="radio"/>	Ddim yn hyderus o gwbl <input type="radio"/>

Cwestiynau ar gyfer llywodraethwyr	Ymatebion			
C1. Pa mor effeithiol y mae'r ysgol yn cyfathrebu gyda chi am faterion cydraddoldeb ac amrywiaeth?	Effeithiol iawn <input type="radio"/>		Ddim yn effeithiol iawn <input type="radio"/>	
	Eithaf effeithiol <input type="radio"/>		Ddim yn effeithiol o gwbl <input type="radio"/>	
C2. Fel llywodraethwr, a ydych yn teimlo fod yna rwystrau cymdeithasol neu gorfforol sy'n effeithio arnoch chi neu unrhyw ddisgybl, rhiant, athro neu ymwelwr o gael mynediad i amgylchedd yr ysgol?	Ydw <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>
C3. A oes gan y corff llywodraethol drefn yn ei le ar gyfer derbyn gwybodaeth ar faterion cydraddoldeb ac amrywiaeth yn yr ysgol?	Oes <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac oes <input type="radio"/>
C4. A ydych yn teimlo fod staff yr ysgol wedi'u penodi yn ôl gallu, heb ystyriaeth o'r nodweddion a ddiogelir? (gweler y rhestr a ddarparwyd)	Ydw <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>
C5. A ydych yn teimlo fod gweithdrefnau bwlio'r ysgol yn effeithiol?	Ydw <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>
C6. Yn eich barn chi, pa mor gynhwysfawr ac effeithiol yw dull yr ysgol o fynd ati mewn perthynas â chydraddoldebau? Ym mha ffyrdd y gellir eu gwella?				
C7. Ydych chi'n teimlo fod y cwynion cydraddoldeb yn cael eu delio â hwy'n effeithiol? Os nad ydych, sut y byddech wedi gallu eu gwella?	Ydw <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>
C8. A yw'r ysgol wedi gwneud unrhyw "addasiadau" er mwyn darparu mynediad cyfartal i fywyd ysgol ar gyfer holl gymuned yr ysgol? Os ydy, rhowch fanylion.				
C9. Pa mor hyderus ydych chi fod y cysyniad o gydraddoldeb wedi'i adnabod yn yr ysgol hon? Pa feysydd/materion ydych chi'n teimlo y gellir gwella arnynt?	Hyderus iawn <input type="radio"/>		Ddim yn hyderus iawn <input type="radio"/>	
	Eithaf hyderus <input type="radio"/>		Ddim yn hyderus o gwbl <input type="radio"/>	
C10. Ydych chi'n gwybod am unrhyw ddisgyblion o unrhyw un o'r grwpiau nodweddion a ddiogelir sy'n wynebu unrhyw rwystrau/anawsterau penodol yn yr ysgol hon? Os ydych, nodwch y nodwedd a'r anawsterau y mae'r disgybl/disgyblion yn eu hwynebu a pha rôl y mae'r llywodraethwyr yn ei chwarae wrth helpu i gefnogi'r	Ydw <input type="radio"/>		Ddim yn siŵr <input type="radio"/>	Nac ydw <input type="radio"/>

disgybl/disgyblion hyn.	
C11. A yw'r ysgol yn rhoi'r hyfforddiant/gwybodaeth sydd ei angen arnoch fel llywodraethwr i sicrhau eich bod yn gallu delio gyda materion cydraddoldeb ac amrywiaeth?	Ydw <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac ydw <input type="radio"/>
C12. Beth ydych chi'n teimlo y mae'r ysgol yn ei wneud yn dda i wneud i bawb deimlo'u bod yn cael eu croesawu a'u bod yn rhan o gymuned yr ysgol?	
C13. A yw'r ysgol a'r corff llywodraethol yn cydweithio i sicrhau fod hyfforddiant/gwybodaeth briodol ar gydraddoldeb ac amrywiaeth yn cael ei ddarparu? Rhwch un enghraifft.	Ydw <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac ydw <input type="radio"/>
C14. A oes gennych unrhyw awgrymiadau o ran sut y gall yr ysgol wella'r amgylchedd ar gyfer staff a disgyblion sy'n perthyn i un neu fwy o'r grwpiau nodweddion a ddiogelir?	
C15. A yw'r corff llywodraethol wedi adnabod Llywodraethwr i fod â chyfrifoldeb penodol ar gyfer materion cydraddoldebau?	Ydw <input type="radio"/> Ddim yn siŵr <input type="radio"/> Nac ydw <input type="radio"/>