



**Ysgol Gymunedol Peniel
Cynllun Cydraddoldeb Strategol**

2023 – 2027

Cynnwys ein Cynllun Cydraddoldeb Strategol (CCS)

- | | |
|--|----------|
| 1. Ein cymeriad, gwerthoedd, blaenoriaethau ac amcanion nodedig | 3 |
| 1.1 Gwerthoedd yr ysgol | |
| 1.2 Nodweddion ein hysgol | |
| 1.3 Prif ffrydio cydraddoldeb mewn polisi ac arfer | |
| 1.4 Pennu ein hamcanion cydraddoldeb | |
| 2. Cyfrifoldebau | 5 |
| 2.1 Corff Llywodraethu | |
| 2.2 Uwch Dîm Arweinyddiaeth | |
| 2.3 Staff – addysgu ac nad ydynt yn addysgu | |
| 3. Casglu gwybodaeth ac ymgysylltu | 6 |
| 3.1 Diben a phroses | |
| 3.2 Mathau o wybodaeth a gesglir | |
| 3.3 Ymgysylltu | |
| 4. Asesiad Effaith Cydraddoldeb | 7 |
| 5. Amcanion a Chynlluniau Gweithredu | 8 |
| 6. Cyhoeddi ac adrodd | 8 |
| 7. Monitro ac Adolygu | 9 |

Atodiadau

- Atodiad 1 Cynllun Mynediad yr Ysgol**

1. Ein Cymeriad, Blaenoriaethau ac Amcanion Nodedig

1.1 Gwerthoedd yr ysgol

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

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

1.2 Nodweddion ein hysgol

Lleolir yr ysgol mewn ardal wledig rhyw bedair milltir i'r gogledd o dref Gaerfyrddin. Agorwyd yr adeilad presennol ym Medi 2009 ac mae'n gwasanaethu ardaloedd Peniel, Bronwydd, Rhydargaeau a Phontarsais.

Derbyniwn blant i'r ysgol yn llawn amser ar ddechrau tymor eu penblwydd yn bedair oed. Daw tua hanner y disgyblion o gartrefi lle siaredir y Gymraeg fel prif iaith, ac mae'r disgyblion oll yn siarad Cymraeg i safon iaith gyntaf erbyn iddynt gyrraedd bl.6.

Mae'r ardal yn un ffyniannus. Mae canran y disgyblion sydd â hawl i ginio am ddim yn sylweddol is na'r canrannau sirol a chenedlaethol. Mae un disgybl LAC yn yr ysgol. Mae un disgybl sydd gyda Saesneg fel iaith ychwanegol ond nid yw'n derbyn cymorth ychwanegol.

Dynodwyd oddeutu 7% o ddisgyblion gan yr ysgol fel rhai sydd ag angenion dysgu ychwanegol.

1.3 Prif ffyrddio cydraddoldeb mewn polisi ac arfer

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

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

- defnyddio data cyd-destunol i wella'r ffyrdd rydym yn darparu cefnogaeth i unigolion a grwpiau o ddisgyblion;
- monitro data cyflawniad yn ôl y nodweddion amrywiol a warchodir a chymryd camau mewn perthynas ag unrhyw fylchau;
- ystyried cyflawniad yr holl ddisgyblion wrth gynllunio ar gyfer dysgu yn y dyfodol a gosod targedau heriol;
- sicrhau cydraddoldeb mynediad i'r holl ddisgyblion a'u paratoi ar gyfer bywyd mewn cymdeithas amrywiol;
- defnyddio deunyddiau sy'n adlewyrchu amrywiaeth poblogaeth yr ysgol a'r gymuned leol o ran y nodweddion amrywiol a warchodir, heb ystrydebau;
- hyrwyddo agweddau a gwerthoedd a fydd yn herio ymddygiad hiliol a gwahaniaethol arall neu ragfarn;

- darparu cyfleoedd i ddisgyblion werthfawrogi eu diwylliant eu hunain a dathlu amrywiaeth diwylliannau eraill;
- ceisio cynnwys yr holl rieni wrth gefnogi addysg eu plant;
- annog trafodaeth yn yr ystafell ddosbarth a'r ystafell staff am faterion cydraddoldeb sy'n myfyrio ar ystrydebau cymdeithasol, disgwyliadau a'r effaith ar ddysgu;
- cynnwys dulliau addysgu ac ystafell ddosbarth sy'n briodol i boblogaeth yr ysgol gyfan, sy'n gynhwysol ac yn adlewyrchu ein disgyblion

1.4 Pennu ein hamcanion cydraddoldeb

Rydym yn cydnabod ein dyletswydd a'n cyfrifoldeb i sefydlu cydraddoldeb i'n holl ddysgwyr, staff, aelodau eraill cymuned yr ysgol a defnyddwyr gwasanaeth, ni waeth beth yw eu hil, rhyw, anabledd, ailbennu rhywedd, tueddfryd rhywiol, beichiogrwydd a mamolaeth, crefydd neu gred, priodas neu bartneriaeth sifil fel y'u diffinnir yn Neddf Cydraddoldeb 2012.

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

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

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

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

- Yr amcanion cydraddoldeb rhanbarthol a nodwyd yn **atodiad 1**;
- barn a fynegwyd gan randdeiliaid sydd wedi bod yn rhan o ddatblygu'r cynllun;
- materion sy'n codi o ganlyniad i ddadansoddi ein data disgyblion e.e. cyrhaeddiad bechgyn o'u cymharu â merched;

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

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

Amlinellir Amcanion Cydraddoldeb yr Ysgol yn **adran 5 (t.8) ac Atodiad 2**.

2. Cyfrifoldebau

2.1 Corff Llywodraethu

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

- ceisio sicrhau na wahaniaethir yn erbyn pobl wrth iddynt wneud cais am swyddi yn ein hysgol
- cymryd yr holl gamau rhesymol i sicrhau bod amgylchedd yr ysgol yn rhoi mynediad i bobl ag anableddau, a hefyd yn ymdrechu i wneud cyfathrebu mor gynhwysol â phosib i rieni, gofaluwr a disgyblion
- sicrhau na wahaniaethir yn erbyn unrhyw blentyn pan fydd yn ein hysgol

Er mwyn cyflawni ei ddyletswydd adrodd, bydd y corff llywodraethu'n adrodd ar gynnydd y CCS bob blwyddyn, fel rhan o'i Adroddiad Blyneddol i rieni.

2.2 Athrawon (staff addysgu)

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

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

2.3 Staff – addysgu ac nad ydynt yn addysgu

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

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

3. Casglu gwybodaeth ac ymgysylltu

3.1 Diben a phroses

Mae casglu gwybodaeth yn hanfodol i'n cefnogi i benderfynu pa gamau gweithredu i'w cymryd i wella cydraddoldeb a dileu gwahaniaethu yng nghymuned yr ysgol. Yn dilyn hyn, mae'r

wybodaeth hefyd yn ein helpu i adolygu ein perfformiad, felly mae'n rhaid iddi fod yn ddigon manwl i'n galluogi i fesur sut rydym yn cyflawni ein dyletswyddau cydraddoldeb. Mae'r wybodaeth hefyd yn ein helpu i wneud asesiad effaith manwl gywir a nodi pa rai o amcanion yr ysgol a gyflawnwyd, a'r hyn y mae angen i ni ei wneud yn well.

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

3.2 Mathau o wybodaeth a gesglir

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

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

3.3 Ymgysylltu

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

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

Cysylltwyd â rhanddeiliaid yr ysgol, gan gynnwys cynrychiolwyr y gymuned drwy ddanfon holiaduron allan atynt i'w cwblhau. Gwerthuswyd a defnyddiwyd yr ymatebion yma wrth baratoi'r cynllun hwn. Yr unig rwystr oedd derbyn ymatebion wrth yr ystod grwpiau (*e.e. pobl o gymunedau lleiafrifoedd ethnig, Asiaidd a Du a phobl o grwpiau Lesbïaidd/Hoyw/Deurywiol/Trawsrywiol (LGBT) a grwpiau ffydd*) gan nad ydynt yn bodoli yn

ein gymuned. Ni chafwyd drafferth gyda materion iaith a chyfathrebu, lleoliadau ac amseroedd cyfarfodydd wrth gynnal ymgynghoriadau.

4. Asesiad Effaith Cydraddoldeb

Mae asesiad effaith yn cyfeirio at adolygu'r holl gynlluniau a pholisïau presennol ac arfaethedig er mwyn ein helpu i weithredu i hyrwyddo cydraddoldeb ac i sicrhau nad yw unrhyw berson o dan anfantais o ganlyniad i weithgareddau'r ysgol oherwydd gwahaniaethu. Mae asesiadau effaith yn broses barhaus i sicrhau bod cynlluniau a pholisïau'r ysgol yn cael eu datblygu mewn ffordd gynhwysol a theg.

Fel rhan o gydymffurfio'r ysgol hon â dyletswyddau penodol y Ddeddf, byddwn yn parhau i gyflawni asesiad effaith o bob polisi a chynllun newydd cyn ei roi ar waith. Yn yr un modd, byddwn yn cyflawni asesiad effaith o'n polisïau a'n cynlluniau presennol pryd bynnag y cânt eu hadolygu. Yn y modd hwn, caiff asesiadau effaith eu cynnwys yn nhrefn adolygu a diwygio pob polisi'r ysgol.

Lle mae asesiadau effaith wedi'u cyflawni, byddant yn dylanwadu ar newidiadau i bolisi ac adolygiad y CCS ei hun.

5. Amcanion a Chynlluniau Gweithredu

Ein Hamcanion Cydraddoldeb dewisedig yw

1. Parhau i godi ymwybyddiaeth o anabledd, amrywiaeth a diwylliannau amrywiol drwy raglen o wasanaethau a sesiynau athroniaeth i blant/amser cylch.
2. I ddatblygu dealltwriaeth staff o gydraddoldeb a'i goblygiadau o ddydd i ddydd a thrwy hyn lleihau neu ddiddymu anghydraddoldebau mewn cyrhaeddiad o grwpiau arbennig e.e. yn ôl rhyw / cefndir
3. Parhau i ddatblygu sgiliau personol, cymdeithasol ac emosiynol disgyblion trwy ddatblygu cwricwlwm iechyd a lles cynhwysfawr o fewn yr ysgol

Mae gennym gynlluniau gweithredu sy'n cynnwys yr holl nodweddion a warchodir perthnasol (Atodiad). Mae'r rhain yn disgrifio sut rydym yn cymryd camau i gyflawni'r dyletswyddau cyffredinol a phenodol.

Mae ein Cynlluniau Gweithredu wedi'u croesgyfeirio â Chynllun Datblygu'r Ysgol sy'n sicrhau eu bod yn cael eu gwirio, eu monitro a'u gwerthuso'n drefnus.

Mae'r cynlluniau gweithredu'n dangos:

- amcanion a chamau gweithredu penodol
- effaith ddisgwyliedig a dangosyddion cyflawniad (meini prawf)
- amserlenni clir
- gan bwy y mae'r cyfrifoldeb arweiniol
- goblygiadau o ran adnoddau
- dyddiadau penodol ar gyfer asesiad effaith ac adolygiad.

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

6. Cyhoeddi ac adrodd

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

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

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

7. Monitro ac Adolygu

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

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

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

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

Byddwn yn cyflawni adolygiad llawn o'n CCS erbyn mis Medi 2025

Ysgol Gymunedol Peniel

Cynllun Cydraddoldeb Strategol 2023 - 2027

Atodiadau

Atodiad 1 Amcanion Cydraddoldeb a Chynllun Gweithredu'r Ysgol

Ysgol Gymunedol Peniel

Cynllun Cydraddoldeb Strategol 2023 - 2027 Amcanion Cydraddoldeb a Chynllun Gweithredu

Amcan Cydraddoldeb 1 Parhau i godi ymwybyddiaeth o anabledd, amrywiaeth a diwylliannau amrywiol drwy raglen o wasanaethau a sesiynau athroniaeth i blant/amser cylch.				
Ein Hymchwil Holiaduron ac unrhyw ohebiaeth arall a hefyd ymateb i heriau cenedlaethol.				
Gwybodaeth o Ymgysylltu: I barhau i godi ymwybyddiaeth o'r materion uchod ac i barhau gyda'r hyn sydd ar waith				
Datblygiad Data: Holiaduron pellach i'w danfon pob tair blynedd i geisio mesur llwyddiant yr amcanion ar data a adolygwyd				
Bernir bod yr amcan hwn yn llwyddiannus os ... Bod tystiolaeth i ddangos gwell dealltwriaeth o anabledd, amrywiaeth a gwahaniaethau diwylliannol. Bod dysgwyr yn gallu trafod aml ddiwylliannau, amrywiaeth ac anableddau mewn dull synhwyrol a naturiol yng nghyd-destun eu hoed a'u gallu				
Camau Gweithredu:				
	Disgrifiad	Cyfrifoldeb	Dyddiad dechrau	Dyddiad gorffen
1.1	Parhau gyda'r gwasanaethau rheolaidd i godi ymwybyddiaeth	Pennaeth	parhaol	parhaol
1.3	Agweddau o ddiwylliannau gwahanol i gael eu plethu'n naturiol i gwricwlwm y dysgwyr e.e. Arweinydd ysbrydoledig, creu siarter trwy wersi thematig a chrefydd, gwerthoedd a moeseg.	Pennaeth, Cydlynnydd Dyniaethau ac Iechyd a Lles	Medi 2023	Parhaol

1.2	Trafodaeth ddsbarth i atgyfnerthu a chynnal sesiynau athroniaeth i blant, amseroedd cylch a gwersi fel 'Show racism the red card'.	athrawon	ar waith	Parhaol
-----	--	----------	----------	---------

Amcan Cydraddoldeb 2

I ddatblygu dealltwriaeth staff o gydraddoldeb a'i goblygiadau o ddydd i ddydd a thrwy hyn lleihau neu ddi-ddymu anghydraddoldebau mewn cyrhaeddiad o grwpiau arbennig e.e. yn ôl rhyw / cefndir

Ein Hymchwil

Holiaduron staff a thrafodaeth, Canlyniadau profion mewnol gan gynnwys asesiadau llythrennedd emosiynol

Gwybodaeth o Ymgysylltu:

Cynyddu dealltwriaeth staff o'r Ddeddf Cydraddoldeb

Datblygiad Data:

Holiaduron pellach i'w danfon pob tair blynedd i geisio mesur llwyddiant yr amcanion a'r data a adolygwyd

Bernir bod yr amcan hwn yn llwyddiannus os ...

Bod tystiolaeth yn dangos bod gwell ymwybyddiaeth a dealltwriaeth o faterion cydraddoldeb a gwelir llai o fwlch rhwng gyrhaeddiad merched a bechgyn a chyflawniad dysgwyr PYD / LAC a gweddill yr ysgol

Camau Gweithredu:

	Disgrifiad	Cyfrifoldeb	Dyddiad dechrau	Dyddiad gorffen
1.1	Cyfarfod staff i drafod yr holl ymatebion a chanlyniadau profion/ asesiadau mewnol ac i drafod y cynllun a'r polisi	Pennaeth a staff	Medi 2023	Yn flynyddol
1.2	Trafodaeth parhaus yn ôl yr angen	staff	parhaol	parhaol
1.3	Dadansoddi data cyrhaeddiad grwpiau amrywiol	athrawon	Medi 2023	blynyddol

Amcan Cydraddoldeb 3

Parhau i ddatblygu sgiliau personol, cymdeithasol ac emosiynol disgyblion trwy ddatblygu cwricwlwm iechyd a lles cynhwysfawr o fewn yr ysgol

Ein Hymchwil

Dadansoddi'r holiaduron a chofnodion ysgol, ymddygiad ar yr iard, cydlynnydd iechyd a lles i gynnal awdit mewnol ac i fapio'r holl ddarpariaeth.

Gwybodaeth o Ymgysylltu:

Defnyddio asesiadau llythrennedd emosiynol i asesu sgiliau emosiynol y dysgwyr, mapio'r ddarpariaeth gan rhoi ystyriaeth i'r cwricwlwm iechyd a lles yn ogystal a pholisi cydberthansedd a rhywioldeb yr ysgol. Parhau i ddefnyddio rhaglen SEAL i gynyddu ymhellach sgiliau cymdeithasol ac emosiynol y disgyblion.

Datblygiad Data:

Rhannu holiaduron pellach ymhen tair blynedd.
Monitro cofnodion ysgol a safonau/data.

Bernir bod yr amcan hwn yn llwyddiannus os ...

Bod yna lai o ymddygiad gwrth gymdeithasol yn yr ysgol
Bod ymyraethau a chefnodaeth Talkabout, ELSA yn cael effaith cadarnhaol ar ddysgwyr
Bod gan ddysgwyr well ymwybyddiaeth o'u nhw'u hunain – gweld hunan reolaeth, hunan ymwyddiaeth, hunan hyder

Camau Gweithredu:

	Disgrifiad	Cyfrifoldeb	Dyddiad dechrau	Dyddiad gorffen
1.1	Mae'r cydlynnydd wedi derbyn hyfforddiant Iechyd a Lles ac Addysg Cyd berthnasoedd a Rhywioldeb felly angen mapio'r ddarpariaeth yn effeithiol a chynnig arweiniad cadarn i'r holl staff	BP	Medi 2023	Adolygu Gorffennaf 2024
1.2	Parhau i blethu elfennau o sgiliau personol, cymdeithasol ac emosiynol yn ein gwasanaethau ysgol.	Staff	Medi 2023	parhaol
1.3	Sicrhau bod yr ysgol gyfan yn defnyddio strategaethau SEAL ac yn dilyn polisiau iechyd a lles ac addysg cyd berthnasoedd a rhywioldeb	Staff	Medi 2023	parhaol
1.4	Cyflogi cynorthwywraig ADY 0.2 yr wythnos i weithio gyda phlant targed	Pennaeth/ CADY a chynorthwywraig ADY	Medi 2023	Haf 2024

Ysgol Gymunedol Peniel
STRATEGIC EQUALITY PLAN

2023 – 2027

Contents of our Strategic Equality Plan (SEP)

- 2. Our distinctive character, values, priorities and aims**
 - 1.5 School values
 - 1.6 Characteristics of our school
 - 1.7 Mainstreaming equality into policy and practice
 - 1.8 Setting our equality objectives

- 2. Responsibilities**
 - 2.1 Governing Body
 - 2.2 Senior Leadership Team
 - 2.3 Staff – teaching and non-teaching

- 3. Information gathering and Engagement**
 - 3.1 Purpose and process
 - 3.2 Types of information gathered
 - 3.3 Engagement

- 4. Equality Impact Assessment**

- 5. Objectives and Action Plans**

- 6. Publication and reporting**

- 7. Monitor and Review**

Appendices

- App. 1 School Equality Objectives and Action Plan**

1. Our Distinctive Character, Priorities and Aims

1.1 School values

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Gymunedol Peniel, we strive towards ensuring diversity, which is respected and celebrated by all stakeholders of the school.

1.2 Characteristics of our school

Peniel Community School is situated in a rural area around four miles to the north of the town of Carmarthen. The current school building was opened September 2009 and serves the Peniel, Bronwydd, Rhydargaeau and Pontarsais areas.

Children are accepted into the school full time at the beginning of the term when they reach their fourth birthday. Around half the pupils come from homes where Welsh is the main language of communication, and all pupils speak Welsh fluently by the end of year 6. The area described as prosperous. The percentage of pupils entitled to free school meals is substantially lower than that of the county and nationally. No pupils are 'looked after' by the authority and no pupil is given support to learn English as an additional language.

The school has identified approximately 15% of their pupils as having additional learning needs.

1.3 Mainstreaming equality into policy and practice

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

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data 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 which reflect the diversity of the school population and local community;
- promote attitudes and values which 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;
- employ 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:

4. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
5. 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
6. 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**;
- views expressed by stakeholders who have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data.

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.8) 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 Teachers

The teachers promote 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
- It is imperative to note that equality is a whole school priority rather than a function expected of one member of staff, often the ALNCO.

2.3 Staff – teaching and non-teaching

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

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

3. Information gathering and Engagement

3.1 Purpose and process

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

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

3.2 Types of information gathered

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

- 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
- sports choices and uptake of extracurricular activities;
- exclusion data;
- records of bullying and harassment on the grounds of any equality issue;
- confidential information on the recruitment, development and retention of employees is retained at school personal reference only;
- activities promoting community engagement and community cohesion;
- actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves 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.

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

We have involved all stakeholders by informing them by letter, explaining the process and attaching a questionnaire which was to be returned to school for evaluation and analysis. The only obstacle was getting a range of responses from varied groups as they don't exist in our community. There were no language or communication barriers with the consultation.

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

1. Continue to raise awareness of disability, diversity and cultural differences through a programme of assemblies, PSE and P4C sessions.
2. To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
3. To continue to increase social and emotional skills through the SEAL programme.

Our School Development Plan identifies actions and defined timescales in respect of the above, which ensures that they are checked, monitored and evaluated systematically.

The SDP plans shows:

- 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 annually, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

Copies of SEP and its action plan are available on request at the school office. The school prospectus includes appropriate reference to the SEP.

The school reports annually on the progress made on the action plans. This is undertaken as part of the Governors' Annual Report.

Information 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:

- revisit and analyse the information and data used to identify priorities for the SEP and action plans;
- use any 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 September 2016.

Ysgol Gymunedol Peniel

Strategic Equality Plan 2012 – 2016

Appendices

- App. 1 Regional Equality Objectives**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 Current school Access Plan**

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. 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.

5. 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.

Ysgol Gymunedol Peniel

Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

Equality Objective 1. Continue to raise awareness of disability, diversity and cultural differences through a programme of assemblies, P4C and PSE sessions.				
Our Research: Correspondence and returned questionnaires and responses to national challenges.				
Information from Engagement: To raise awareness of the above issues and to continue with the good practice.				
Data Development: Further questionnaires to be distributed every three years in order to ascertain the impact of the objectives noted and data reviewed.				
This objective will be judged to be successful if... There is evidence to demonstrate improved understanding of disability, diversity and cultural differences.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Continue regular assemblies to raise awareness	HT	On-going	On-going
1.2	Class discussions to re-enforce and providing P4C sessions, circle times and lessons such as 'Show racism the red card'	CTs	On-going	On-going

Ysgol Gymunedol Peniel

Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

Equality Objective 2. To increase staffs understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act e.g. gender gap

Our Research: Staff questionnaires and discussion.				
Information from Engagement: To increase staffs understanding of the Equality Act.				
Data Development: Further questionnaires to be distributed every three years in order to ascertain the impact of the objectives noted and data reviewed.				
This objective will be judged to be successful if... There is evidence to demonstrate improvement of awareness and understanding of equality issues and that there is less of a gap between gender achievements				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Staff meeting to discuss responses by all stake holders and to discuss the policy and plan	HT + staff	Sept 2012	Sept 2012
1.2	Analyse different data groups	HT and staff	On-going	Annual
1.3	On-going discussion on the basis of need	staff	Sept 2012	On-going

Ysgol Gymunedol Peniel

Strategic Equality Plan 2012 – 2016

Equality Objectives and Action Plan

Equality Objective 3. To use the SEAL programme to increase and develop social and emotional skills				
Our Research: Questionnaire analysis and school records e.g. yard behaviour.				
Information from Engagement: Use the SEAL programme to further increase social and emotional skills for pupils.				
Data Development: Further questionnaires to be distributed every three years. Monitor school records and exclusion data.				
This objective will be judged to be successful if... there is a reduction in anti-social behaviour at school.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	ALNCO to disseminate and spread	Mrs Evans	Sept 2012	Sept 2012

	information from her SEAL training to other staff members as an INSET.			
1.2	Continue to develop the SEAL program in school assemblies	SEAL co-ordinator/HT	Sept 2012	On-going
1.3	To ensure whole school approach in deployment of SEAL	SEAL co-ordinator/HT	Sept 2012	On-going
1.4	Employ an ALN teachers for 2 half days / week to work with targeted pupils.	HT + ALN teacher	Sept 2012	Summer 2013