

Polisi Cynllun Cydraddoldeb Strategol (2024)

Yn cynnwys Cynllun Gweithredu CCS

Strategic Equality Plan (2024)

Including the SEP Action Plan

Llofnod Signature	Dyddiad Date	Cafodd y polisi hwn ei gymeradwyo gan Gorff Llywodraethu Ysgol Morgan Llwyd. This policy was approved by the Governing Body of Ysgol Morgan Llwyd.
Mr Huw Robertson Cadeirydd Bwrdd Llywodraethol, Ysgol Morgan Llwyd Chair of the Board of Governors, Ysgol Morgan Llwyd		

Dyddiad Adolygiad Revision Date	Cadeirydd Chair	Llofnod Signature	Dyddiad Date

Caiff y polisi hwn ei adolygu pob tair blynedd / This policy will be reviewed every three years.
 Fersiwn Saesneg ar gael ar dudalen 06 / Please scroll to page 06 for English version

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Mae Ysgol Morgan Llwyd yn ymroddedig i weithredu egwyddor cyfle cyfartal i bawb. Ceisiwn feithrin agweddau sy'n hybu gwerth cyfartal pob unigolyn ac i sicrhau fod pob agwedd o gwricwlwm a gweinyddiaeth yr ysgol yn cydweddu gydag egwyddor cyfle cyfartal. Ein nod yw gosod sylfeini cymdeithas gyfiawn a chyfartal. Pwrpas ein Cynllun Cydraddoldeb Strategol yw sicrhau ein bod yn ymateb i ofynion cyfreithiol Deddf Cydraddoldeb 2010 a gweithredu i gyfrannu'n bositif i gymdeithas decach.

1. Cyflwyniad

1.1 Cefndir yr Ysgol

Mae Ysgol Morgan Llwyd yn ysgol uwchradd 11-18 sy'n darparu addysg cyfrwng Cymraeg ar gyfer disgyblion Sir Wrecsam. Mae dros 800 o ddisgyblion yn yr ysgol, ac mae'r nifer hwnnw yn cynnwys amrywiaeth o ran rhyw, iaith, crefydd a hil. Mae disgyblion sy'n derbyn Prydau Ysgol am Ddim ar ein cofrestr yn ogystal â disgyblion a chanddynt ADY. Yn amlwg, mae'r niferoedd hyn yn newid yn gyson ond cânt eu cofnodi a'u monitro'n ofalus er mwyn sicrhau ein bod yn trin pawb yn gyfartal, yn ystyried pobl a chanddynt nodweddion gwarchoddedig a'n bod yn ysgol gwbl gynhwysol.

1.2 Cefndir Deddfwriaethol

Mae Adran 149 o Ddeddf Cydraddoldeb 2010 yn gosod dyletswydd gyffredinol ar gorff llywodraethu'r ysgol i roi sylw dyledus i'r isod wrth weithredu a gwneud penderfyniadau:

- dileu gwahaniaethu, aflonyddu ac erledigaeth anghyfreithlon ac unrhyw ymddygiad arall a waherddir gan y Ddeddf;
- hyrwyddo cyfle cyfartal rhwng pobl â nodweddion gwarchoddedig a phobl hebddynt;
- meithrin perthnasau da rhwng pobl â nodweddion gwarchoddedig a phobl hebddynt.

Wrth hyrwyddo cydraddoldeb rhwng unigolion â nodweddion gwarchoddedig a phobl hebddynt, mae angen talu sylw dyledus i'r angen i:

- ddileu neu leihau anfanteision a ddiodefir gan bobl â nodweddion gwarchoddedig;
- cymryd camau i ddiwallu anghenion pobl â nodweddion gwarchoddedig (anghenion sy'n wahanol i anghenion pobl heb nodweddion gwarchoddedig);
- annog pobl â nodweddion gwarchoddedig i gymryd rhan mewn digwyddiadau cyhoeddus neu unrhyw weithgaredd arall lle mae eu cyfranogiad yn isel.

1.3 Pwy sydd wedi eu diogelu dan Ddyletswyddau Cydraddoldeb y Sector Cyhoeddus?

Mae pawb yn cael eu diogelu dan y Ddeddf Cydraddoldeb ond mae'r dyletswyddau cydraddoldeb cyffredinol a phenodol y sector cyhoeddus yn cyfeirio at bobl sydd â 'nodweddion gwarchoddedig'. Dyma'r term a ddefnyddir yn y Ddeddf Cydraddoldeb i adnabod y materion sy'n effeithio ar sut caiff pobl eu trin a all arwain at wahaniaethu. Mae'r gyfraith wedi ei chynllunio i ddiogelu'r bobl hyn. Mae naw nodwedd warchoddedig, sef:

1. Rhyw - gwryw neu fenyw
2. Anabledd – pob person anabl
3. Ailbennu Rhywedd - pobl a anwyd yn y rhywedd anghywir
4. Hil - pobl o unrhyw liw, cenedligrwydd neu darddiad ethnig neu genedlaethol
5. Crefydd neu Gred - sy'n cynnwys unrhyw grefydd / cred neu ddiffyg cred
6. Rhyw a Chyfeiriadedd Rhywiol - pobl hoyw, lesbiaid a deurywiol
7. Beichiogrwydd a Mamolaeth - o'r adeg y daw'r ferch yn feichiog
8. Oedran - hen ac ifanc
9. Priodas a Phartneriaeth Sifil

2. Y Dyletswyddau Penodol

Mae Rheoliadau 2011 yn gosod y gofynion canlynol ar gyrff llywodraethu:

- Cyhoeddi ei "amcanion cydraddoldeb". Mae'n rhaid i'r amcanion alluogi'r corff llywodraethu i gyflawni'r ddyletswydd gyffredinol yn well. Os nad yw amcan cydraddoldeb yn cael ei gyhoeddi mewn perthynas ag un neu fwy o'r nodweddion gwarchoddedig, mae'n rhaid i'r corff llywodraethu gyhoeddi ei benderfyniad i beidio â gwneud hynny;
- Mae'n rhaid i'r corff llywodraethu adolygu ei amcanion cydraddoldeb o fewn pedair blynedd i'w cyhoeddi ac o leiaf unwaith pob pedair blynedd ar ôl hynny. Gall y corff llywodraethu adolygu neu ail-lunio'r amcanion cydraddoldeb ar unrhyw adeg. Os bydd y corff llywodraethu yn adolygu amcan heb ei addasu, yna mae'n rhaid i'r adolygiad gael ei gyhoeddi cyn gynted ag y bo modd;
- Gwneud y trefniadau priodol i fonitro ei gynnydd er mwyn cyflawni pob amcan ac i fonitro effeithiolrwydd y camau a gymerwyd i gyflawni pob amcan;
- Annog cyfraniad pobl sy'n cynrychioli pobl â nodweddion gwarchoddedig ac sydd â diddordeb yn y ffordd y mae'r corff llywodraethu yn cyflawni ei swyddogaethau. Cymryd pob cam rhesymol i sicrhau bod unrhyw ddogfen neu wybodaeth y mae'n ofynnol i'r corff llywodraethu ei chyhoeddi yn hygyrch i bobl â nodweddion gwarchoddedig. Mae hyn yn golygu bod yn rhaid i gorff llywodraethu ystyried yr holl nodweddion gwarchoddedig, ac, os oes cyfres o gamau y byddai'n rhesymol i'r corff llywodraethu eu cymryd i sicrhau bod y dogfennau neu'r wybodaeth ar gael, yna mae'n rhaid iddo gymryd pob un o'r camau hynny;

- Gwneud y trefniadau hynny y mae'n eu hystyried yn briodol ar gyfer hyrwyddo'r dyletswyddau cyffredinol a'r dyletswyddau ychwanegol cysylltiedig ymysg staff yr ysgol.

3. Casglu Gwybodaeth a'r Broses Ymgysylltu

Bydd yr ysgol yn casglu gwybodaeth berthnasol am faterion yn ymwneud a chydraddoldeb yn gyson. Defnyddir rhaglenni Go4Schools a SIMS/Bromcom i gofnodi'r wybodaeth a'i chadw mewn ffordd ddiogel. Mae gan bob aelod o staff sydd â chyfrifoldeb am sicrhau a hyrwyddo cydraddoldeb fynediad i'r wybodaeth hon. Cesglir a chofnodir gwybodaeth drwy:

- Gwybodaeth a rennir gan y cartref a'r ysgol gynradd wrth i ddisgybl drosglwyddo i'r ysgol
- Data presenoldeb
- Data disgyblaeth a gwaharddiadau
- Data cyrhaeddiad, cynnydd ac asesu
- Ystadegau cwynion
- Ystadegau bwlio

Yn ogystal â chasglu'r wybodaeth uchod, bydd yr ysgol hefyd yn gweithredu trefniadau ymgynghori sy'n caniatáu darlun llawnach o faterion yn ymwneud â chydraddoldeb. Mae'r rhain yn cynnwys:

- Adborth gan staff
- Holiaduron rhieni a disgyblion
- Grwpiau adborth penodol
- Adborth Cyngor yr Ysgol
- Materion sy'n codi wrth fonitro
- Materion sy'n codi yn ystod adolygiadau blynyddol

4. Gwybodaeth Berthnasol

Mae'r wybodaeth a gesglir yn rhan 3 (uchod) yn cael ei defnyddio i lunio hunanwerthusiad yr ysgol, yn benodol felly ar gydraddoldeb. Bydd unrhyw faterion sydd angen gweithredu arnynt yn cael eu gosod ar Gynllun Datblygu'r ysgol. Bydd yr ysgol hefyd yn ymateb i unrhyw dargedau sirol neu genedlaethol yn ymwneud â chydraddoldeb.

5. Aseidiadau Effaith ar Gydraddoldeb

Bydd yr ysgol yn rhoi ystyriaeth i effaith ar gydraddoldeb wrth weithredu o ddydd i ddydd. Byddwn yn sicrhau bod yr egwyddorion a restrwyd uchod yn cael eu dilyn yn ystod gyflawn ein polisiau a'n hymarferion, gan gynnwys y rhai hynny sydd yn ymwneud â:

- Chynnydd, cyrhaeddiad ac asesiad disgybl;
- Ymddygiad, disgyblaeth a gwaharddiadau;
- Datblygiad personol a gofal bugeiliol disgybl;
- Addysgu a dysgu;
- Derbyniadau a phresenoldeb;
- Cynnwys y cwricwlwm;
- Recriwtio a datblygiad proffesiynol staff; a
- Partneriaethau rhieni a chymunedau;
- Unrhyw fater arall sy'n codi.

6. Ymwybyddiaeth Staff

Yn unol â Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth, mae'n gyfrifoldeb ar staff i sicrhau eu bod yn ymateb i anghenion pob disgybl dan eu gofal a chydymffurfio â pholisiau'r ysgol. Caiff parodrwydd a llwyddiant staff i ymateb i'r safon hwn ei arfarnu fel rhan o broses Adolygu Datblygiad Proffesiynol yr ysgol.

7. Amcan Tâl ar Sail Rhyw

Mae'r ysgol yn gweithio yn unol â chanllawiau'r awdurdod i sicrhau nad oes gwahaniaethu cyflog rhwng dynion a merched. Gan hynny, nid oes angen am amcan yn ymwneud â thal ar sail rhyw.

8. Cyhoeddi a Monitro Canlyniadau

Bydd Cynllun Cydraddoldeb Strategol yr ysgol yn cael ei chyhoeddi ar wefan yr ysgol.

9. Manylion Cyswllt

Cyfeiriad: Ysgol Morgan Llwyd, Ffordd Cefn, Wrexham, LL13 9NG
Rhif Ffôn: 01978 315050
E-bost: bocspost@ysgolmorganllwyd.wrexham.sch.uk
Gwefan: <https://www.ysgolmorganllwyd.cymru/>

10. Atodiadau

Cynllun Gweithredu Cynllun Cydraddoldeb Strategol Ysgol Morgan Llwyd.

CYNLLUN CYDRADDOLDEB STRATEGOL – CYNLLUN GWEITHREDU

AMCAN	CAMAU I'W CYMRYD	CYFRIFOLDEB PWY	ADNODDAU / ARIAN	FFRÂM AMSER
Creu ethos ble mae pob plentyn a pherson ifanc unigol yn teimlo ei fod yn cael ei werthfawrogi a'i fod yn ddiogel, gan gynnwys disgyblion sydd â nodweddion gwarchoddedig	<ul style="list-style-type: none"> Sicrhau bod staff a disgyblion yn dangos parch at ei gilydd bob amser. Herio unrhyw ymddygiad sy'n mynd yn groes i hyn. Sicrhau bod prosesau monitro ac arfarnu yn rhoi sylw i ethos diogel, cynhwysol. Ymateb i unrhyw ddiffygion. Defnyddio adnodd yr Hwb Bugeiliol i roi cymorth a chefnogaeth i ddisgyblion nad ydynt yn teimlo'n ddiogel neu'n werthfawr, gan gynnwys disgyblion sydd â n.g. Cynnwys pob disgybl ym mhrosesau'r ysgol, e.e. grwpiau ffocws, adborth llais y dysgwyr. 	<p>Pawb yn yr ysgol</p> <p>UDRH</p> <p>Staff yr Hwb Bugeiliol Staff</p> <p>UDRH</p>	<p>Posteri rheolau dosbarth</p> <p>Dogfennaeth fonitro</p> <p>Hwb Bugeiliol Asiantaethau Allanol</p> <p>Dogfennaeth fonitro</p>	<p>Parhaol</p> <p>Yn unol â chalendar monitro'r ysgol</p> <p>Parhaol</p> <p>Yn unol â chalendar monitro'r ysgol</p>
Bod â disgwyliadau cyson uchel o blant a phobl ifanc yn eu hymddygiad ac yn eu dysg	<ul style="list-style-type: none"> Sicrhau bod pob aelod o staff yn gosod disgwyliadau uchel i bob disgybl. Monitro cyrhaeddiad disgyblion, gan gynnwys grwpiau penodol o ddysgwyr 	<p>Pawb</p> <p>UDRH</p> <p>Hwb Dysgu</p>	<p>Adnoddau addysgu Hyfforddiant perthnasol</p> <p>Go4Schools</p>	<p>Parhaol</p> <p>Monitro'n unol â'r calendr</p>

	yn gyson er mwyn sylwi a gweithredu ar broblemau.			Yn gyson drwy'r flwyddyn academaidd
Lleihau rhwystrau i ddysgu, fel y gall pob plentyn ac unigolyn ifanc dderbyn yr un cyfle i gyflawni	<ul style="list-style-type: none"> Defnyddio data perthnasol i adnabod disgyblion sy'n wynebu rhwystrau yn eu dysgu. Defnyddio adnodd Camau i ddarparu cymorth i ddisgyblion a chanddynt ADY. Defnyddio Cydlynwyr Cynnydd CA3 a CA4 i gefnogi disgyblion sy'n wynebu rhwystrau. Rhoi hyfforddiant priodol i staff ynglŷn â materion allai achosi rhwystrau i ddisgyblion. 	<p>UDRH, Hwb Bugeiliol a Hwb Dysgu</p> <p>Staff Camau</p> <p>Cydlynwyr cynnydd, mentoriaid, staff Hwb Bugeiliol UDRH</p>	<p>Go4Schools</p> <p>Camau</p> <p>Hyfforddiant priodol</p>	<p>Yn gyson drwy'r flwyddyn academaidd</p> <p>Parhaol</p> <p>Yn gyson drwy'r flwyddyn</p> <p>Yn gyson drwy'r flwyddyn academaidd</p>
Adnabod gweithdrefnau eglur ar gyfer delio'n gyflym â digwyddiadau o ymddygiad gwahaniaethol;	<ul style="list-style-type: none"> Sicrhau bod Polisi Ymddygiad a Gwrth-fwlio yr ysgol yn amlinellu camau cadarn i fynd i'r afael â digwyddiadau o'r fath. Sicrhau bod Polisi Cwyno ar gael i unrhyw un sy'n anhapus â threfn weithredu'r ysgol. 	<p>Pennaeth Cynorthwyol Lles</p> <p>Pennaeth</p>	<p>Polisi Ymddygiad Polisi Gwrth-fwlio</p> <p>Polisi Cwyno</p>	<p>Parhaol</p> <p>Parhaol</p>

<p>Herio stereoteipiau a hyrwyddo delweddau positif</p>	<ul style="list-style-type: none"> • Sicrhau bod cwricwlwm yr ysgol yn rhoi sylw i faterion fel cydraddoldeb a delwedd. • Gosod yr egwyddorion hyn yn ganolog i Gwricwlwm i Gymru. 	<p>Dirprwy Cwricwlwm, Pennaeth Cynorthwyol Lles Dirprwy Cwricwlwm Adrannau</p>	<p>Adnoddau addysgu Adnoddau addysgu</p>	<p>Parhaol Parhaol</p>
<p>Sicrhau bod safle'r ysgol yn hygyrch i bawb</p>	<ul style="list-style-type: none"> • Cynnal teithiau o amgylch y safle i wirio hygrychedd yr adeilad i bawb. • Ymgynghori gydag arbenigwyr a phobl a chanddynt nodweddion gwarchodol yn ôl y galw. 	<p>Rheolwr Safle Is-bwyllgor Adeiladau</p>		<p>Blynyddol</p>
<p>Sicrhau defnydd effeithiol o'r Hwb Bugeiliol a'r Hwb Dysgu wrth ddarparu cefnogaeth i bob disgybl, yn enwedig disgyblion sy'n fwy agored i rwystrau</p>	<ul style="list-style-type: none"> • Sicrhau bod system gyfeirio y 2 Hwb yn effeithiol a'r cyfeiriadau'n cael eu hateb yn effeithiol. • Sicrhau bod y 2 Hwb yn llefydd hygyrch a defnyddiol i ddisgyblion a staff. • Sicrhau bod gwefan y 2 Hwb yn darparu gwybodaeth effeithiol i ddisgyblion, rhieni a staff. 	<p>Staff yr Hwb Dysgu a'r Hwb Bugeiliol</p>	<p>Gwefan yr Hwb Dysgu a'r Hwb Bugeiliol</p>	<p>Parhaol</p>
<p>Parhau i ddefnyddio Llais y Disgybl yn effeithiol</p>	<ul style="list-style-type: none"> • Sicrhau bod cynrychiolwyr dosbarth yn cael eu hethol ar ddechrau pob blwyddyn academaidd. • Sicrhau bod y Cyngor Ysgol yn cwrdd yn gyson i drafod gwahanol faterion. 	<p>Pennaeth Cynorthwyol Lles</p>		<p>Parhaol</p>

	<ul style="list-style-type: none">• Defnyddio mewnbwn y Cyngor Ysgol wrth ystyried unrhyw weithdrefnau / polisiau newydd.• Codi ymwybyddiaeth disgyblion o Senedd yr Ifanc.			
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Foreword

Ysgol Morgan Llwyd is committed to the implementation of equal opportunities principles for all. We endeavour to nurture attitudes that promote the equal value of each individual and ensure all aspects of the school curriculum and administration correspond with the principle of equal opportunities. Our aim is to lay the foundations of a just and equal society. The purpose of our Strategic Equality Plan is to ensure that we respond to the legal requirements of the Equality Act of 2010 and take action to contribute to a fairer society in a positive way.

1. Introduction

1.1 School Background

Ysgol Morgan Llwyd is an 11-18 secondary school that provides Welsh-medium education for pupils in Wrexham County. With over 800 pupils, the school has a variety in gender, language, religion and race. On our register are pupils who receive Free School Meals as well as pupils with ALN. As expected, these numbers are constantly changing. However, they are carefully recorded and monitored to ensure that we are a fully inclusive school that treats everyone equally and considers people with protected characteristics.

1.2 Legislative Background

Section 149 of the Equality Act 2010 imposes a general duty on the school's governing body to have due regard to the following when taking action and making decisions:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In advancing equality between persons who share a relevant protected characteristic and persons who do not share it, having due regard is required to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic;
- Take 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;
- Encourage 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.

1.3 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular ‘protected characteristics’. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics:

1. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender
4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of the same sex, opposite sex or both sexes
7. Pregnancy and Maternity – from the time the woman falls pregnant
8. Age – young and old
9. Marriage and Civil Partnership

2. Specific Duties

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its “equality objectives”. The objectives must enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so.
- The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To seek the involvement of those persons that it considers represents the interests of persons with protected characteristics and who have an interest in the way the governing body carries out its functions. To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must consider all of a person’s protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;

- To make such arrangements as it considers appropriate for promoting amongst the school's employees' knowledge and understanding of the general duties and the additional duties which flow from it;

3. Gathering Information and the Engagement Process

The school will regularly gather relevant information on equality issues. Go4Schools and SIMS/Bromcom are used to record information and for safekeeping. All members of staff with the responsibility for ensuring and promoting equality have access to this information and is collected and recorded through:

- Information shared by the home and primary school when a pupil transfers to the school
- Attendance data
- Discipline and exclusions data
- Attainment, progress and assessment data
- Complaints statistics
- Bullying statistics

In addition to the gathering of the above information, the school will also implement consultation arrangements to allow for a fuller picture of equality issues. These include:

- Feedback from staff
- Parent and pupil questionnaires
- Specific feedback groups
- Feedback from the School Council
- Issues arising from monitoring
- Issues arising during annual reviews

4. Relevant Information

The information gathered in part 3 (above) is used to create the school's self-evaluation specifically on equality. Any issues that need to be acted upon will be placed in the school Development Plan. The school will also respond to any county or national targets relating to equality.

5. Equality Impact Assessments

The school will consider the impact of equality in its day-to-day operation. We will ensure that the principles listed above are followed in the full range of our policies and practices, including those relating to:

- Progress, attainment and pupil assessment;
- Behaviour, discipline and exclusions;
- Pupil personal development and pastoral care;
- Teaching and learning;
- Admissions and attendance;
- Curriculum content;
- Staff recruitment and professional development
- Parent and community partnership; and
- Any other business that arises.

6. Staff Awareness

In accordance with the Professional Standards for Teaching and Leadership, staff have a responsibility to ensure that they respond to the needs of all pupils in their care and comply with school policies. Staff's willingness and ability to respond is evaluated as part of the school's Professional Development Review process.

7. Gender Pay Objective

The school operates in a way to ensure that there is no pay discrimination between men and women in accordance with the authority's guidelines. For that reason, there is no need for a gender pay objective.

8. Publishing and Monitoring Results

The school's Strategic Equality Plan will be published on the school website.

9. Contact Details

Address: Ysgol Morgan Llwyd, Cefn Road, Wrexham, LL13 9NG
Phone Number: 01978 315050
Email: bocspost@ysgolmorganllwyd.wrexham.sch.uk
Website: <https://www.ysgolmorganllwyd.cymru/>

10. Appendices

Ysgol Morgan Llwyd's Strategic Equality Plan - Action Plan.

STRATEGIC EQUALITY PLAN – ACTION PLAN

OBJECTIVE	ACTIONS TO BE TAKEN	RESPONSIBILITY	RESOURCES / FUNDS	TIME FRAME
To create an ethos where each individual child and young person feels valued and safe, including those with protected characteristics.	<ul style="list-style-type: none"> • Ensure staff and pupils show mutual respect towards each other at all times. Challenge any contrary behaviour. • Ensure monitoring and evaluation processes address a safe, inclusive ethos. Respond to any shortcomings. • Use the Pastoral Hub resource to provide help and support to pupils who do not feel safe or valued, including v.i pupils. • Involve all pupils in school processes, e.g. focus groups, learner feedback. 	<p>Everyone</p> <p>SMT</p> <p>Pastoral Hub Staff Staff</p> <p>SMT</p>	<p>Classroom rules posters</p> <p>Monitoring documentation</p> <p>Pastoral Hub External Agencies</p> <p>Monitoring documentation</p>	<p>Continual</p> <p>In accordance with the school's monitoring timetable</p> <p>Continual</p> <p>In accordance with the school's monitoring timetable</p>
To have consistently high expectations of children and young people's behaviour and learning;	<ul style="list-style-type: none"> • Ensure that every member of staff sets high expectations for all pupils • Monitor pupil attainment including specific groups of learners on a regular basis to identify and act on problems. 	<p>Everyone</p> <p>SMT Learning Hub</p>	<p>Teaching resources Relevant training</p> <p>Go4Schools</p>	<p>Continual</p> <p>In accordance with the school's monitoring timetable</p> <p>Consistently throughout the academic year</p>

<p>To reduce barriers to learning so that all children and young people have the same chance of achievement</p>	<ul style="list-style-type: none"> • Use relevant data to identify pupils who face barriers in their learning • Use the 'Camau' provision to provide support for ALN pupils • Use our KS3 and KS4 Progress Co-ordinators to support pupils facing barriers in their learning • Provide appropriate training for staff on issues that may cause barriers for pupils 	<p>SMT, Pastoral Hub, Learning Hub</p> <p>'Camau' Staff</p> <p>Progress Co-ordinators, Mentors, Pastoral Hub Staff SMT</p>	<p>Go4Schools</p> <p>'Camau'</p> <p>Appropriate training</p>	<p>Consistently throughout the academic year</p> <p>Continual</p> <p>Consistently throughout the year</p> <p>Consistently throughout the academic year</p>
<p>To identify clear procedures for dealing with incidents of discriminatory behaviour quickly</p>	<ul style="list-style-type: none"> • Ensure that our Behaviour and Anti-bullying Policy outlines robust action points to deal with such incidents • Ensure that our Complaints Policy is available for anyone who is dissatisfied with the school's implementation plan 	<p>Assistant Head for Wellbeing</p> <p>Headteacher</p>	<p>Behaviour Policy Anti-Bullying Policy</p> <p>Complaints Policy</p>	<p>Continual</p> <p>Continual</p>

<p>To challenge stereotypes and promote positive images</p>	<ul style="list-style-type: none"> • Ensure the school curriculum addresses issues on equality and image • Place these principles at the heart of the Curriculum for Wales 	<p>Deputy (Curriculum) Assistant Head (Wellbeing) Deputy (Curriculum) Departments</p>	<p>Teaching resources Teaching resources</p>	<p>Continual Continual</p>
<p>Ensure that the school is accessible to everyone</p>	<ul style="list-style-type: none"> • Conduct site visits to check the accessibility of the building for everyone. • Consult with specialists and people with protective characteristics as required. 	<p>Site Manager Buildings Subcommittee</p>		<p>Annually</p>
<p>Ensure effective use of the Pastoral Hub and the Learning Hub in providing support to all pupils, especially pupils who are more likely to come across barriers</p>	<ul style="list-style-type: none"> • Ensure that the referral system of the 2 Hubs in school is effective and that referrals are dealt with effectively. • Ensure both Hubs are accessible and useful for pupils and staff. • Ensure that the websites for the 2 Hubs provide effective information for pupils, parents and staff. 	<p>Learning Hub and Pastoral Hub Staff</p>	<p>Learning Hub and Pastoral Hub websites</p>	<p>Continual</p>
<p>Continue to make effective use of the Pupil’s Voice</p>	<ul style="list-style-type: none"> • Ensure that class representatives are elected at the beginning of each academic year. • Ensure that the School Council meets regularly to discuss different issues. 	<p>Assistant Head (Wellbeing)</p>		<p>Continual</p>

	<ul style="list-style-type: none">• Use input provided by the School Council when considering any new procedures / policies.• Raise pupils' awareness of 'Senedd yr Ifanc'.			
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