



YSGOL PLAS BRONDYFFRYN EQUAL OPPORTUNITIES POLICY

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Secondary Site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the term Brondyffryn or School appears it is therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Disorders (ASD) aged 3-19 years. There are currently 125 children/young people on roll. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language. However, children/young people from Welsh speaking families are educated in Welsh. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Statement of Intent

The School is opposed to all forms of sexism, racism, xenophobia and homophobia, including those forms that are directed towards religious groups and communities, and against travellers, refugees and asylum seekers. We respect the religious beliefs and

practices of all members of staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

We believe that all children and adults associated with the school have an entitlement to access all opportunities the school provides, irrespective of race, gender, creed, ability or nationality.

This Policy is designed to ensure that all those concerned with the life of the School will be dealt with on an equitable basis.

4. Aims

The aims of Equal Opportunities at Ysgol Plas Brondyffryn are to:

- Ensure that an inclusive ethos is established and maintained;
- Ensure that all pupils and staff are encouraged to reach their full potential;
- Protect the rights of all pupils and staff, parents, Governors and visitors to the School;
- Ensure that the School is a place where everyone - irrespective of their race, age, language, colour, gender, marital status, sexual orientation, size, religious or political beliefs, ethnic or national origin, previous occupation or disability - feels welcomed and valued;
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society;
- Foster and encourage positive attitudes and behaviour towards members of the community whose race, sexuality or ability is different from their own.

5. Implementation

At Ysgol Plas Brondyffryn we ensure that the aims listed above apply to the full range of our policies and practices, including those that are concerned with:

- Planned teaching of relevant knowledge and understanding, skills, values and attitudes within all National Curriculum subjects and R.E.;
- Teaching and learning strategies which use interactive and experimental approaches that are relevant and suitable to the needs and aptitudes of pupils, and which offer ample time for discussion and reflection;
- Pupils' progress, attainment and assessment, behaviour, discipline and exclusions;
- Admissions and attendance;
- Encouragement of pupils to take responsibility for their own learning and the assessment of their development;
- Valuing pupils and promoting positive relationships and self-esteem;
- Staff selection and recruitment;
- Partnership with parents and the community;
- Opportunities in School for pupils to participate in decision making;
- Participation by adults and children in all out of school activities including extra-curricular experiences arranged by the school.

6. Responsibilities

- **The Governing Body** is responsible for ensuring that the School complies with legislation and that this policy and related procedures and strategies are implemented.

- **The Head teacher** is responsible for implementing the policy and for its review; for ensuring that all staff are aware of their responsibilities and for taking appropriate action in any cases of unlawful discrimination.
- **All members of staff** are expected to deal with racist, sexist or homophobic incidents that may occur; to know how to identify and challenge stereotyping and discrimination; to support pupils in their class for whom English may be an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

7. Monitoring

Incidents of racial discrimination for example, are monitored. Referrals are made to the Senior Leadership team to enable appropriate action to be taken in accordance with the school's discipline policy

8. Other Associated Policies

- School Prospectus
- Racial Equality Policy
- Accessibility Plan Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs Policy
- Anti Bullying Policy
- Positive Behaviour Policy
- Equality Disability Duty
- Equality Act and Strategic Equality Plan

The Governing Body has the legal responsibility to ensure that this policy is reviewed annually.

Policy adopted:	June 2009
Policy reviewed:	June 2010
Policy reviewed:	February 2013
Policy reviewed:	February 2014
Policy reviewed:	February 2015
Policy reviewed:	February 2016
To be reviewed:	February 2017

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

January 2016