EQUAL OPPORTUNITIES POLICY

Statement of intent

At Wibli Wobli Nursery we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- Special Education Needs Code of Practice for Wales 2004

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity

- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision
The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups. All activities and services are designed to be appropriate and inclusive for children up to 12 years of age, ensuring engagement, safety, and development across this age range.

Recruitment
Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At the interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- You want to monitor diversity in the range of people applying for work
- You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of Wibli Wobli Nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training. Staff are trained in age-appropriate approaches to support children up to 12 years, including safeguarding, emotional wellbeing, and inclusive practices tailored to older children.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the

inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- ●Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them
- Identifying a key person to each child who will continuously observe, assess and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.
- Ensuring school-age children have access to inclusive activities that develop academic, social, and leadership skills.
- Promoting positive peer relationships, empathy, and anti-bullying strategies for older children.
- Supporting children with learning difficulties or disabilities during transition to secondary school.

Information and meetings

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
27/10/2026	*L.George*	*10/2027*

POLISI CYFLE CYFARTAL

Datganiad o fwriad

Yn Wibli Wobli Nursery rydym yn rhoi gofal mawr i drin pob unigolyn fel person yn ei hawl ei hun, gyda'r un hawliau a chyfrifoldebau ag unrhyw unigolyn arall, boed yn oedolyn neu'n blentyn. Rydym wedi ymrwymo i ddarparu cyfleoedd cyfartal ac ymarfer gwrth-wahaniaethol i bob plentyn a theulu yn ôl eu hanghenion unigol. Nid oes lle yn ein meithrinfa ar gyfer gwahaniaethu ar sail rhyw, oedran, hil, crefydd neu gred, priodas neu bartneriaeth sifil, anabledd, cyfeiriadedd rhywiol, ailbennu rhywedd, beichiogrwydd neu famolaeth, tarddiad ethnig neu genedlaethol, neu gred wleidyddol.

Bydd ymrwymiad i weithredu ein polisi cynhwysiant a chydraddoldeb yn rhan o ddisgrifiad swydd pob gweithiwr. Os oes unrhyw un yn credu nad yw'r polisi hwn yn cael ei gynnal, eu dyletswydd yw riportio'r mater i sylw rheolwr y feithrinfa cyn gynted â phosibl. Yna bydd camau priodol yn cael eu cymryd i ymchwilio i'r mater ac, os yw'r pryderon yn seiliedig ar dystiolaeth, bydd camau disgyblu yn cael eu gweithredu o dan bolisi disgyblu'r feithrinfa.

Mae'r fframwaith cyfreithiol ar gyfer y polisi hwn yn seiliedig ar:

- Deddf Cydraddoldeb 2010
- Deddf Plant 2004
- Deddf Safonau Gofal 2002
- Deddf Gofal Plant 2006
- Deddf Anghenion Addysgol Arbennig ac Anabledd 2001
- Cod Ymarfer Anghenion Addysgol Arbennig Cymru 2004

Mae'r feithrinfa a'r staff yn ymrwymo i:

- Recriwtio, dewis, hyfforddi a hyrwyddo unigolion ar sail gofynion sgiliau galwedigaethol. Yn hyn o beth, bydd y feithrinfa yn sicrhau nad yw unrhyw ymgeisydd swydd nac unrhyw weithiwr yn cael triniaeth lai ffafriol oherwydd oedran, rhyw, ailbennu rhywedd, anabledd, priodas neu bartneriaeth sifil, hil, crefydd neu gred, cyfeiriadedd rhywiol, beichiogrwydd neu famolaeth nad oes modd ei gyfiawnhau fel rhywbeth sydd ei angen ar gyfer perfformiad diogel ac effeithiol y gwaith neu'r hyfforddiant.
- Darparu lle gofal plant, lle bo modd, i blant sydd efallai'n cael anawsterau dysgu a/neu anableddau neu sy'n cael eu hystyried yn anfantais yn ôl eu hamgylchiadau unigol, ac yn unol â gallu'r feithrinfa i ddarparu'r safon angenrheidiol o ofal.
- Gwneud addasiadau rhesymol ar gyfer plant ag anghenion addysgol arbennig ac anableddau.
- Ymdrechu i hyrwyddo mynediad cyfartal at wasanaethau a phrosiectau drwy gymryd camau ymarferol (lle bynnag y bo'n bosibl ac yn rhesymol), megis sicrhau mynediad i bobl ag anghenion ychwanegol a chynhyrchu deunyddiau mewn ieithoedd a chyfryngau perthnasol i bob plentyn a'u teuluoedd.
- Darparu amgylchedd diogel lle gall ein holl blant ffynnu ac mae pob cyfraniad yn cael ei werthfawrogi.

- Cynnwys a gwerthfawrogi cyfraniad pob teulu i'n dealltwriaeth o gydraddoldeb, cynhwysiant ac amrywiaeth.
- Darparu gwybodaeth gadarnhaol nad yw'n stereoteipio.
- Gwella'n barhaus ein gwybodaeth a'n dealltwriaeth o faterion sy'n ymwneud â chydraddoldeb, cynhwysiant ac amrywiaeth.
- Adolygu, monitro a gwerthuso'n rheolaidd effeithiolrwydd arferion cynhwysol i sicrhau eu bod yn hyrwyddo ac yn gwerthfawrogi amrywiaeth a gwahaniaeth ac i sicrhau bod y polisi yn effeithiol ac nad yw'r arferion yn wahaniaethol.
- Gwneud cynhwysiant yn edefyn sy'n rhedeg trwy holl weithrediadau'r feithrinfa, er enghraifft drwy annog rolau cadarnhaol trwy deganau, chwarae dychmygol a gweithgareddau, hyrwyddo delweddau ac iaith nad ydynt yn stereoteipio a herio pob ymddygiad gwahaniaethol (gweler y polisi ar ddelio ag ymddygiad gwahaniaethol).

Derbyniadau / darpariaeth gwasanaeth
Mae'r feithrinfa yn hygyrch i bob plentyn a theulu yn y gymuned leol ac ymhellach drwy bolisi derbyn cynhwysol a chynhwysfawr.

Bydd y feithrinfa yn ymdrechu i sicrhau bod pob gwasanaeth a phrosiect yn hygyrch ac yn berthnasol i bob grŵp ac unigolyn yn y gymuned o fewn y grwpiau oedran targed. Mae pob gweithgaredd a gwasanaeth wedi'u cynllunio i fod yn addas ac yn gynhwysol i blant hyd at 12 oed, gan sicrhau ymgysylltiad, diogelwch a datblygiad ar draws yr ystod oedran hon.

Recriwtio
Bydd recriwtio, dyrchafu ac ymarferion dethol eraill fel dethol diswyddiad yn cael eu cynnal ar sail teilyngdod, yn erbyn meini prawf gwrthrychol sy'n osgoi gwahaniaethu. Dylid cyflawni rhestru byr gan fwy nag un person os yn bosibl.

Bydd pob aelod o'r grŵp dethol wedi ymrwymo i'r arferion cynhwysol a nodir yn y polisi hwn ac wedi derbyn hyfforddiant priodol yn hyn o beth.

Anfonir ffurflenni cais ynghyd â chopi o'r ffurflen fonitro cyfleoedd cyfartal. Ni fydd ffurflenni cais yn cynnwys cwestiynau a allai wahaniaethu'n bosibl ar sail y meini prawf a nodir yn y datganiad o fwriad.
Dylid hysbysebu swyddi gwag yn gyffredinol i adran amrywiol o'r farchnad lafur. Dylai hysbysebion osgoi stereoteipio neu ddefnyddio geiriad a allai rwystro grwpiau penodol rhag ymgeisio.

Yn ystod y cyfweliad, ni fydd unrhyw gwestiynau'n cael eu gofyn a allai wahaniaethu'n bosibl ar sail y meini prawf a nodir yn y datganiad o fwriad. Bydd yr holl ymgeiswyr yn cael eu holi'r un cwestiynau ac ni fydd aelodau'r grŵp dethol yn cyflwyno nac yn defnyddio unrhyw wybodaeth bersonol am ymgeiswyr sydd wedi'i chael y tu allan i'r broses ddethol. Bydd ymgeiswyr yn cael cyfle i dderbyn adborth ar y rhesymau pam na chawsant eu llwyddiannau.

O dan Ddeddf Cydraddoldeb 2010 dim ond yn yr amgylchiadau canlynol y gallwch ofyn cwestiynau cyn cynnig cyflogaeth i rywun:

- I sefydlu a fydd yr ymgeisydd yn gallu cydymffurfio â gofyniad i fynd drwy asesiad (h.y. cyfweliad neu brawf dethol)
- I sefydlu a fydd yr ymgeisydd yn gallu cyflawni swyddogaeth sy'n hanfodol i'r gwaith dan sylw
- I fonitro amrywiaeth yn ystod y broses recriwtio
- I gymryd camau cadarnhaol tuag at grŵp penodol – er enghraifft cynllun cyfweliad gwarantedig
- Os oes angen rhywun ag anabledd penodol oherwydd gofyniad galwedigaethol ar gyfer y swydd.

Mae'r Coleg Cenedlaethol ar gyfer Addygsu ac Arweinwyr yn darparu canllawiau pellach sy'n benodol i weithio gyda phlant:

Mae darparwyr â chyfrifoldeb i sicrhau bod ymarferwyr yn meddu ar y gallu iechydol a chorfforol i addysgu ac na fyddant yn peryglu plant a phobl ifanc. Mae'r gweithgareddau y mae'n rhaid i ymarferwr allu eu cyflawni wedi'u nodi yn The Education (Health Standards England) Regulations 2003. Mae'n ofynnol i ddarparwyr sicrhau mai dim ond ymarferwyr sydd â'r gallu i addysgu sy'n parhau'n rhan o'r tîm staff.

Gall pobl ag anableddau neu gyflyrau cronig fod â'r gallu i addysgu, yn union fel y gall rhai heb anabledd neu gyflwr meddygol fod yn annigonol i addysgu. Mae rhagor o wybodaeth ar hyfforddi i addysgu gydag anabledd ar gael ar wefan yr Adran Addysg.

Efallai y gofynnir i ymgeiswyr llwyddiannus sydd wedi cael cynnig swydd lenwi holiadur ffitrwydd cyn dechrau'r rhaglen. Ni ddylai darparwyr ofyn cwestiynau iechyd cyffredinol, ond dim ond cwestiynau iechyd penodol ac angenrheidiol er mwyn sicrhau bod person yn gallu addysgu.

Staff
Polisi Wibli Wobli Nursery yw peidio â gwahaniaethu wrth drin unigolion. Disgwylir i bob aelod o staff gydweithio gyda gweithrediad, monitro a gwelliant y polisi hwn a pholisïau eraill. Disgwylir i bob aelod o staff herio iaith, gweithredoedd, ymddygiadau ac agweddau sy'n ormesol neu'n wahaniaethol ar sail y meini prawf a nodir yn y polisi hwn a chydnabod a dathlu diwylliannau a thraddodiadau eraill. Disgwylir i bob aelod o staff gymryd rhan mewn hyfforddiant cydraddoldeb a chynhwysiant. Mae staff yn cael eu hyfforddi mewn dulliau priodol i'w hoedran i gefnogi plant hyd at 12 oed, gan gynnwys diogelu, lles emosiynol ac arferion cynhwysol sy'n addas ar gyfer plant hŷn.

Bydd staff yn dilyn y polisi 'Delio ag Ymddygiad Gwahaniaethol' lle y bo'n berthnasol i riportio unrhyw ymddygiad gwahaniaethol a welir.

Hyfforddiant
Mae'r feithrinfa yn cydnabod pwysigrwydd hyfforddiant fel ffactor allweddol yn y gweithrediad o bolisi cynhwysiant a chydraddoldeb effeithiol. Mae pob aelod newydd o staff yn derbyn hyfforddiant cynefino sy'n cynnwys cyfeiriad penodol at y polisi cynhwysiant a chydraddoldeb. Bydd y feithrinfa'n ymdrechu i ddarparu hyfforddiant rheolaidd ar gynhwysiant, cydraddoldeb ac amrywiaeth i bob aelod o staff.

Fframwaith dysgu cynnar

Mae'r cyfleoedd dysgu cynnar a gynigir yn y feithrinfa yn annog plant i ddatblygu agweddau cadarnhaol tuag at bobl sy'n wahanol iddynt. Mae'n annog plant i empathiâd ag eraill ac i ddechrau datblygu sgiliau meddwl beirniadol.
Rydym yn gwneud hyn drwy:

- Gwneud i blant deimlo eu bod yn cael eu gwerthfawrogi ac yn dda amdanynt eu hunain
- Sicrhau bod gan bob plentyn fynediad cyfartal at gyfleoedd dysgu cynnar a chwarae
- Adlewyrchu'r ystod ehangaf o gymunedau wrth ddewis adnoddau
- Osgoi delweddau stereoteipio neu sarhaus wrth ddewis deunyddiau
- Cydnabod a dathlu ystod eang o grefyddau, credoau a gwyliau
- Creu amgylchedd o barch a empathi
- Helpu plant i ddeall nad yw ymddygiad na sylwadau gwahaniaethol yn dderbyniol
- Sicrhau bod pob cyfle dysgu cynnar a gynigir yn gynhwysol i blant ag anawsterau dysgu a/neu anableddau a phlant o gefndiroedd difreintiedig
- Sicrhau bod plant nad yw Saesneg yn iaith gyntaf iddynt yn cael mynediad llawn at gyfleoedd dysgu cynnar ac yn cael eu cefnogi yn eu dysgu
- Gweithio mewn partneriaeth â'r holl deuluoedd i sicrhau eu bod yn deall y polisi ac yn herio unrhyw sylwadau gwahaniaethol
  Sicrhau bod anghenion meddygol, diwylliannol a dietegol plant yn cael eu diwallu
- Helpu plant i ddysgu am amrywiaeth o fwydydd a dulliau diwylliannol o amser bwyd ac i barchu'r gwahaniaethau rhyngddynt
- Adnabod person allweddol i bob plentyn a fydd yn arsylwi, asesu a chynllunio'n barhaus ar gyfer dysgu a datblygiad y plentyn
- Helpu plant i ddysgu am amrywiaeth o fwydydd a dulliau diwylliannol o amser bwyd ac i barchu'r gwahaniaethau rhyngddynt
- Sicrhau bod plant ysgol oedran cynradd yn cael mynediad at weithgareddau cynhwysol sy'n datblygu sgiliau academaidd, cymdeithasol ac arweinyddiaeth
- Hyrwyddo perthnasoedd cadarnhaol rhwng cyfoedion, empathi a strategaethau gwrth-fwlio ar gyfer plant hŷn
- Cefnogi plant ag anawsterau dysgu neu anableddau wrth iddynt drosglwyddo i'r ysgol uwchradd.

Gwybodaeth a chyfarfodydd
Bydd gwybodaeth am y feithrinfa, ei gweithgareddau a datblygiad eu plant yn cael ei darparu mewn amrywiaeth o ffyrdd yn ôl yr angen unigol (ysgrifenedig, llafar a chyfieithiedig), i sicrhau bod pob rhiant yn gallu cael y wybodaeth sydd ei hangen arnynt.

Lle bynnag y bo'n bosibl, bydd cyfarfodydd yn cael eu trefnu i roi opsiynau i bob teulu fynychu a chyfrannu eu syniadau ynghylch rhedeg y feithrinfa.

Mabwysiadwyd y polisi hwn ar	Llofnodwyd ar ran y feithrinfa	Dyddiad adolygiad nesaf
27/10/2026	*L.George*	*10/ 2027*