



St. Julian's Primary School

Equality Policy

(including Racial Equality Policy, Disability Policy, Gender Policy)

At St. Julian's Primary School we strive to give **all** of our pupils every opportunity to achieve the highest standard possible. We offer a broad and balanced curriculum, and have high expectations of all children, paying due regard to the needs of individual pupils. We aim to promote the individuality of all of our pupils irrespective of gender or social background, ethnicity, religion, attainment, age or disability, .

This policy accords with legislation:

- Race Relations Act (Amended) 2000;
- Disability Discrimination Acts (Amended) 2002 and 2005;
- Sex Discrimination Act 1975.

Aims and objectives

- i. We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, ethnicity, faith, attainment, age, disability, or social background.
- ii. We aim to promote the principle of fairness and justice for all, and that may entail treating some pupils differently.
- iii. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- iv. We strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- v. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- vi. We challenge personal prejudice and stereotypical views whenever they occur.
- vii. We value each pupil's worth, and celebrate the individuality and cultural diversity of the community around our school, showing respect for minority groups.
- viii. We aim to promote positive social attitudes and respect for all.

Racial equality

Newport, Wales and the United Kingdom have diverse societies made up of people from many different backgrounds. It is important that all children are adequately prepared to live in such a diverse society.

At St. Julian's Primary we will:

- i. strive to eliminate all forms of racism and racial discrimination;
- ii. promote equality of opportunity;
- iii. promote good relations between people of different racial and ethnic groups.

We do not tolerate any forms of racism or racist behaviour. Gwent Ethnic Minority Service (GEMS) deliver diversity workshops to Years 5 and 6 on equality and this is instilled in assemblies. Should a racist incident occur, we will deal with it in accordance with school procedures (Anti-Bullying Policy). Racial incidents are recorded on the SIMS system and reported to the LA. Gwent Ethnic Minority Service (GEMS) deliver diversity workshops to Years 5 and 6 on equality.

We endeavour to make our school welcoming to all minority groups. We arrange for interpreters to be present on admission, for consultations and have sought support for parents in emergencies.

Through SEAL, we strive to develop values, attitudes and respect for all groups, including minority ethnic groups.

Pupils who have English as an additional language are assessed, referred and supported both within and outside the classroom setting by the class teacher, TA where available and staff from the Gwent Education Multi-ethnic Service (GEMS). The school was asked to contribute to the writing of the EAS' toolkit for supporting schools with EAL pupils.

Disability non-discrimination

There are pupils and staff at St. Julian's Primary School who have a disability. We are committed to meeting the needs of those who are disabled, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act 2005. All reasonable steps are taken to ensure that no one is placed at a substantial disadvantage compared with those who are not disabled.

Currently, the following steps have been taken to ensure the school is DDA compliant:

- i. There is a disabled toilet facility in both the Foundation Phase and KS2 buildings;
- ii. The ground has been levelled outside the KS2 entrance to allow easy access for a wheelchair. The entrance at the FP building has a levelled entrance;
- iii. Work is provided for pupils unable to attend school on occasions because of a disability;
- iv. Appropriate members of staff have received training to assist pupils with diabetes (September/October 2018). This includes setting a monitor which administers insulin;
- v. Appropriate members of staff have received training to assist pupils with impaired hearing (September 2014);
- vi. Staff (teachers and TAs) have been trained in supporting pupils diagnosed with epilepsy (September 2018);
- vii. Staff (teachers and TAs) have been trained in the use of the epi-pen for pupils/staff in anaphylactic shock (7 March 2018)
- viii. The school has been awarded the 'ASD Friendly School Award' (June 2015);
- ix. Visual timetables are used in class settings;
- x. A registered signer has been employed at parent evenings and concerts for parents with profound deafness;
- xi. Staff (teachers and TAs) have received Team-Teach training for the correct restraint of pupils when necessary (Autumn 2015);
- xii. The school has 15 trained first aiders;
- xiii. The school has purchased asthma pumps for emergency use;
- xiv. A class with a child using a wheelchair will always be located on the ground floor of the school;
- xv. Coaches with a lift/a taxi with appropriate access are used on school visits to ensure that wheelchair bound pupils are able to be part of the educational visit, when this is reasonably possible;
- xvi. Additional activities are included in sports day to allow pupils with disabilities to participate e.g. a wheelchair bound pupil took part in the javelin and shot-put events.

Teachers will modify teaching and learning for pupils with disabilities as required. For example, additional time/resources may be given to complete certain activities.

Gender equality

The school recognises that nationally the achievement of boys is falling behind that of girls. We are committed to seeing that all groups of pupils make the best progress possible in our school.

We have put in place a number of measures to raise the achievement of boys. These include:

- i. ensuring reading material reflects boys' interests;
- ii. adjusting the curriculum to include boy friendly themes, e.g. 'To Space and Back';
- iii. making sure that displays reflect boys and men as learners and achievers;
- iv. using IT to support learning;
- v. involvement of dads in school;
- vi. 'Lads and Dads' club;

- vii. set writing tasks that are cross-curricular, that are modelled and for which there are scaffolds/frames;
- viii. give regular and positive feedback and rewards;
- ix. give short-term goals.

The school is aware that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social background, ethnic origin and local context are all strongly linked to performance. We make sure that our efforts to improve boys' attainment do not do so at the expense of the achievement of our girls. Female role models are referred to regularly in assemblies and class, e.g. Grace Darling, Tami Grey Thompson, Ruth (Book of Ruth), Helen Sharman, Corrie ten Boom, Amy Carmichael, Millicent Fawcett, Gladys Aylward, Betsi Cadwaladr, etc.

Looked after children

Please see separate policy.

Responsibilities

Governors

Through this policy statement, the governing body commits itself to equal opportunities for all and will continue to do all it can to ensure that all members of the school community are treated both fairly and equally. Governors are kept abreast of a range of data, including attainment, exclusions, attendance, admissions, questionnaires, etc.

The governing body will seek to ensure that nobody applying for a post at the school will be open to discrimination. The governors will take all reasonable steps to ensure that the school site and buildings are accessible to anyone who is disabled and that communications are as inclusive as possible.

The governing body will ensure that no child is discriminated against whilst in the school.

Head Teacher

- i. The head teacher will implement the Equality Policy, supported by the governing body.
- ii. The head teacher will ensure that members of staff are aware of the Equality Policy and that teachers apply its guidelines fairly in all situations.
- iii. The head teacher will remind the appointments panel to give due regard to the Equality Policy. It has been practice to always interview applicants who declare themselves as disabled if they meet the job requirement.
- iv. The head teacher will treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.
- v. The head teacher will promote the principle of equal opportunity in all aspects of school life.
- vi. The head teacher will promote respect for one another. This is a regular theme in assembly.

All staff members

- Staff will ensure that all pupils are treated fairly, equally and with respect, following the guidelines of the Equality Policy.
- Materials that give positive images and challenge stereotypical images will be used by staff.
- Staff will challenge all incidents of prejudice, drawing them to the attention of the head teacher.

Monitoring and review

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governors will therefore:

- i. Monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- ii. Monitor the staff appointment process, to ensure there is no discrimination;
- iii. Require the Head Teacher to report on the effectiveness of the policy;
- iv. Take into serious consideration any complaints made from parents, staff or pupils regarding equal opportunities;
- v. Monitor the number of exclusions to ensure that minority groups are not unfairly treated.

Communication

The Equality Policy will be available on request at the school offices and parents will be informed of this in the school's prospectus. A copy will be available at reception for contractors and visitors to the school.

This policy will be reviewed by the governing body every three years, or earlier if considered necessary.

New national and Local Authority guidance will be implemented and the Governors informed.

This policy was updated October 2018 **by** Mr David Rees

This policy was presented and accepted by the Governing Body on 23 November 2017

Signed (Chair person)

The staff were made aware of this policy and or updates in November 2017

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This policy will be reviewed November 2018