



St Julian's School

Equal Opportunities Policy and Strategic Equalities Plan 2024-2028

Date policy created	Dec 2020
Created by	Hannah Hopkins
Date ratified by governors	July 2021
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Reviewed by	Hannah Hopkins
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Reviewed by	Hannah Hopkins
Date review ratified by governors (if applicable)	Oct 2024

School Mission



Our Mission



Values

The school is committed to working towards equality of opportunity for all, promoting positive approaches to differences and fostering respect for the diversity evident in our school. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is potentially damaging to any group will not be tolerated and will be challenged. The school recognises that Wales and the UK are made up of many diverse groups and it is important that all students are adequately prepared to live and participate in such a diverse society.

This policy is designed to prevent individuals or groups in our school community experiencing discrimination or disadvantage of any kind, whether it be related to their ethnicity, nationality, gender, sexuality or disability. The main means of achieving this is by developing in our students positive attitudes through their curriculum and extra curricular activities. These activities will be further complemented by the range of support structures provided by the school.

The Strategic Equality Policy ensures equal opportunities and prevention of discrimination for the following protected characteristics:

- Age
- Gender
- Disability
- Race
- Religion and Belief
- Sexual Orientation
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Marriage
- Welsh Language

Areas for development linked to **equalities** are listed in the School Development Plan and will be reviewed annually in line with WG guidance.

The **Accessibility Plan** also shows areas for development for **students and staff with disabilities**.

Governance

Governing Body

The Governing Body is responsible for ensuring that the school complies with all relevant anti-discriminatory legislation.

With assistance from the Headteacher, the Governing Body has the responsibility for implementing appropriate courses of action to enable the school to adhere to this Strategic Equalities Plan (SEP)

The Governing Body includes Equal Opportunities issues as a regular item on the agenda of Governing Body meetings and has a named governor, Adrian Clark, for equalities.

Headteacher

The Headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Equal Opportunities Policy.

The Headteacher ensures that all staff receive training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that **all staff** have a responsibility to promote equal opportunities within the school. However, to ensure appropriate focus and a strategic approach a named person will be identified.

Named Person for Equal Opportunities

The named person for Equal Opportunities is Hannah Hopkins (contacted via hannah.hopkins@stjuliansschool.co.uk or telephone 01633224490).

The named person ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

PSE Coordinator

The PSE Co-ordinator is Kathryn Smith.

The PSE Coordinator ensures that equality issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge prejudice and discrimination.

Teaching Staff

All teaching staff are responsible for keeping up-to-date with Equal Opportunities legislation and matters. Regular training opportunities and information sharing will ensure that all staff are kept abreast of such legislation and matters.

They know how to promote equality and diversity within the classroom and how to identify and challenge bias and stereotyping.

In their teaching they encourage positive working relationships between the diverse range of pupils ensuring that all are included in activities and have access to the curriculum.

Teaching staff should never discriminate, or allow personal feelings, prejudice or assumptions about different groups to affect their treatment of particular pupils, parents or other staff.

Support Staff

All support staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about different groups to affect their treatment of particular pupils, parents or other staff.

All Employees

All school employees have a responsibility to read, understand and comply with this policy.

Visitors & Contractors Working on Site










Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equalities' issues. This will be via the means of displayed information.

Monitoring

- Use of Class Charts and SIMS to monitor bullying and acts of unkindness directed at the characteristic groups.
- Whole school surveys including SHRN Wellbeing survey (*Last completed 2023-2024*).
- Review plan termly

Demographic Data

Census Data include in the Newport City Council Strategic Equality Plan 2024-2028

		
<p>Newport's population saw the greatest increase in Wales, with a rise of 9.5% to 159,600 in 2021.</p>	<p>51% of the city's population is female 49% of the city's population is male</p>	<p>20.2% % of the population is below the age of 16 (slightly higher than the Welsh average)</p>
		
<p>62.9% of the population is between the ages of 16 and 64 (slightly higher than the Welsh average)</p>	<p>2.9% of the population is over the age of 65 (slightly lower than the Welsh average)</p>	<p>10.0% of the population self-identified as being disabled and limited a lot (slightly higher than the Welsh average)</p>
		<p>Sexual orientation</p>
<p>19.7% of the population comes from Black, Asian and Minority Ethnic Groups (figure includes White minorities)</p>	<p>The top three religions in the Newport are: No religion (43.0%), Christianity (42.8%), and Islam (7.1%)</p>	<p>2.9% of the population identifies as either Lesbian, Gay, Bisexual, or other minority sexual orientations</p>
<p>Gender Reassignment</p>	<p>Care Experience</p>	
<p>0.6% of the population aged 16 and over in Newport have a gender identity different from their sex at birth.</p>	<p>575 children and young people in Newport had care experience, including 348 Children Looked After, 227 Care Leavers and 30 Unaccompanied Asylum-Seeking Children as at 23/02/2024</p>	<p>54.1% of households in Newport are in material deprivation (same as the Welsh average)</p>

Demographic data used to inform St Julian's School's Strategic Equality Plan 2024-2028.

Group	Percentage
Eligible for Free School Meals	23.1%
Live in the 20% most deprived areas in Wales	45.1%
Additional learning needs	11.5%
School-based IDP	5.4%
LA IDP	3.8%
Multilingual Learners	28.7%
Male	53.3%
Female	46.7%

Ethnic Groups among learners and staff

Ethnic Group	2021 Census data	2024 PLASC data	
	Newport	Learners	Staff
Total Asian	7.6%	18.8%	1.3%
Total Black	2.3%	3.8%	1.3%
Total Other	1.7%	2.5%	0.7%
Total Mixed or Multiple Ethnic Groups	2.8%	4.1%	0.0%
Total White	85.5%	69.8%	96.7%
Total Unknown	0.1%	1.1%	0.0%
Total	100%	100%	100

Equality Objectives and Actions

Equality Objective 1 - Leadership, Governance and Involvement:

The school has strong leadership and clear governance around equality, ensuring robust monitoring processes and regular, meaningful stakeholder engagement.

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

- Stakeholders surveys for Estyn:
 - students
 - parents
 - staff
 - Governors
- Whole school MRE
- SMSC Focus group
- SHRN survey/analysis
- Whole school council

Actions	Responsibility	Deadline	RAG rating
1 Ensure that the School Council is representative of the school's learners across protected characteristics.	LC/KJ	Annually - ongoing	Insert which term the RAG was updated e.g. Autumn 2024
2 Facilitate termly student council meetings to Promote and facilitate termly student council meetings.	LC/KJ	Annually - Ongoing	
3 Report to the Governing Body's Pastoral Support Committee on progress against actions identified within the school's accessibility strategy.	HH	Termly	
4 Ensure the KS3 curriculum is diverse and representative of the community	AH	May 2025	
5 Establish Diversity groups for staff and students representative of the school and whole community that feed into the School Council	LT	Ongoing	

Describe how this objective and its actions support wider policies, processes and legislation:

This objective and associated actions have been under the principle that schools play an important role in their community. They can meet their statutory duties by being more visible around equality issues, and can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. **the school accessibility strategy** are relevant strategies to the school's future development.

In addition, both the objective and its actions have been strongly influenced by the principle that **Pupil Voice** is important to the development of a school's culture and the values of its learners, strongly supporting many of the principles of Equality Objective 2: Community Cohesion.

The objective also supports many of the principles within Well-being of Future Generations, including both **collaboration** (through its integration of multiple strategic priorities) and **involvement** (through its co production with relevant stakeholders)

Annual evaluative commentary:

Describe progress made, impact achieved and key next steps.

Equality Objective 2 - Community Cohesion:

The school promotes positive relationships between different communities, supporting integration and effectively identifying emerging community tensions. St Julian's school is committed to the Welsh government agenda of being an anti-racist nation by 2030. Further action and a more proactive approach can be taken in school to become an anti-racist school. With 37% of our school population being from an ethnicity other than WBRI, it is paramount that we have an inclusive and anti-racist culture at St Julian's. In addition, the school has a growing LGBTQ+ community. A minority of learners and staff feel that homophobic language is openly used and on occasions, targeted comments are also made although rarely reported. The number of A stage EAL learners joining the school has continued to increase: 12% of the school's population has EAL at Stage A - C. For example there has been an increasing number of students joining the school in later year groups due to refugee status; these students have significant language barriers and struggle to access the curriculum or gain suitable qualifications.

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

- Estyn Report 2024
- Curriculum MRE
- Pupil voice

Actions	Responsibility	Deadline	RAG rating	
1	Engage in SRTRC / DARPL professional development as part of the school's commitment to the anti-racist Wales agenda.	AH/LC/SH	July 2025	Insert which term the RAG was updated e.g. Autumn 2024
2	Plan and deliver professional learning for LT and Progress Leaders focused on developing an anti-racist culture	LC/HH/AH	November 2024	
3	Collate information relating to the community from parents and carers, share these with all staff and use to meet the needs of the community via the curriculum and school events	AH	Ongoing	
4	Plan and deliver school events which allow us to engage parents/carers and the community	RO	Annually - ongoing	
5	Meet with the local Imam from the largest mosque serving our students to develop an understanding of barriers to parental and community engagement	SH	Autumn 2024	
6	Hold appropriate days to celebrate diversity across the school	LT	Annually	

7	Meet with staff members leading areas on diversifying the curriculum; establishing student and staff diversity groups and staff training required	HH	Autumn 2024	
8	Plan and deliver professional learning for staff focusing on tackling homophobia and transphobia; ensure SoL represent LGBTQ+ community and also have opportunities to promote inclusion and address prejudice and discrimination where appropriate.	LG	Spring 2025	
9	Improve the provision to develop pupils' understanding and appreciation of their Cynefin, the local area and Welsh culture and heritage.	AH	Ongoing	
10	Plan and deliver assemblies focused on the school's key value of inclusion	LT & PLs	Ongoing	

Describe how this objective and its actions support wider policies, processes and legislation:

This objective has been developed to reflect the important role schools play in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the Equality Act to foster good relations between people who share a protected characteristic and those who do not.

The objective supports a number of intersecting policy agendas, including **Welsh Government's Rights, Respect, Equality guidance**, the **national community cohesion agenda** and the **RSE** provision. The objective also supports many of the principles within Well-being of Future Generations, including both **involvement** (through its co production with relevant stakeholders) and **prevention** (through its robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future)

Annual evaluative commentary:

Describe progress made, impact achieved and key next steps.

Equality Objective 3 - Equity in Education:

The school promotes a whole-school approach that is fully inclusive and looks to positively identify and address any inequality in provision, attainment, and early career pathways of vulnerable learners. Reducing the impact of poverty on learners' attainment, attendance, attitudes to learning and parental engagement is a national priority. Both national data and school data indicate that eFSM learners perform less well than non eFSM learners. The school also sits in one of the most deprived areas of Wales and deprivation beyond eFSM learners is a barrier to learning. Therefore, reducing the impact of poverty on education performance remains a priority. In addition, There has been an increase in the number of learners whose limited literacy and numeracy skills are a barrier to accessing the curriculum upon entry to secondary school and in light of increasing and more severe needs, the C classes will require additional targeted support to improve those skills as they move through the school.

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

Insert details, for example, the date of the engagement exercise, the nature of the activity and the key findings:

- National priorities
- Estyn report May 2024
- Parental engagement

Actions		Responsibility	Deadline	RAG rating
1	Contact hard to reach families and the guardians of vulnerable groups to raise awareness of parental events	RO/HH	Dec 2024	Insert which term the RAG was updated e.g. Autumn 2024
2	Ensure different platforms for communication are used to share information with parents/carers	PLs/Attendance office/SSC	July 2024	
3	Plan and deliver professional learning for all teachers focused on curriculum development to prevent racism .	HH	February 2025	
4	Plan and deliver professional learning for staff focusing on tackling homophobia and transphobia; ensure SoL represent LGBTQ+ community and also have opportunities to promote inclusion and address prejudice and discrimination where appropriate	HH/LC/AH	Spring 2025	
5	Provide support (during INSET/briefings/Bulletin) to teachers on how to appropriately support stage A EAL learners	HH	Ongoing	

6	Make recommendations for further improvements to curriculum provision (in class and wider), resources and assessment based on further MRE findings focused on inclusion	HH	May 2025	
7	Make recommendations for further improvements to curriculum provision, resources and assessment based on further MRE findings	HH	May 2025	
8	Purchase and utilise appropriate software to support understanding of learners needs and ensure equity across the school.	LT	Ongoing	

Describe how this objective and its actions support wider policies, processes and legislation:

This objective reflects the Welsh Government's **National Mission** to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

Annual evaluative commentary:

Describe progress made, impact achieved and key next steps.