



St Martins School Equality Policy

1. Introduction

St Martins School is committed to an Equality Policy which promotes equality of opportunity. We are an inclusive school where every learner and all members of our school community matter equally. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Our plan covers the following protected characteristics as defined under the Equality Act 2010 – disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender identification, sexual orientation and age.

The plan sets out:

- background information about the area and the school;
- the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
- how the school will ensure inclusivity for all those with protected characteristics

2. Relevant legislation and guidance

The legal and local framework for this Equality Policy is as follows:

- Equality Act 2010 and Codes of Practice
- Education Act 1996 and 2002
- Children Act 2004 and Every Child Matters guidance

3. School context

St Martins is a community special school for students aged 11 – 19 years. The school is full, with 230 students currently on roll. The school is co-located on a site with a mainstream secondary school, Noel Baker, on the Derwent Campus. All students have an Education, Health and Care Plan. All students have some degree of learning difficulty/ disability, and additional complex needs.

Profile range –

- Autistic Spectrum Disorder – 44.5%
- Severe Learning Difficulty – 23%
- Emotional and Behavioural Difficulties – 21%
- Moderate Learning Difficulty – 34%

Ability range of pupils – KS1 to GCSE attainment.

Ethnicity

	% Students	% Staff
Any other Asian background	3.49	2.35
Black - Other	2.18	2.35
Black Caribbean	0.87	1.18
Gypsy / Roma	0.44	
Indian	0.44	
Pakistani	5.24	
White - British	80.35	34.12
White - Irish	0.87	
White and Asian	1.31	
White and Black African	1.75	
White and Black Caribbean	3.06	
White Other		1.18
Not obtained		58.82

Student Status:

English Additional Language	4.30%
Pupil Premium	58.85%
Looked After Children	2.62%

Adopted From Care	6.11%
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4. **Equality – aims and values**

The purpose of the Equality Plan at St Martins School is about us having a plan to provide and improve equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents/carers and the wider school community.

Our Student Values

- The School's Vision Statement – 'Shaping Successful Futures'
- The School's Values Statement - 'we learn, we respect, we're family'.

5. **Our commitment to promoting equality**

The overall objective of the school's Equality Plan is to oppose and eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school actively embraces British Values and the Rule of Law, and is proud of our on-going commitment to our British Council International School Award. The school creates a community where pupils are well prepared for life in a diverse, pluralist society.

We achieve this through our holistic 'SHAPE' curriculum which puts a focus on Safety, Health, Achievement, Positive Contribution, Enterprise – the key aspects that shape successful futures.

6. **Responsibilities**

- It is the responsibility of **the School's Governing Body** to ensure that:
- the School complies with all relevant equality legislation;
- this policy and related policies, strategies and procedures are implemented and carried out, reviewed regularly; and

- it is involved in addressing any serious breaches of this policy.

It is the responsibility of **the Head Teacher** to:

- work with the Governing Body to ensure that all relevant policies, strategies and procedures are implemented and carried out and reviewed regularly;
- ensure that staff at the School are aware of the School's aims as set out in this policy and their responsibilities to act in accordance with this policy; and
- deal with any reported incidents of discrimination or harassment and delegate responsibility where appropriate to enable investigations to be carried out.

It is the responsibility of **all employees at the School** to:

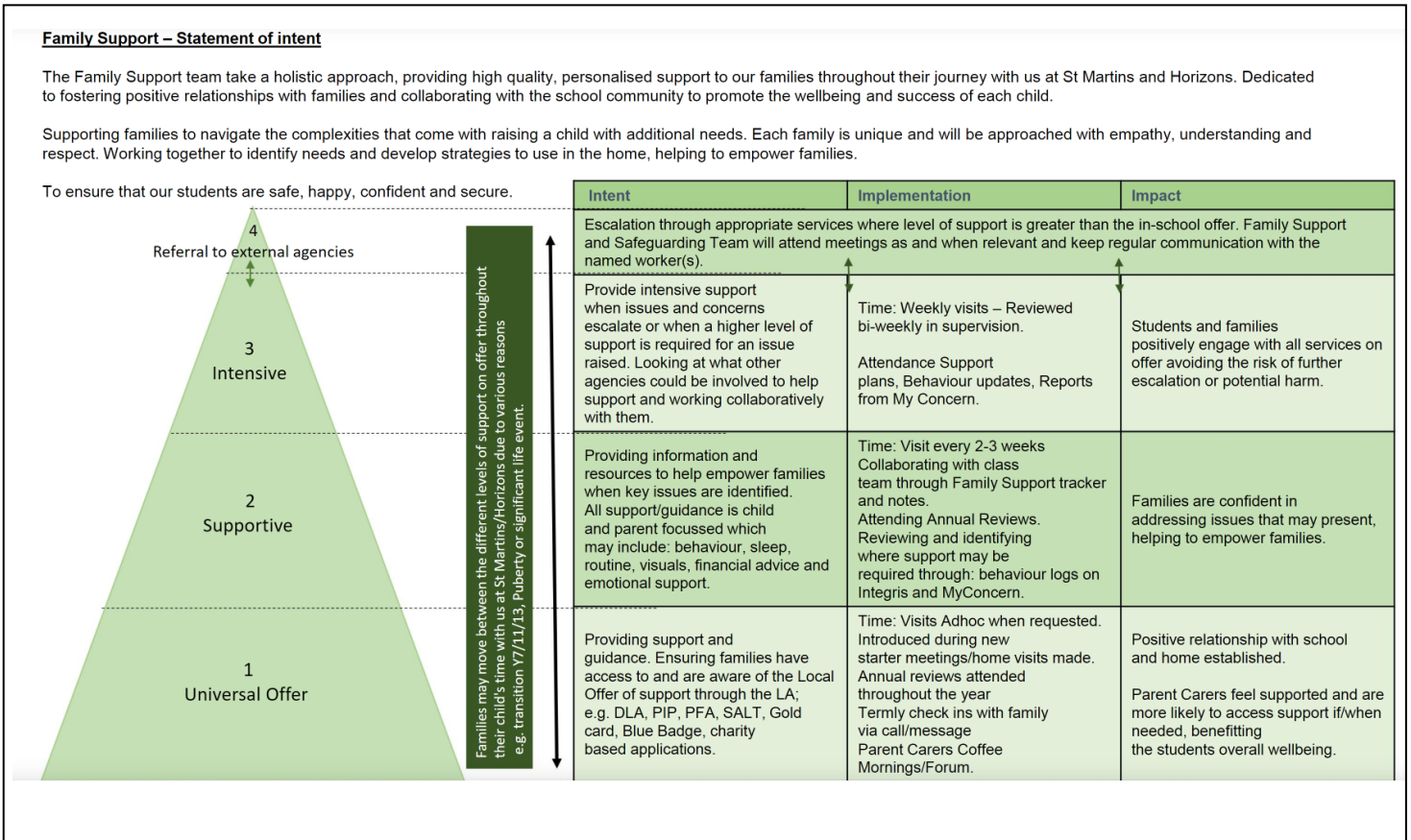
- be vigilant in all areas of the School for any type of discrimination or harassment and deal with any prejudice-related incidents that may occur in an appropriate manner;
- promote an inclusive learning environment both in and outside of the classroom;
- support children within their class for whom have a protected characteristic; and
- attend relevant training to keep up to date with equality legislation and issues
- seek out pupil and parent voice as appropriate to address issues arising in the local area;
- utilise safeguarding data and information to address local, regional, national contexts as appropriate.

7. Pastoral support

At St Martins we have a robust pastoral system totally committed to supporting and ensuring welfare for all.

The school will use monitoring data, including that relating to disability, ethnicity, gender, race and SEN to inform planning and decision-making.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. Restorative justice prevails. External agencies are involved, where appropriate, following the Family Support Tiered Approach:



8. School Curriculum

Curriculum planning takes account of the needs of all pupils, their families, and staff, and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and

pupils who are at risk of disaffection and exclusion. All pupils have an Education Health and Care Plan.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

9. Complaints

Any person who believes that this policy has been breached by the School should make a complaint in accordance with the School's Complaints Policy, which is available from the school.

Pupils who believe that they are a victim of discrimination or harassment should talk to a teacher or another adult in school.

Members of the well-being team are always available to speak to in confidence.

10. How will breaches of this policy be dealt with?

Any breach of this Equality policy will be treated seriously. Every complaint will be investigated and investigations will be carried out independently and objectively. Complaints will be resolved in accordance with the procedures and timescales set out in the School's Complaints Policy. The following principles will also apply:

- During the course of investigations, the accused should be informed of the complaint and have the opportunity to respond.
- Confidentiality should be maintained to the extent possible and the request of a witness to remain anonymous should be respected.
- A written record should be kept of the complaint and the subsequent investigations by the member of staff to whom the complaint was made and/or the member of staff carrying out the investigation.
- Both the complainant and the accused should be informed of the outcome of an investigation.

11. Monitoring and Review

The School will collect, examine and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate. This policy will be reviewed every 3 years or sooner if changes in legislation mean an amendment is required.

Date of Policy:	March 2023
Principal:	Sabrina Hobbs
Assistant Head – SENCO & Wellbeing:	Heather Woodward
Designated Safeguarding Lead:	Jess Longhurst