

# SCHOOL EQUALITY POLICY & STRATEGIC PLAN



Learning Together, Achieving Forever  
Dysgu Ynghyd, Cyflawni o Hyd

*St Martin's School Approved by Governors - December 2024*

*Review Date - December 2025*



## St Martin's School Strategic Equality Plan

### General statement of policy

The school is opposed to all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and goals.

We will promote good relations and mutual respect within and between our pupils, staff, governors and the parents, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

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

In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can use these qualities to influence their own relationship with others;
- having consistent expectations of pupils in their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making pupils and staff confident to challenge prejudiced and aggressive behaviour;
- challenging stereotypes and promoting positive images;

### Responsibilities

**The Headteacher (or senior leader responsible for Equalities) will:**

- implement the School's Strategic Equality Plan
- ensure that all staff are aware of the School's Strategic Equality Plan and that staff apply these guidelines fairly in all situations.
- ensure that appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promotes the principle of equalities when developing the curriculum, respect for other people and equal opportunities to participate in all aspects of school life.



- treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.

**All staff (teaching and non-teaching) will:**

- ensure that all pupils are treated fairly, equally and with respect, and will stay aware of the School's Strategic Equality Plan.
- strive to provide material that gives positive images and challenges stereotypical images.
- challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents in Sims , drawing them to the attention of relevant Heads of Learning or senior staff if necessary.
- intervene in a positive way against any discriminatory incidents.

**Consultation**

This policy was developed in consultation with the following:

- Staff /Pupils/Parents/Governors/Caerphilly County Borough Council

**Communication**

The School's Strategic Equality Plan is:

- available to view on the school website and published in the school prospectus
- displayed around the school premises;
- available on request to anyone who wishes to have a copy, including job applicants.

This policy will be reviewed every four years or following any changes in legislation.

**Sections related to specific aspects of school function**

**1. Whole School Ethos**

**Celebrating and catering for diversity**

We endeavour to ensure that the specific needs of all groups are addressed in school by celebrating diversity, such as by catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.

**Preparation for life in a diverse society**

We encourage pupils to understand, respect and value individuals' identities, cultures and faiths with which they are unfamiliar in order to prepare them for life in a diverse society.

**2. Attainment, personal development and assessment**

**2.1 Attainment and progress**

Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement. These are addressed through planned and targeted support. Where required, advice will be sought from support organisations such as the Local Authority and partner organisations from the voluntary sector.



### **Pastoral support**

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

### **Support for EAL pupils**

In consultation with GEMS we provide appropriate support for pupils for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

### **Careers and work experience**

We encourage all pupils to consider the full range of work experience and further education options to ensure there is no stereotyping of any particular individuals or groups.

### **Assessment**

We take care to ensure that minority ethnic children and young people, those for whom English is an additional language and any refugee and asylum seeker children will not be disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required advice will be sought from LA Advisers and GEMS.

### **Special Educational Needs**

We make sure that accurate assessments of special educational needs are made for minority ethnic children and young people, those for whom English is an additional language, and for refugee and asylum seeker children. All pupils with special educational needs receive appropriate support.

## **3. Curriculum, teaching and resources**

### **Promoting cultural diversity through the curriculum**

We promote diversity in the curriculum through teaching positive, diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for all people whatever their individual or family circumstances.

### **Curriculum access**

We make every effort to ensure that all pupils have access to the curriculum by taking account of their individual backgrounds and linguistic needs, and by differentiating work appropriately.

### **Resources**

Our resources and displays portray positive images of a range of people and cultures. They are reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and discrimination across the curriculum.

### **Teaching and Learning**

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils of all backgrounds to work together with co-operation and understanding. Our teaching challenges prejudice and stereotypes and we foster pupil's critical awareness of bias, inequality and justice.



**Involvement of people of diverse backgrounds**

We seek to use role models and presenters from a range of different groups within the school to share a wide range of skills and experiences.

**4. Attendance**

We expect good attendance of all pupils. We recognise the right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

**5. Behaviour, discipline and exclusion**

**Bullying, discrimination and harassment**

We are opposed to all forms of prejudice and discrimination, and use of such language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the School's Strategic Equality Plan.

**Behaviour and discipline**

We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a discriminatory nature are dealt with firmly and consistently and all allegations of such harassment or provocation are fully investigated.

**Exclusion**

We take proactive steps to prevent exclusion and any exclusions are monitored by the full range of equalities characteristics.

**6. Partnership with parents and the community**

**Partnership with parents and the community**

We endeavour to draw on the expertise, skills and knowledge of people from a range of backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents from diverse backgrounds are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents or carers whose first language is not English.

**School premises**

School premises are available for use by all groups in the community who subscribe to the same principles of equality and diversity.

**Contractors and service providers**

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy.

**7. Staff recruitment and professional development**

**Recruitment and promotion**

We ensure that no discrimination takes place in our recruitment, promotion and disciplinary matters.



**Professional development**

Staff can attend CCBC equalities training courses. These courses are free to school staff and use the expertise of external providers from the voluntary sector to provide training to all staff and governors on issues of race equality, homophobia, cultural diversity, disability and the needs of pupils for whom English is an additional language, refugees and asylum seekers.

**Discrimination and harassment**

Incidents of discrimination or harassment involving staff are dealt with in accordance with the LA's / school's discipline and grievance procedures.

**Breaches of policy**

Any breaches of this policy by members of staff or governors are dealt with in accordance with the LA's / school's discipline and grievance procedures.

**8. Planning and policy review**

**Planning and target setting**

We use policy and self -evaluation to identify specific targets for action on issues of equality. Any relevant action plan, is linked to the School Improvement Plan and is reviewed annually.

**Evaluating, monitoring and reviewing policies**

The impact of the School's Strategic Equality Plan on pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluation takes account of the views of all stakeholders

**9. Advice and support**

**9.1 Local Authority Advisers, GEMS & VALREC**

The school will seek advice and support from LA advisers and relevant voluntary sector organisations where necessary, to ensure that policies are designed to meet the needs of the school, equality targets are appropriate and that all staff receive training, advice and support.



Appendix 1

**St Martin's School  
STRATEGIC EQUALITY PLAN -**

<b>Objective 1</b>	To reduce the number of discriminatory bullying incidents in the school by 5% over the 4 years of this plan. (NB: levels are already very low)
<b>Outcome</b>	Pupils and staff are able to go about their daily lives in school, whether in the classroom, free from discriminatory language, abuse and bullying.
<b>Protected Characteristics / Other Equalities Issues covered</b>	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependants.
<b>Links to other Strategies and Plans</b>	Anti-bullying policy / behaviour management
<b>Evidence Base</b>	Current bullying data to be used as baseline.
<b>Success Measure / Performance Indicators</b>	<ul style="list-style-type: none"> <li>● Initial increase in reporting of incidents</li> <li>● Increase in satisfaction levels (by pupils and parents) of how issues were handled</li> <li>● Reduction in levels of reported bullying in schools</li> </ul>
<b>Timetable</b>	Termly reporting using CCBC reporting form - annual report to show figures, trends and actions.
<b>Stakeholders</b>	Pupils, school staff, governing body, CCBC Education, CCBC elected members, CCB Community Cohesion Forum, Gwent Police, CYP Partnership, GEMS, VALREC, LGBT Excellence Centre, Stonewall Cymru, Caerphilly Youth Forum

<b>Objective 2</b>	To increase awareness of the new guidelines through communications with all stakeholders (pupils, parents, governors, staff).
<b>Outcome</b>	Stakeholders are aware of the revised guidance and protected groups.
<b>Protected Characteristics / Other Equalities Issues covered</b>	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependants.



<b>Links to other Strategies and Plans</b>	Anti-bullying policy
<b>Evidence Base</b>	Current bullying data to be used as baseline.
<b>Success Measure / Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Level of awareness by all stakeholders</li> </ul>
<b>Timetable</b>	Termly reporting using CCBC reporting form - annual report to show figures, trends and actions.
<b>Stakeholders</b>	Pupils, school staff, governing body, CCBC Education, CCBC elected members, CCB Community Cohesion Forum, Gwent Police, CYP Partnership, GEMS, VALREC, LGBT Excellence Centre, Stonewall Cymru, Caerphilly Youth Forum

<b>Objective 3</b>	To reengage with other partners to develop the strategy and improve awareness
<b>Outcome</b>	Pupils and staff are able to go about their daily lives in school, whether in the classroom, free from discriminatory language, abuse and bullying.
<b>Protected Characteristics / Other Equalities Issues covered</b>	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependants.
<b>Links to other Strategies and Plans</b>	Model strategy/ Anti-bullying policy / behaviour management
<b>Evidence Base</b>	Current bullying data to be used as baseline.
<b>Success Measure / Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Initial increase in reporting of incidents</li> <li>• Increase in satisfaction levels (by pupils and parents) of how issues were handled</li> <li>• Reduction in levels of reported bullying in schools</li> </ul>
<b>Timetable</b>	Termly reporting using CCBC reporting form - annual report to show figures, trends and actions.
<b>Stakeholders</b>	Pupils, school staff, governing body, CCBC Education, CCBC elected members, CCB Community Cohesion Forum, Gwent Police, CYP Partnership, GEMS, VALREC, LGBT Excellence Centre, Stonewall Cymru, Caerphilly Youth Forum



## Appendix 2

### Action or behaviour that may constitute a discriminatory incident

- Incitement of others to behave in a discriminatory way
- Physical assault against a person or group
- Derogatory name-calling, insults, jokes and language
- Graffiti
- Provocative behaviour such as wearing offensive badges or insignia
- Bringing discriminatory materials such as leaflets, comics or software into school
- Using any electronic systems to threaten, harass and discriminate
- Verbal abuse and threats
- Discriminatory comments in the course of discussions in lessons
- Attempts to recruit other pupils to discriminatory organisations and groups
- Ridicule of an individual for perceived differences
- Refusal to co-operate with other pupils because of their perceived difference
- Sexual Harassment
- Discrimination in connection with recruitment, employment and performance review of staff.
- Discrimination in connection with the recruitment of Governors

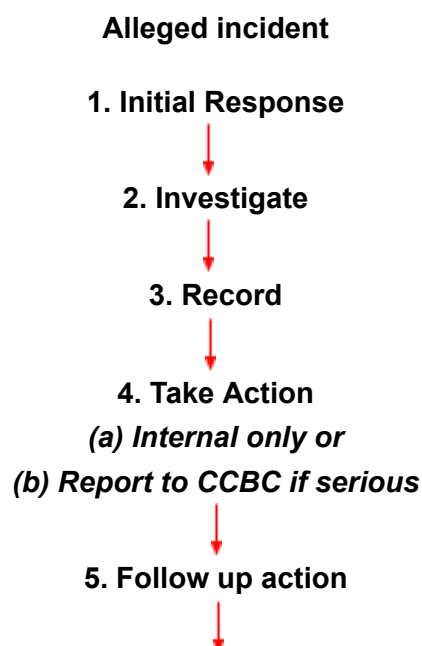
### Responding to Incidents – guidance for staff

How an incident is dealt with will depend on the seriousness of the situation, the age and understanding of the pupils involved, and the context. All incidents need to be acknowledged, investigated and talked through, whatever the age of the pupil. Very young pupils or those with SEN may not understand the terms they use but may recognise their power to provoke or upset. It is important to explain why the language is hurtful and why it should not be used. Parents should be dealt with sensitively and encouraged to assist with the procedure.

When an incident is reported or discovered staff should follow these procedures, recording and logging, as necessary. Staff should not downplay the feelings of victims, the perpetrator must take responsibility for the outcomes of their behaviour.

### What to do

The process of dealing with a discriminatory incident should incorporate the following steps:





## 6. Termly report to CCBC

### Initial response

Responding to these incidents, however small, is the responsibility of **all** members of staff. Detailed below is a list of possible responses to an incident.

- Acknowledgement of the incident - treat incident with due seriousness.
- Respond as soon as possible.
- Reinforce the school's policy.
- Support the victim and express understanding and concern for what happened to them.
- Explain to pupils responsible and to any onlookers what is unacceptable about the incident.
- Get pupils to complete an incident report, in their own words and without talking to others about it. Get pupils to sign this. (If a member of staff takes the pupil account, the pupil should still then sign it).
- Log incident in sims as soon as possible.
- Report incident to Head of Learning or senior staff, if very serious, passing on all pupil incident records.

### With the perpetrator(s)

- Consider what the most appropriate action is. In the case of first offences or younger pupils, encourage the perpetrator to acknowledge and apologise for what has happened (can be the most effective way to mend relationships and prevent reoccurrence). Repeat offences or more serious actions will require further sanctions in line with the school's anti-bullying policy.
- Correct any misconceptions that may be revealed.
- If necessary, Head of Learning/Senior staff contact the parents of those involved to explain what has happened, what you are doing about it and how it relates to your

### Recording and reporting

#### Internally

- All reported incidents should be recorded in sims.
- For more serious incidents, senior staff/Heads of Learning may require completion of the recording form.
- A note of what happened, the outcome of the investigation and what actions were taken should all be kept on record. This record enables us to monitor incidents and is vital should an incident need to be followed up at a later date.

#### Outside school

- The summary report form, of any reportable/discriminatory incidents, must be completed and sent to the LA at the end of each term.
- Contact the LA immediately if you need further advice or support.
- Depending on the severity of the issue in an assault situation, consideration should be given to contacting Gwent Police to conduct a joint investigation with the LA.

#### Governing Body

- A report will be made annually, in the autumn term, to the governing body.
- The report will contain information on any incidents that may have occurred during the previous academic year, including any action(s) taken. Names or any identifying information would not be included in the report.



### **Further action**

To ensure that the response to individual incidents is embedded in a whole school approach, we will:

- Take appropriate measures through assembly, tutor periods and the curriculum to promote an ethos of equality..
- Monitor incidents to identify trends and issues of concern.
- Present evaluations to staff and to governors to ensure regular discussion and development of good practice.
- Use the school council to involve children and continue to encourage them and their parents to report incidents.

An allegation of discriminatory behaviour on the part of any member of the teaching or support staff is a serious disciplinary matter and will be a matter for consideration by the Governing Body.

### **Incidents Outside School**

There may be occasions when incidents outside school, or involving outside perpetrators are brought to the attention of the Headteacher.

Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct. (section 90(2)(a) of the Education and Inspection Act 2006.)

### **Tension within the School**

It is important that teachers are sensitive to signs of possible victimisation of individuals or groups of children, even where there is no identifiable incident.

Similarly, all behaviour which can be seen as possibly reflecting tension within the school as a whole should be monitored e.g. where small groups of pupils form isolated groups within the classroom; any serious concerns should be reported to relevant partner organisations.