




St Alban's RC High School

Strategic Equality Plan

ORIGIN:	Governing Body
COMMITTEE RESPONSIBLE:	Wellbeing, Equality & Inclusion
LEAD MEMBER:	Assistant Headteacher
DATE APPROVED:	08/10/2025
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	08/10/2026

St Alban's RC High School is a voluntary aided school and the governing body is the employer of the staff who work there. The contract of employment is between the school's governing body and the employee. The governing body has all the employment responsibilities that this entails including the appointment and dismissal of staff.

Our School

St Alban's is a Catholic comprehensive school with 837 pupils (September 2025). It has 88 teaching and non-teaching staff. 435, 51.97% of our pupils are girls and 402, 48.03% are Boys, 18.17% are eligible for free school meals, 2.61% are Looked after Children.

As a consequence of recent legislation, schools in Wales are required to compose their ALN registers under a new criterion to previously. This does not give a true reflection of the Additional Learning Needs within the school cohort. The threshold for what the government regard as ALN has been raised. Accordingly those who are now recognised as ALN are 14.1% of the school population (118 pupils). There are now 6 pupils with a Local Authority Individual Development Plan and 34 with a School Based Individual Development Plan. This reflects the statutory transformation from SEN to ALN, the implementation of phased transition from Statements to IDP's and the expectation that many of those pupils that were formally at School Action Plus or School Action on the Register are no longer regarded as ALN as their provision is expected to be met by Universal Provision.

The number of pupils that we have on our in house ALN Register is 118, these are supported by Statement, IDP or One Page Profile with targets. This does not take account of those pupils previously regarded as School Action in line with the recent legislation.

Most of our pupils are White British 669 (83.02%), 15 (1.78%) of our pupils are Filipino, 12 (1.43%) are Polish, 18 (2.27%) are Indian, 18 (2.27%) are Asian or Asian related (i.e. Asian white), 10 (1.26%) are Chinese, 15 (1.89%) are Black Caribbean and Black African, 7 (0.88%) are Ukrainian. We also have small numbers of Indian, Slovakian, Maltese, Romanian, Sudanese, Vietnamese and Italian pupils.

82.38% of our pupils have declared as Christian, of whom 34.21% are baptized Catholics. 48.21% other Christian denomination. We have small numbers of pupils who are Hindu, Muslim and 15.60% of no religion.

There are a few different languages spoken by our pupils as their first language other than English including Chinese, Polish, Tagalog, Italian, Igbo, Malayalam, Slovakian, Tamil, Romanian and Spanish. Approximately 8.18% of our pupils currently have declared they speak another language other than English at home.

We have 1.14% pupils with a hearing or visual impairment.

No other pupils otherwise described as disabled. 1 pupil with profound Tourette's. We aim to be fully inclusive of all pupils.

95.95% of teaching and non-teaching staff are White British, 4.05% White other. 68.92% of staff are female and 31.08% of staff are male. 5.41% of staff are able to speak Welsh. We currently have 2 staff with disabilities. All staff at the school uphold and support the Christian faith.

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors Sexual Orientation of staff, although it does not yet provide adequate

information to form a picture of our school. We are aware that we may have parents and carers in same-sex relationships and that in every class there will be pupils who are or will grow up to be part of the LGBTQAI+ community.

We monitor homophobic incidents in school, as part of our work to tackle discrimination, harassment and victimisation against people from different protected characteristics

Indeed, everybody is respected and valued equally, in terms of faith, culture, language, community and all 'protected characteristics'.

Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfill the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor individual pupil achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section 10.

Our Strategic Equality Objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

In setting the equality objectives for this school, we will take due regard of the general duties of the Equality Act 2010:

1. to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
2. to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - I. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - II. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - iii. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- the regional equality objectives determined by Education Achievement Service (EAS);
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls and the difference in performance of pupils who receive free school meals and those who do not.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes for all pupils
- promote community cohesion

Our chosen Strategic Equality Objectives are to:

Priority One: Raise awareness with students, staff and governors

Priority Two: Reduce gaps in attainment and attendance between pupils in protected groups

Priority Three: Improve attendance with a focus on difference between pupils from the

protected groups

We have strategically planned tasks to enable use to meet these objectives. They are listed in Section 10 of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

Scope

The policy applies to all full time, part time, job shares, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

Equalities Summary Statement

At St Alban's RC High School we aim to create a community based on gospel values which provides a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Age, Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our Mission Statement 'We are Soldiers of Christ'. Specifically, within the Statement, we pledge that, in our school community we will:

- recognise that everyone is unique and entitled to the same learning and extra-curricular experiences whilst still celebrating their differences
- "live in partnership with those around us"
- all strive to be positive roles for everyone else
- work hard to remove and overcome barriers to learning and taking advantage of the whole school experience.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behavior which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the Local Authority in order to help to combat hate crime across the region.

Responsibilities Leadership and Management Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage, support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Mission Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as a regular item on the agenda of subcommittee Governing Body meetings.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies e.g. Anti-Bullying Policy, Behavior Policy etc. and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Strategic Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is Kevin Jones, Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents discrimination, harassment and victimisation are recorded in the Equality incident and Monitoring Database, analysed within the school and sent to the LA termly.

As from January 2015 the Equal Opportunities Coordinator is Kevin Jones. The Equal Opportunities Coordinator 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.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups

- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of, and are inclusive of, people with protected characteristics

7 Information Gathering and Engagement

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

Improving equality and helping to eliminate discrimination in the school community is intrinsic to the whole purpose and nature of a Catholic community. Stakeholders have been involved in ensuring that this Strategic Equality Policy reflects the mission of the school.

8 Publication and Reporting

The school publishes the Strategic Equality Plan on our website. It is available in large print and other formats on request. The school Prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made on the Action Plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9 Monitor and Review

We analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We use Equality Impact Assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

Based on the above, we will review the Plan every year.



Strategic Equality Action Plan 2025-28

Priority One: Raise awareness of equality for all with students, staff and governors

General duties:	Ensure all members of the school community understand and promote equality, diversity, and inclusion.		
Specific duties:	Assessment of impact; equality information; equality objectives		
Protected:	All		
Source: (research/ data/ engagement/ statutory)	SDP (School development plan SHRN		
Targets:	<ol style="list-style-type: none"> 1. Induction of staff and pupils into the Catholic life of the school. 2. Staff training on equality duties and inclusive practices. 3. Pupil leadership opportunities to shape school culture. 4. Assemblies and curriculum themes linked to equality and diversity. 5. Use of external agencies (e.g. CAMHS, Police Liaison) to support inclusive education. 		
Success criteria	SC1. Embedded equality themes in RE, HWB and across the curriculum SC2. Included equality awareness in MER cycles and staff CPD. SC3. Promoted inclusive language and imagery in teaching materials. SC4. Monitored and evaluated impact through pupil voice and governor reports.		
Strategically planned tasks:	On track?	Lead person	Time scale

1. All pupils and staff will be actively exposed to the St Albans Pupil Profile, through all aspects of the school	Ongoing	Head of RE/all	Ongoing
2. Staff and Year 7 pupil induction into school life.	Through transition for pupils and FT's. Staff to receive a full induction upon starting in St Alban's	KJ/JM, FT's pupils LP/caretaker/Head of RE	Ongoing
3. Assembly themes linked to key national and global issues using relevant themes	SA/Chaplain to send out themes every week	Head of RE/chaplain	Ongoing across KS3/4
4. H and WB programme. This will include aspect of inclusivity, relationships and children's rights	Intro of H&W lessons to KS 3 and delivery through Forms and RE lessons	HWB lead IT	
5. Involvement of Police community Officer in assemblies and PSE days.	Ongoing	Assistant head - Wellbeing	Ongoing across KS3/4 When and as needed
6. Planned sessions for each pupil in year groups run via the sanctuary utilizing outside agencies for specific topics i.e CAMHS- understanding emotions Yr 7	All added to the calendar	GM – lead Wellbeing and engagement officer	Ongoing
Monitoring comments		Evaluation	
The absence of a PLO has proved challenging; however, we do now have a new link PC Tasmin O'Connell			

Priority Two: Reduce gaps in attainment between pupils from protected groups

General duties:	Advance equality of opportunity
Specific duties:	Assessment of impact; equality information; equality objectives
Protected:	All
Source: (research/ data/ engagement/ statutory)	SDP School performance data

Targets:	<ol style="list-style-type: none"> 1. Further develop and monitoring the impact of our inclusive culture of reading. (Increasing difficulty in the AR books and increase in word count in AR with a specific focus on vulnerable learning including e-FSM) 2. Continue to monitor the impact of mixed attainment teaching for years 7 & 8 in closing the gap with a particular focus on vulnerable learning including e-FSM. 3. Continue to develop and ensure the tracking of CPS scores for FSM and ALN pupils. 4. Monitoring of groups of student's outcomes across all subjects. 		
Success criteria	<p>SC1: Nearly all lessons observed and books reviewed indicate evidence of SAIL and purposeful response to feedback which the pupils have used to further develop their learning and facilitate progress in the work produced overtime.</p> <p>SC2: In nearly all lessons teachers adopt and adapt a variety of strategies to scaffold the learning so all learners are able to makes progress. Consistent tracking and monitoring of data will inform the level of challenge and appropriate seating plans. (Specific monitoring of desk-top truants and e-FSM)</p> <p>SC3: All departments to track and monitor the expected CPS scores for FSM and ALN pupils in all Department meetings and report to line manager.</p> <p>SC4: All departments to track and monitor groups of students (ALN, FSM, YC, Genders, etc) in department meetings and report to line manager.</p>		
Strategically planned tasks:	On track?	Lead person	Time scale
Consistency of literacy marking – with a particular focus on self-reflection of all pupils using their literacy coded feedback to set a literacy and subject specific target to drive progression	Whole school book look 10/11/25, 12/01/26, 08/06/26 Pupil reflection sessions with books on SAIL (Y7 01/09/25, year 8 & 9 TBC) ER	AHT Teaching and learning	Ongoing

Further develop and monitoring the impact of our inclusive culture of reading	VP to monitor the increasing difficulty in the AR books being selected by pupils and increase in word count in AR. Specific focus on vulnerable learning including e-FSM)		
Further develop the appropriate challenge of skills across the curriculum.	ER continue to monitor the skills passport. Skills leads to continue to liaise with depts to offer support in planning and delivering age-appropriate challenging tasks.	ER AHT	Ongoing
Continue to monitor the impact of mixed attainment teaching for years 7 & 8 in closing the gap with a particular focus on vulnerable learning including e-FSM.	Reflection of data captures after each PC (RE) Professional discussions and sharing good practice within HODs meetings.	HOD's	SLT MER activities W/B 10/10/25, 09/02/26 & 18/05/26
Monitoring comments		Evaluation comments	
See the MER activities listed			

Priority Three: Improve attendance with a focus on the difference between pupils from protected groups

General duties:	Eliminate barriers to education and improve attendance for all, especially those from protected groups.		
Specific duties:	Assessment of impact, monitor attendance, provide quality of opportunity		
Protected groups:	All		
Source: (research/ data/ engagement/ statutory)	School data-attendance, KS3/4 outcomes, SDP		
Targets:	<ol style="list-style-type: none"> 1. Breaking down barriers – so that excellent education opportunities and outcomes can be achieved by all learners through an inclusive and caring environment. 2. To improve attendance for our vulnerable and e-FSM pupils to reduce the 6.9% gap by continuing to develop our engagement strategies. 3. To improve attendance across all groups of learners 		
Success criteria	SC1 Tracking attendance data by protected characteristics and improvements shown SC2 Engage families through outreach and support. SC3 Use pupil voice to understand barriers to attendance. SC4 Evaluate impact of interventions and adjust strategies accordingly.		
Strategically planned tasks:	On track?	Lead person	Time scale
Weekly pastoral meetings between pastoral team and Attendance Officer to identify potential serious attendance issues Provide an appropriate multi agency level of support for identified individuals and discuss in weekly planning meetings	This happens every Tuesday morning, HOY share concerns and discuss specific students to develop a collective plan.	AHT - Wellbeing	Ongoing
	Identified students are discussed at multi agency meetings to ensure the appropriate provision is in place and all support measures are utilized	AHT / HOY/ ALNCo/ Wellbeing Manager	Ongoing

<p>Develop strategies to engage with pupils and parents who are disengaged with school</p>	<p>Wellbeing officer focusing on attendance is embedded into the school. Their job role will include work in the community with our harder to reach pupils and families.</p>	<p>Wellbeing officer/AHT</p>	<p>Ongoing -</p>
<p>Work with the Cluster to develop clear and consistence attendance strategies from KS 2 through to KS4</p>	<p>Cluster attendance forum has been created with the EWS also attending. Clear agenda has been set and positive steps to ensure consistency has started</p>	<p>Wellbeing officer/AHT/Cluster attendance leads/EWS</p>	<p>Ongoing</p>