




**St Alban's RC High School**

# **Strategic Equality Plan**

ORIGIN:	Governing Body
COMMITTEE RESPONSIBLE:	Wellbeing, Equality & Inclusion
LEAD MEMBER:	Deputy Head
DATE APPROVED:	12/10/2017
CHAIR OF GOVERNORS NAME:	Father D Hayman
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	12/10/2018

## **1 Our School**

St Alban's is a Catholic comprehensive school with 952 pupils. It has 114 teaching and non-teaching staff. 53% of our pupils are girls and 47% are Boys, 7.2% are eligible for free school meals and 17% are on the SEN Register. Approximately 0% of our pupils are currently asylum seekers.

Most of our pupils are White British (90.6%) however 36(3.7%) of our pupils are Filipino and 10 (0.01%) are Polish. We also have small numbers of Indian, Slovakian and Italian pupils.

92% of our pupils have declared as Christian, of whom 39% are baptised Roman Catholics. 48.8% Christian, 2.8% stated their faith as Church in Wales and we have small numbers of pupils who are Methodist, Anglican and Muslim.

There are a few different languages spoken by our pupils as their first language other than English including Polish, Tagalog, Italian, Slovakian, Romanian and Spanish. Approximately 0.4% of our pupils currently speak English as an additional language.

We have 1.5% pupils with a disability including pupils with visual impairment. We aim to be fully inclusive of all pupils.

98% of teaching and non-teaching staff are White British. 67% of staff are female and 33% of staff are male. 1% of staff are Welsh speaking. 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 Gay, Lesbian or Bisexual.

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:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

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**

Our chosen Strategic Equality Objectives are to:

- Reduce gaps in attainment and attendance between pupils from protected groups
- Develop the quality and use of our Equality Monitoring and Data Collection
- Raise awareness of equality and diversity issues among pupils, staff and governors

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.

## **2 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.

## **3 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 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 celebrate their differences" and
- "live in partnership with those around us"

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.

#### **4 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 Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of

unlawful discrimination is Mr Dan Foster. 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 LEA termly.

As from January 2015 the Equal Opportunities Coordinator is Mr Dan Foster. 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. (Spring Term)



# **Strategic Equality Action Plan 2017-19**

**Priority one:** Reduce Gaps in attainment and attendance between pupils from protected groups

**Targets:**

1. To achieve the highest possible standards in all subject areas, and reduce the gap in performance between girls and boys in receipt of Free School Meals

**Strategically Planned Tasks:**

- To continue working to improve the attendance and performance of boys who are in receipt of FSM. (Pastoral team to track identified learners and feedback)
- To offer academic and financial support for FSM pupils who are currently under achieving
- To provide support and monitor focus group (FG) in order to improve attainment.

**On  
Track**

**Lead  
Person(s)  
Involved**  
ED/KJ

KJ

KJ

**Time Scale**

2017-2019

**Monitoring Commentary (Bullet Points)**

**Evaluation Commentary (Bullet Points)**

**Priority Two:** To develop the quality and use of our Equality Information

**Targets:**

2. To amend our enrolment form to better collect useful equality information on parents
3. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti- disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
4. To update Equality Information held on staff
5. Equality Impact Assess all policies due for review during the life of this Strategic Equality Plan

**Strategically Planned Tasks:**

- Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs
- Modify the current admissions application form to begin to collect Equality Information on Parents/Carers
- Carry out a retrospective exercise to update the equality information held and update staff

**On  
Track**

**Lead  
Person(s)  
Involved**  
LP

Fr D Hayman

S Harris

**Time Scale**

**Summer 2018**

**Spring 2018**

**Ongoing**

**Monitoring Commentary (Bullet Points)**

*See Annual Equality Report*

**Evaluation Commentary (Bullet Points)**

*See Annual Equality Report*

**Priority Three:** Teach and Train pupils, staff and governors

**Targets:**

1. Staff and governors are aware of their statutory obligations under the Equality Act
2. Staff and governor training combines basic training for all staff with specialist training for selected staff dependent on priorities and emerging equality issues or trends
3. The curriculum in all year groups evidences planned teaching of equality and diversity across the full range of protected characteristics

**Strategically Planned Tasks:**

- Statutory obligations from the Equality Act to be discussed during INSET for staff and governors.
- Governors to be offered training via EAS governor training
- A range of different Religious Festivals will be celebrated/highlighted, with parents where possible, including Easter Liturgy, Christmas Carol Concert, Eid, Diwali across the whole school.
- Any updates relating to good practice on equalities to be discussed and delivered in pastoral and RST meetings.
- Any matters arising around training to be highlighted during pastoral, department or line manager meetings
- Sky sports Academy training to be held in school, inviting athletes with a disability and students, as well as MAT pupils to compete and celebrate their differences.
- Lessons assigned to addressing inequalities amongst protected characteristics.

**On  
Track**

**Lead  
Person(s)  
Involved**

**Time Scale**

**RE Co-  
ordinator**

**Ongoing**

**Ongoing**

**HODs  
HOY's/SLT**

**Autumn Term  
2017-19**

**RHB**

**HODs/HOY  
SLT/FT**

**Ongoing**

**Monitoring Commentary (Bullet Points)**

- See Annual Equality Report

**Evaluation Commentary (Bullet Points)**

- See Annual Equality Report

