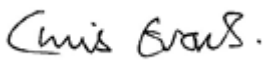




St Alban's RC High School

Strategic Equality Plan

ORIGIN:	Governing Body
COMMITTEE RESPONSIBLE:	Wellbeing, Equality & Inclusion
LEAD MEMBER:	Assistant Headteacher
DATE APPROVED:	26/10/2022
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	26/10/2026

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.

1 Our School

At the start of September 2023 St Alban's is a Catholic comprehensive school with 792 pupils. It has 82 teaching and non-teaching staff. 401 (50.63%) of our pupils are girls and 391 (49.37%) are Boys, 18.69% are eligible for free school meals, 2.02% 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 9% of the school population (69 pupils). There are now only 8 pupils with a Statement of Education Need, 4 with a Local Authority Individual Development Plan and 26 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 105, 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. 9 of our pupils are asylum seekers from The Ukraine.

Most of our pupils are White British (85.48%), 14 (1.77%) of our pupils are Filipino, 12 (1.52%) are Polish and 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.

78.66% of our pupils have declared as Christian, of whom 33.21% are baptized Catholics. 45.45% other Christian denomination. We have small numbers of pupils who are Hindu, Muslim and 16.16% of no religion.

There are a few different languages spoken by our pupils as their first language other than English including Polish, Tagalog, Italian, Malayalam, Slovakian, Tamil, Romanian and Spanish. Approximately 6.69% 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 LEA 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 2022-25

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

General duties:	Advance equality of opportunity		
Specific duties:	Assessment of impact; equality information; equality objectives		
Protected:	All		
Source: (research/ data/ engagement/ statutory)	School Improvement Plan (SIP)		
Targets:	<ol style="list-style-type: none"> 1. The whole school community is, and will continue to be, committed to the ideal of equality for all 2. Staff and governors are aware of their statutory obligations under the Equality act 3. Staff and governors are fully signed up to the principles of equality and diversity as agents of the school 4. The curriculum in all year groups evidences planned teaching of equality and diversity 		
Success criteria	<ol style="list-style-type: none"> 1. All members of the school community have a deeper understanding of equality and its impact on maintaining a harmonious society 		
Strategically planned tasks:	On track?	Lead person	Time scale
<ol style="list-style-type: none"> 1. All pupils will be actively exposed to the St Albans Pupil Profile, through all aspects of the school 2. Assembly themes linked to key national and global addresses relevant themes 3. H and WB programme. This will include aspect of inclusivity, relationships and children's rights 4. Involvement of Police Liaison Officer in assemblies and PSE days. 	<p>Ongoing</p> <p>SA/Chaplain to send out themes every week</p> <p>Intro of H&W lessons to KS 3 and delivery through Forms and RE lessons ongoing</p>	<p>Head of RE/all staff</p> <p>Head of RE/chaplain</p> <p>HWB lead IT</p> <p>Assistant head - Wellbeing</p>	<p>Ongoing</p> <p>Ongoing across KS3/4</p> <p>Ongoing across KS3/4</p> <p>ASAP - new PLO to the school having not had one the previous year has now been off with a long term illness and were unable to have a replacement</p>

Monitoring comments		Evaluation comments	
The absence of a PLO is challenging			

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)	School Improvement Plan (SIP) Estyn Report "Closing the gap between boys' and girls' attainment in schools" School performance data		
Targets:	<ol style="list-style-type: none"> To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in Equality Act 2010 To use this full data to track and set proactive interventions based on national or regional trends or priorities in order to offset any potential inequalities and attendance that are not currently identified 		
Success criteria	<ol style="list-style-type: none"> There is a reduction in the gap between boys' and girls' performances at Key Stage 3 (achieving expected level) and Key Stage 4 (achieving level 2) threshold There is evidence we have analysed and identified any other attainment gaps for other groups of pupils who share protected characteristics as defined by the Equality Act 2010 		
Strategically planned tasks:	On track?	Lead person	Time scale
<ol style="list-style-type: none"> Review teaching strategies in light of Estyn Report "Closing the gap between Boys' and Girls' attainment in schools" Liaise with link TCBC 	Ongoing – we constantly review practice and share good practice. This is primarily through our AOLE's	AHT Teaching and learning ALNCo	Ongoing ongoing

<p>advisor to gather and record attainment information for groups of pupils who share protected characteristics</p> <p>3. Establish a regular monitoring review and evaluation (inc Governors' sub-committee P & I)</p> <p>4. Liaise with TCBC Equality Officer in order to support the development of Governors and staff in the development of knowledge around implementing these duties</p>	<p>We have regular RST meetings for KS 4. These happen every Thursday morning with a focus on FSM and other specific groups of pupils</p> <p>Ongoing</p>	<p>HT/HOY/A.HT</p> <p>HT, Chair of Govs</p>	<p>Ongoing</p> <p>July 24</p>
<p>Monitoring comments</p>		<p>Evaluation comments</p>	
<p>The developing AOLE groups have already proved beneficial and have had a direct impact on delivery in our school</p>			

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

General duties:	Eliminate all barriers to learning and school life		
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		
Targets:	<ol style="list-style-type: none"> 1. To use our data, present and historical, to plan for elimination of barriers to education 2. To provide an appropriate curriculum, including work based opportunities, that can interest and motivate individuals in danger of disengaging 3. To educate young people about the importance of high attendance and its direct link to high outcomes 		
Success criteria	<ol style="list-style-type: none"> 1. Improved attendance figures back in line with Pre-covid 2019 in July 2025 2. Fewer EBSNA pupils 3. There is evidence that we have analysed and identified any other influencing factors for groups of pupils who have the potential to disengage 		
Strategically planned tasks:	On track?	Lead person	Time scale
<ol style="list-style-type: none"> 1. Weekly pastoral meetings between pastoral team and Attendance Officer to identify potential serious attendance issues 2. Provide an appropriate multi agency level of support for identified individuals- 	<p>This happens every Tuesday morning, HOY share concerns and discuss specific students to develop a collective plan.</p> <p>Identified students are discussed at multi agency meetings to ensure the appropriate provision is in place and all support measures are utilized</p>	<p>AHT - Wellbeing</p> <p>AHT / HOY/ ALNCo/ Wellbeing Manager</p>	<p>Ongoing</p> <p>Ongoing</p>

<p>and discuss in weekly planning meetings</p> <p>3. Develop satellite center's to engage with EBSNA using parishes and other local amenities to meet with pupils and/or parents to offer support.</p> <p>4. Work with community Psychology team to develop stronger links with families and developing support measures with them</p>	<p>Chaplain and Wellbeing officer embedded into the school. Their job roles will include work in the community with our harder to reach pupils and families.</p> <p>We are the first school to do this.</p>	<p>Chaplain/Wellbeing officer/AHT</p> <p>KJ</p>	<p>Ongoing -</p> <p>The first group of sessions ran last year. Feedback was really positive. Looking to get the second lot up and running after Easter 24</p>
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