

St. Joseph's RC High School  
Ysgol Uwchradd Gatholig Joseff Sant

Strategic Equalities Policy  
&  
Strategic Equalities Action Plan  
(SEAP) 2024-26  
&  
Accessibility policy

The equality policy was reviewed in March 2026

The SEAP was renewed in October 2025 for the year 25-26

The Accessibility policy was reviewed in March 2026

This policy was presented and accepted by Governors in May 2026



**This policy is based on the LA's model policy and has been adopted by St. Joseph's RC High School and the Catholic cluster.**

## **EQUALITY STATEMENT**

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

*"All human beings are endowed with a rational soul and are created in God's image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny... forms of social or cultural discrimination in basic personal human rights on grounds of sex race colour social conditions language or religion must be curbed and eradicated as incompatible with God's design*

(Gaudium et Spes. 29)

At St. Joseph's RC High School we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason we are all concerned with promoting equal opportunities for all those who belong to our school family - children and staff.

## **SCHOOL MISSION STATEMENT**

We use the key phrase '*Serving God Through Learning Together*' to remind us of our mission.

As a Catholic School we are conscious of our need to love and serve God in all that we do. Our daily work is our prayer. As a school we emphasise learning as the paramount experience. All of us are learning as we move through life. Our experiences as a community are shared; we work together for the benefit of all.

As a school community we have three broad aims.

1. To teach the Roman Catholic faith and to provide a formation for each child that will allow that child to realise his/her full potential in all aspects of moral and spiritual development.
  - By providing a sound factual knowledge of the Roman Catholic Faith, primarily but not exclusively, through an appropriate programme of Religious Education.
  - By offering formal opportunities for faith development – e.g. through a weekly voluntary celebration of the Mass; and through assemblies.
  - Through informal opportunities for development – e.g. Retreats, Missions and other liturgical celebrations.
  - By emphasising Gospel values in all relationships within the school community.
  - By exploring Gospel values in all areas of the curriculum.
  - By enabling children to understand the moral consequences of their actions so that they develop a sense of self-discipline and concern for others, for instance through the Schools' Code of Conduct.
  - By involving parents/carers, whenever possible in all aspects of school life.
2. To provide a balanced educational programme appropriate to the needs of each child, recognising the uniqueness of each child, while at the same time, providing equality of opportunity for all.
  - By providing a curriculum which is broad, balanced and relevant for all our children and suitable guidance at each stage of their school career.

- By ensuring that no child is discriminated against or disadvantaged on the basis of race, gender or ability.
  - By teaching strategies and relationships which affirm the child and promote self-esteem.
  - To have high-expectations of all pupils.
3. To provide a social education enabling all children to play an important role in the life of the community.
- Through a programme of personal and social education.
  - By emphasising Christian responsibility through charities and community service.
  - Through a range of extra-curricular activities.
  - By providing opportunities within school for the development of social skills, for instance through the School Council.

This Strategic Equalities Action Plan (SEAP) -builds upon the school's previous Disability Policy and Race Equality Scheme and sits alongside the school's Inclusion Policy and access policy. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

## **1. EQUALITY VISION AND EQUALITY OBJECTIVES**

The Equality Act of 2010 required all schools to have equality objectives in place by July 2016. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

Objectives are identified and agreed following consultation with

- LA
- Cluster collaboration (Primary and Secondary)
- Schools council
- Parents/Carers
- Pupils
- Governors
- 

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Improvement Plan.

## **2. SCHOOL STRATEGIES AND EQUALITIES**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation.

## **3 THE NATIONAL EQUALITY AGENDA**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government

### **3.2 The Human Rights Act 1998**

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

## **4 PUPILS**

### **4.1 A school for everyone**

St. Joseph's RC High School is a Voluntary Aided School in the Archdiocese of Cardiff. The published Admissions and Oversubscriptions Policies outline the priority for admission to the school in the event of applications exceeding our Admissions Number (AN). When we have more applications than the Admission Number, we admit applicants strictly in accordance with the Criteria on our Admissions Application/Policy document. The governors are committed to providing education and access for all and are fully cognisant of the 9 protected characteristics and our obligation under the Equalities Act 2010. We ensure that there is no discrimination at St Joseph's RC High School on grounds of

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex (gender)
- sexual orientation
- The Welsh language in Wales.
- Age (applicable to all except pupils)

We are fully committed to equality of opportunities for all associated with our school. Also like all schools in Newport and Wales/England there are other non-equality items e.g. LAC, siblings, health criteria, where positive discrimination is applied.)

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school acknowledges its duty to make reasonable adjustments for disabled pupils. The school will ensure that disabled pupils receive any support or adjustments to ensure that they have equality of access to all aspects of school life.

<https://gov.wales/sites/default/files/publications/2021-03/the-additional-learning-needs-code-for-wales-2021.pdf>

#### 4.2 **How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know who to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

#### 4.3 **What support can you expect?**

We will only refuse to deliver support or adaptation if it is clear that the current service or provision is 'unreasonable' or 'impractical' or if there is insufficient budgetary provision to meet the cost of the adaptation.

#### 4.4 **Positive Action**

Where appropriate, St Joseph's RC High school will take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. eg appointing male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

#### 4.5 **Communication**

We will ensure that we communicate with all those associated with the school in a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community

- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

We recognise British Sign Language (BSL) as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The SENCOM Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents/carers etc

#### 4.6 **Curriculum, resources and involvement**

We will mainstream equality through

- The curriculum in our choice of diverse and challenging materials and activities.
- We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.
- The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people.
- We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.
- We will welcome people across the protected characteristics to our school to share their skills and experience.
- We will make sure that we make all people feel welcome.

#### 4.7 **Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- Whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents/carers.

#### 4.8 **Engagement**

The school will consult and involve all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

#### 4.9 **Training**

At St Joseph's RC High School we

- We make sure that all people involved with the school know our equality commitments and their personal duty under it.
- We provide suitable training for all staff and pupils.
- Where there are issues or potential issues e.g. social tensions, we continue to address matters through the curriculum and where it's needed use targeted external

interventions, for example Show Racism the Red Car, Race Cymru and Equality First etc.

We encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

#### 4.10 **Complaints and comments**

It is important to seek feedback about the school and the progress it makes towards meeting its responsibilities re the equalities agenda.

We encourage openness and partnership. If there are any concerns or complaints it is important to contact the school This may be done informally by speaking to Mr T.Nunn Assistant Headteacher or Miss D Jones, Head of Inclusion, or contacting the school on 01633 653110.

- To arrange an appointment
- Where appropriate a friend or colleague is also welcome to offer support.
- When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process.
- Advocacy and personal support is available for children and young people who need it.

## 5. **DISCRIMINATION, VICTIMISATION AND HARASSMENT**

### 5.1 **Discrimination**

The Equality Act 2010 protects people from discrimination. At St Joseph's RC High School we make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

**1: Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.

**Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

**Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code, which does not account for items of clothing linked to religion.

**Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

## 5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

## 5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

'Protected acts' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

## 5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults is treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

# 6. PERFORMANCE/ STANDARDS - HOW WE DELIVER THE POLICY

## 6.1 Leadership and Management

St Joseph's RC High School Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. Mrs J Morgan the Headteacher, Mr T.Nunn Assistant Headteacher and the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying Mr T.Nunn Assistant Headteacher and Mrs R.Hanford Assistant Headteacher. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in SIMS our management Information system. This data is shared half termly with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

## 6.2 **Taking decisions and Equality Impact Assessments**

The school will use two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school will carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents/carers, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

## 6.3 **Performance**

The school will use Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

## 6.4 **Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

In certain circumstances we will not publish data where

- The data group is very small then a breakdown of that data will not give us any useful information
- Looking at the academic achievement of two individuals in a year group cannot tell us about the performance of eg. Chinese pupils in general.

In all cases

-No data published will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

## 7. EMPLOYMENT

### 7.1 Employment

St Joseph's RC High school is an equal opportunities employer and promotes a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We aim to create a healthy, safe and supportive work environment where employees can perform at their best and are respected for who they are.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by The School's Pay and Conditions Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. The governors of St Joseph's RC High School have adopted Newport City Council's Human Resources Policies.

### 7.2 Requests in relation to a protected characteristic

We make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### 7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce. The Headteacher, Deputy Headteacher and Head of RE must always be Roman Catholic.

### 7.4: Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention. The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we will ask current and prospective employees their opinions and experiences.

## **7.5 Positive about disabled people**

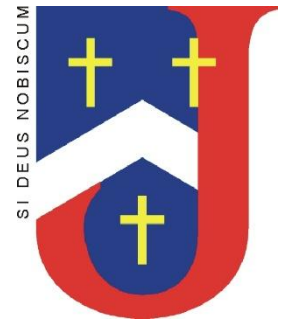
The school is committed to the two ticks -'Positive about disabled people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

## **8. Strategic Equality Action Plan**

Equality and diversity is a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the school's School Improvement Plan. There may be more or different work needed as opportunities arise.

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## Accessibility Policy



The policy will be reviewed by the Head of Inclusion and the Head teacher as part of the school's self-evaluation process.

This policy was reviewed in April 2026 by Miss D. Jones Head of Inclusion

## **Our aim:**

To ensure that every pupil, parent/carer or visitor, no matter of their need, is fully included in all activities carried out in the learning environment.

The policy aims to ensure that the school regularly reviews how pupils, parents/carers and visitors are able to 'access' the school and make suitable plans for improvements to the physical environment, the curriculum and information provided from the school to pupils, parents and carers.

Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised and encouraged, where high expectations are fulfilled and achievements are celebrated, this is carried out through our school's mission of:

**“Serving God Through Learning Together”**

## **Policy Framework:**

The school's Accessibility Policy is one of the framework policies that ensures clear principles, values and procedure. Key school policies linked to the Accessibility policy are the Inclusion Policy and Equality Policy.

## **Equality Act 2010:**

The school's policy fully meets the requirements set out within The Equality Act 2010. The Equality Act 2010 replaces equality legislation such as the Disability Discrimination Act 1995.

“The overriding principle of the equality legislation is generally one of equal treatment.”

Equality Act 2010.

## **Definition of disability**

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specific medical conditions are also considered disabilities regardless of their effects.

Long term is defined as lasting or likely to last for at least 12 months.

A school must not discriminate against a disabled pupil because of something that is a consequence of their disability.

### Reasonable Adjustment:

The school has a duty to make reasonable adjustments to ensure that no pupil is placed at a disadvantage:

- Where something a school does places a pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such aid would alleviate any substantial disadvantage that the pupil faces in comparison to non –disabled pupils.
- Where an auxiliary aid is not provided under the ALN system (via a ~~Statement of Special Educational Needs~~/Individual Development Plan or Out Side Agency such as SENCOM there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aid. We, as a school, interpret this to mean any or all of the following: helpful, providing support or assistance.
- Where the auxiliary aid has a benefit to the rest of the pupil’s life outside of school, it would be unreasonable for our school to make such provisions.
- It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility policy and reasonable adjustments help support that aim. Where any adjustment would have a disproportionate detrimental effect on other pupils, we would not consider it to be reasonable

### Self Audit Accessibility Curriculum

Curriculum	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	x		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?		x	
Are your classrooms optimally organised for disabled students?		x	
Do lessons provide opportunities for all students to achieve?	x		

Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	x		
Are all students encouraged to take part in music, drama and physical activities?	x		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	x		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	x		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	x		
Do you provide access to computer technology appropriate for students with disabilities?		x	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	x		
Are there high expectations of all students?	x		
Do staff seek to remove all barriers to learning and participation?	x		
Are all reasonable adjustments made for disabled students for examination entries?	x		

### Established Accessibility – Curriculum

The overarching principle of the school is to ensure that it provides full curriculum access to all students at the school. The school's learning culture is reviewed regularly by the school's Senior Leaders to ensure full accessibility to all lessons. The following are areas of accessibility that are well established within the school:

- Staff take responsibility for ensuring that they have awareness of the needs of a disabled student- via the Inclusion Pen Portrait and Inclusion Advice booklets; regular training opportunities for all staff to improve their knowledge and understanding; ability of staff to differentiate learning opportunities/activities to include all learners.
- Access to classrooms optimally organised for accessibility for all.
- Access to alternative recording methods such as [a](#) chrome books .
- Access to large print learning materials such as text books and bibles.
- Access to large print examination papers (as agreed with JCQ via Examination Access Arrangements).

- Access to modified recording methods such as large line or defined line class work books.
- Well planned lessons that provide learning opportunities for all students no matter of their need or ability.
- Opportunities within lessons for pupils to develop skills individually, in pairs and in groups.
- Access to suitably planned extra curricula activities taking into consideration pupils needs and interests.
- Established links with outside agencies such as SENCOM, Newport Educational Psychology Service, Mind, School Nurse team
- A well-established culture of diversity and inclusion.

### Self Audit Accessibility Physical Surroundings

Physical Surroundings	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?	x		
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x		
Are emergency and evacuation systems set up to inform ALL students, including students with ALN and disabilities; including alarms with both visual and auditory components?		x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			x
Are areas to which students should have access well lit?	x		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?		x	
Is furniture and equipment selected, adjusted and located appropriately?	x		

## Established Accessibility – Physical Environment

The school's environment is reviewed regularly by the school's Site Manger to ensure full accessibility. The following are areas of accessibility that are well established within the school:

- Disabled Parking for those students, teachers, parents/carers or visitors with Blue Badge Permits- Two disabled parking bays within the school car park, near to the main entrance.
- Access to all floors of the school building via a lift.
- Full access to the building and its classrooms with widened doors to allow for wheelchair access.
- Full access to the outside buildings via ramps.
- Full accessibility to the school stage via a lift.
- Handrails on all staircases to support students, teachers, parents/carers and visitors with physical disabilities.
- Access to disabled toilets on each floor and placed at strategic distances across the school building. One disabled toilet with an inbuilt bio-bidet for those students, teachers, parents/carers or visitors that may struggle with 'self-help' skills. This toilet is positioned next to the Inclusion Department.
- Safe evacuation plans in place for those students, staff and teachers that may have physical difficulties exiting the building during a fire alarm.
- Evacuation slings placed at on each floor to ensure safe evacuation for those with physical disabilities.
- Evacuation chair placed within the Inclusion Department situated on the first floor, to ensure safe evacuation for those with physical disabilities.
- Eye level, indented signage throughout the school building.

## Self Audit Accessibility Written Materials

Access to Written Materials	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	x		

Do you have the facilities such as ICT to produce written information in different formats?	x		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x		

### **Established Accessibility – Written Information**

The nature of written communication is reviewed regularly to ensure that all students/parents/carers are able to access written materials usefully with limited disadvantage. The following are areas of accessibility that are well established within the school:

- Access to large print learning materials such as text books, bibles.
- Access to large print parental material on request.
- Access to large print examination papers (as agreed with JCQ via Examination Access Arrangements).
- Some written material available via a home language when home language is not English.
- Access to individual material copies for those pupils who have been highlighted as in need of this provision.
- Access to paper or digital copies of learning materials such as Power Point presentations.
- Accessibility to set texts, written learning materials are considered regularly and suitable adaptations are made when they are deemed to be inaccessible to individual students.

### **Accessibility Plan:**

The Accessibility Plan outlined below aims to continue to support and develop the well-established accessibility strategies already in place at St Joseph’s RC High School.

The plan aims to:

- Increase the participation of our disabled students in all curricula and extra curricula activities.
- Increase the involvement of disabled parents/carers or visitors by providing information via suitable methods and formats.
- Ensure that any future students, parents/carers, teachers or visitors find the school accessible.

Target	Strategy
<p>Continue to the develop use of differentiated activities to ensure all learners can fully access the lesson and make suitable progress.</p>	<ul style="list-style-type: none"> <li>• Staff to be provided with the Inclusion Pen Portrait, One Page Profiles and Advice booklets which are reviewed yearly to ensure information is suitable and up to date.</li> <li>• Continue to offer professional development opportunities for staff to develop their knowledge and understanding of working with pupils and parents/carers with disabilities.</li> <li>• The area of differentiation and adaptive teaching to be discussed as part of staff feedback following lesson observations.</li> </ul>
<p>Continue to develop the successful use of alternative recording methods for those pupils with specific needs that make recording work independently challenging.</p>	<ul style="list-style-type: none"> <li>• Staff and students to be fully aware of the alternative methods of recording available to them.</li> <li>• Students to access-chrome books via the Inclusion department for extended writing pieces. (These are to be pre-booked by staff to ensure availability.)</li> <li>• Suitable Examination Access arrangements to be considered for those students that may find extended writing in an examination challenging. These arrangements will need to be classed as the pupil's 'normal' way of working and meet criteria set out by and with agreement from JCQ.</li> </ul>
<p>Continue to offer varied extra curricula activities with development of accessibility for all.</p>	<ul style="list-style-type: none"> <li>• Positively encourage those pupils with a disability to access extra curricula activities.</li> <li>• Where appropriate provide support to staff and students to ensure full participation in these activities.</li> </ul>
<p>Continue to develop positive working relationships with outside agencies and the Local Education Authority to ensure the school continues to be accessible to all.</p>	<ul style="list-style-type: none"> <li>• Head of Inclusion to continue to attend Local Education Authority meetings to discuss provisions for disabled students.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Head of Inclusion to meet regularly with Primary Colleagues to ensure that transition for new students is successful and to ensure full accessibility.</li><li>• Head of Inclusion to continue to access support and guidance from outside agencies such as Disability Sports Wales, Newport Live, NHS Occupational Therapy and Physiotherapy Services (when pupils is accessing these services)</li></ul> |
|--|--|

**St Joseph's RC High School in which we are  
'Serving God through Learning together'**

**Pupil Voice Strategic Equality plan 2024-26  
(PVSEAP)**

**This policy and plan demonstrates our  
commitment to equity and diversity in our school  
community, our curriculum, Newport, South Wales  
and across the world.**

## St Joseph's RC High School in which we are 'Serving God through Learning together'.

### Pupil Voice Strategic Equality plan (PVSEAP) 2024-26

**Engagement:** This PVSEAP also doubles up as the action plan for the Pupil Voice Community Ministry.

It was developed with the pupils of the Community Ministry, will be ratified by Governors and will be shared with staff, pupils and parents in term 1. The progress of the PVSEAP will be shared termly with stakeholders with a final annual review to establish targets for the following academic year.

#### **1: Our School Vision, Mission Values, Core Purpose and equality statement:**

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

"All human beings are endowed with a rational soul and are created in God's image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny... forms of social or cultural discrimination in basic personal human rights on grounds of sex, race, colour, social conditions language or religion must be curbed and eradicated as incompatible with God's design. (Gaudium et Spes. 29)

At St. Joseph's RC High School we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason we are all concerned with promoting equal opportunities for all those who belong to our school family - children and staff. As a Catholic School we are conscious of our need to love and serve God in all that we do. Our daily work is our prayer and as a school we emphasise learning as the paramount experience. All of us are learning as we move through life. Our experiences as a community are shared; we work together for the benefit of all.

**As a school community we have three broad aims.**

**1: To teach the Roman Catholic faith and to provide a formation for each child that will allow that child to realise his/her full potential in all aspects of moral and spiritual development.**

By providing a sound factual knowledge of the Roman Catholic Faith, primarily but not exclusively, through an appropriate programme of Religious Education.

-By offering formal opportunities for faith development – e.g. through a weekly voluntary celebration of the Mass; and through assemblies.

-Through informal opportunities for development – e.g. Retreats, Missions and other liturgical celebrations.

-By emphasising Gospel values in all relationships within the school community.

- By exploring Gospel values in all areas of the curriculum and school life.
- By enabling children to understand the moral consequences of their actions so that they develop a sense of self-discipline and concern for others,
- By involving parents/carers, whenever possible in all aspects of school life.

**2. To provide a balanced educational programme appropriate to the needs of each child, recognising the uniqueness of each child, while at the same time, providing equality of opportunity for all.**

- By providing a curriculum which is broad, balanced and relevant for all our children and suitable guidance at each stage of their school career.
- By ensuring that no child is discriminated against or disadvantaged on the basis of race, gender or ability.
- By teaching strategies and relationships which affirm the child and promote self-esteem.
- To have high-expectations of all pupils.

**3. To provide a social education enabling all children to play an important role in the life of the community.**

- Through a programme of personal and social education.
- By emphasising Christian responsibility through charities and community service.
- Through a range of extra-curricular activities.
- By providing opportunities within school for the development of social skills, for instance through the School Council.

**In 2021, founding pupils of the St Joseph's Equality Action group also established 4 simplified aims.**

- 1: "To make sure everyone feels accepted and equal".
- 2: "To educate everyone about equality and diversity".
- 3: "To teach everyone how to confront discrimination, prejudice and inequality".
- 4: "To adapt the school curriculum so that it will always celebrate different cultures and the achievements of minority groups".

## **School Governance arrangements/ Leadership and Management**

St Joseph's RC High School Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities.

Headteacher Mrs J.Morgan the Assistant Headteacher T.Nunn and the Governing Body will ensure that this Plan is implemented.

Mr T.Nunn took on the overall responsibility for this strategic equality action plan in 2021 and he will work closely with the leadership team, Head of Inclusion, Heads of Year and the Community Ministry within the School Council.

The staff mentioned above have a responsibility for dealing with reported incidents of discrimination or bullying and making sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in the Sims Local Authority record. This information is readily shared with the local authority to help it plan anti-discrimination work. It is important to add that neither the school nor the local authority will ever publicly identify individuals involved in incidents.

## **Monitoring the (PV) Strategic Equality Action Plan**

**The PVSEAP is a key document to drive diversity and anti-racist practice in our school and a key part of our School Development Plan. Consequently, the 3 objectives identified below are all linked to pupil progress and impact success criteria and they will be evaluated termly.**

**Monitoring and sharing of the of the PVSEAP will also take place with:**

- 1-Termly updates from the Pupil-led Community Ministry within the School Council to SLT and the Governing body.
- 2-Regular additions and contributions to school Insight magazine.
- 3-A final report shared each year on the school website within the Governor's annual report.

The monitoring methods within this report will inform the review and evolution of the plan over its duration. This will ensure our plan remains relevant in light of new legislation, developments within the community and remains informed by evidence and feedback from our stakeholders.

### **How our objectives and actions support our wider policies, processes and legislation:**

The objective and associated actions below have been developed in the full understanding that our school plays a very important role in the local and wider community.

We need to meet our statutory duties by being visible around equality issues, and we can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. the school accessibility strategy are relevant strategies to the school's future development.

In addition, all the objectives and actions have been strongly influenced by the idea that Pupil Voice is very important to the continued development of our school's culture and the values of our staff, learners and all stakeholders. The objectives also support many of the principles within Well-being of Future Generations, including both collaboration (through its integration of multiple strategic priorities) and involvement (through its co-production with relevant stakeholders)

## Linking legislation

### **Equality Objective 1: Leadership, Governance and Involvement**

**Our school mission statement and ethos demands a regular focus on equality and Catholic virtues**

Well-being of Future Generations, including both **collaboration** (through its integration of multiple strategic priorities) and **involvement** (through its coproduction with relevant stakeholders) It is our statutory duty to be visible and pro-active around equality issues and our SEAP is very relevant in our school's future development. We also know that robust governance and evaluative processes are essential.

**Equality Objective 2: Community Cohesion** This objective has been developed to reflect the important role our school plays in developing a community that is cohesive, sharing fundamental common values of respect and tolerance. It also reflects the obligation our school has under the general duty of the Equality Act to foster good relations between people who share a protected characteristic and those who do not. The objective supports a number of intersecting policy agendas, including **Welsh Governments Rights, Respect, Equality guidance**, the **National Community Cohesion Agenda** and the **RSE** provision. The objective also supports many of the principles within Well-being of Future Generations, including both **involvement** (through its coproduction with relevant stakeholders) and **prevention** (through its robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future)

### **Equality Objective 3: Equity in Education**

This objective reflects the Welsh Government's **National Mission** to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

[rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#)

[Community engagement and community cohesion | Joseph Rowntree Foundation \(jrf.org.uk\)](#)

[Strategic Equality Plan 2020-2024 \(newport.gov.uk\)](#)

[Is Wales Fairer Equality and Human Rights Monitor- English- accessible PDF.pdf](#)

[EHRC PSED guide for schools in Wales English language version 0.docx \(live.com\)](#)

<https://gov.wales/anti-racist-wales-action-plan>

<https://www.futuregenerations.wales/>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

[https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_united\\_nations\\_convention\\_on\\_the\\_rights\\_of\\_the\\_child.pdf](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf)

## **Demographic Data : Census Data included in the Newport City Council Strategic Equality Plan 2024-2028**

Newport's population saw the greatest increase in Wales, with a rise of 9.5% to 159,600 in 2021.	51% of the city's population is female 49% of the city's population is male	20.2% % of the population is below the age of 16 (slightly higher than the Welsh average)
62.9% of the population is between the ages of 16 and 64 (slightly higher than the Welsh average)	2.9% of the population is over the age of 65 (slightly lower than the Welsh average)	10.0% of the population self-identified as being disabled and limited a lot (slightly higher than the Welsh average)
19.7% of the population comes from Black, Asian and Minority Ethnic Groups (figure includes White minorities)	The top three religions in the Newport are: No religion (43.0%), Christianity (42.8%), and Islam (7.1%)	2.9% of the population identifies as either Lesbian, Gay, Bisexual, or other minority sexual orientations
Gender reassignment: 0.6% of population aged 16 and over in Newport have a gender identity different from their sex at birth.	Care experience: 575 children and young people in Newport had care experience, including 348 Children Looked After, 227 Care Leavers and 30 Unaccompanied Asylum-Seeking Children as at 23/02/2024	Wealth: 54.1% of households in Newport are in material deprivation (same as the Welsh average)

### **Demographic data to inform the Strategic Equality Plan**

St. Joseph's RC High School is an English Medium, Catholic Voluntary Aided School for girls and boys aged 11-18 years in the Archdiocese of Cardiff. It was established to provide secondary education for the Catholic population of Newport, Caldicot and Chepstow. Since then it continues to flourish with over 1400 students on roll, including over 250 students in the sixth form.

Just over 13% of pupils are eligible for free school meals, which is below the national average of just over 16% for secondary schools in Wales. Around 40% of pupils live in the 20% most deprived areas in Wales. Around 18% of pupils have a special educational need, which is below the average of 22% for secondary schools in Wales. Around 2.0% of pupils have statements of special educational needs, which is similar to the average figure for Wales as a whole. Twenty-two per cent of pupils come from minority ethnic backgrounds and close to 20% speak English as an additional language with 58 languages used across the school.

#### **SJHS contextual data**

There are changes in each year in our school context but there are crude figures which help understand the way we need to support our pupils. Approximately 11-15% of each year group are eligible for free school meal, 22-30% are EAL, 1-2% CLA and overall 35-40% of pupils living in the most deprived wards in Wales. (WIMD)

## SJHS Ethnicities 2024-26

This table shows the ethnicities as recorded in SIMS in 2024/25. Again this data is in constant flux and if an accurate update is required a new report needs to be run.

Afghanistani	0.0	0.0%	Information not obtained	4.0	0.3%	Sri Lankan Tamil	6.0	0.4%
Albanian	2.0	0.1%	Information refused	5.0	0.3%	Sudanese	3.0	0.2%
Any other Asian background	1.0	0.1%	Iraqi	2.0	0.1%	Thai	1.0	0.1%
Arab	1.0	0.1%	Kurdish	2.0	0.1%	White - British	844.0	57.7%
Asian and any other ethnic group	25.0	1.7%	Latin/South/Central American	3.0	0.2%	White and any other ethnic group	21.0	1.4%
Asian and Black	1.0	0.1%	Malaysian Chinese	0.0	0.0%	White and Asian	13.0	0.9%
Bangladeshi	5.0	0.3%	Nigerian	7.0	0.5%	White and Black African	16.0	1.1%
Black and any other ethnic group	20.0	1.4%	Other Asian	14.0	1.0%	White and Black Caribbean	14.0	1.0%
Black European	2.0	0.1%	Other Black	8.0	0.5%	White European Other	64.0	4.4%
Caribbean	3.0	0.2%	Other Black African	30.0	2.1%	Yemeni	0.0	0.0%
Chinese + any other ethnic group	4.0	0.3%	Other Chinese	7.0	0.5%	<b>Totals</b>	<b>1463.0</b>	<b>100.0%</b>
Egyptian	2.0	0.1%	Other Ethnic Group	6.0	0.4%			
Eritrean	2.0	0.1%	Other mixed background	18.0	1.2%			
Filipino	70.0	4.8%	Other Pakistani	21.0	1.4%			
Ghanaian	3.0	0.2%	Other White	107.0	7.3%			
Greek/Greek Cypriot	1.0	0.1%	Sinhalese	2.0	0.1%			
Hong Kong Chinese	1.0	0.1%	Somali	0.0	0.0%			
Indian	102.0	7.0%	Sri Lankan Tamil	6.0	0.4%			

## Home Language

Akan/Twi-Fante	2.0	0.1%	Filipino	14.0	1.0%	Manding/Mandekan (Any Other)	2.0	0.1%	Swahili (Any Other)	1.0	0.1%
Albanian/Shqip	2.0	0.1%	French	4.0	0.3%	Other Language	3.0	0.2%	Tagalog	14.0	1.0%
Amharic	2.0	0.1%	Greek	2.0	0.1%	Panjabi	1.0	0.1%	Tagalog/Filipino	6.0	0.4%
Arabic	4.0	0.3%	Greek (Any Other)	1.0	0.1%	Panjabi (Any Other)	0.0	0.0%	Tamil	6.0	0.4%
Arabic (Iraq)	1.0	0.1%	Gujarati	1.0	0.1%	Pashto/Pakhto	0.0	0.0%	Thai	1.0	0.1%
Bengail	3.0	0.2%	Hindi	0.0	0.0%	Persian/Farsi	1.0	0.1%	Tigre	1.0	0.1%
Chinese	6.0	0.4%	Hungarian	8.0	0.5%	Polish	90.0	6.2%	Tigrinya	9.0	0.6%
Chinese (Cantonese)	1.0	0.1%	Igbo	0.0	0.0%	Portuguese	3.0	0.2%	Ukrainian	5.0	0.3%
Chinese (Mandarin/Putonghua)	2.0	0.1%	Italian	13.0	0.9%	Portuguese (Brazil)	1.0	0.1%	Urdu	19.0	1.3%
Croatian	1.0	0.1%	Konkani	2.0	0.1%	Romanian	7.0	0.5%	Wolof	1.0	0.1%
Czech	1.0	0.1%	Kurdish	3.0	0.2%	Russian	1.0	0.1%	Yoruba	2.0	0.1%
Danish	1.0	0.1%	Lingala	1.0	0.1%	Shona	7.0	0.5%	Zulu	1.0	0.1%
Dutch/Flemish	1.0	0.1%	Lithuanian	5.0	0.3%	Sinhala	1.0	0.1%	<b>Totals</b>	<b>1463.0</b>	<b>100.0%</b>
Efik-Ibibio	1.0	0.1%	Malay (Any Other)	1.0	0.1%	Slovak	13.0	0.9%			
English and/or Welsh/Cymraeg	1092.0	74.6%	Malayalam	83.0	5.7%	Spanish	9.0	0.6%	<b>58 with BSL</b>		

## Community Ministry priorities in 2025-26 (Pupil Voice Strategic Equalities Action Plan (PVSEAP))

Methodology: The 2025-26 PVSEAP has been developed in response to:

- a) The SJHS self-evaluation.
- B) The auditing framework of questions provided by Show Racism the Red Card (SRTRC)
- c) A leadership understanding of next steps that will drive anti-racist practice in our school.
- d) The opinions of the Pupil ministry members and their agreement in thematic priorities for 2025-26.

SJHS question & priority choice by pupils (see auditV1 below)	Priority lead/vice	Progress with priority
<p><b>1: Leadership (NCC Leadership, governance and involvement)</b></p> <p>1.2 Is our school's stance on respecting all individuals as equals strongly represented in our key school policies. Do our policies foster an anti-racist and anti-discriminatory culture and approach? (as opposed to a distinct anti-racist policy)</p> <p><b>P1-Ensuring all staff and pupils know how to tackle bullying, racism, sexism, and all forms of discrimination</b></p> <p>Re-teach this approach with banners in HT1 2025</p> <p>Refresh pastoral staff training to ensure all recording is accurate</p> <p>Ensure the new Year 7 receive official training in the new year from No Boundaries</p>		
<p><b>2: Teaching and learning</b></p> <p>2.3 Have the positive contributions of Black, Asian and Minority Ethnic Communities been threaded throughout the areas of learning and experiences? Where has there been success and which areas need development? How do you know?</p> <p><b>P3-Collaborating with outside agencies to make a difference in school and outside of it</b></p> <p>Use external support to ensure the ministry has a stronger impact on the curriculum. Be led by department needs.</p>		
<p><b>3: Power and voice</b></p> <p>3.1 What are the priority issues faced by staff (or pupils?) that make up part of the Global Majority in your school?</p>		
<p><b>4: Wellbeing and belonging</b></p> <p>4.2 What is the pattern within exclusions and off-rolling? The rates of exclusions of pupils that make up part of the Global Majority, Gypsy, Roma and Traveller pupils, and looked after pupils need explicit discussion and evaluation.</p> <p>4.3 Does the SLT monitor exclusions by ethnicity and analyse trends with governors? (Inc concern data)</p>		
<p><b>5: Community and culture (NCC Community cohesion)</b></p> <p>5.3 How does your school demonstrate understanding of the cultures and religions in your community? Do you celebrate festivals and special days?</p> <p><b>Include P2-Celebrating our local, national and international and multi-cultural context</b></p> <p>Establish a termly global, international, cultural focus with maybe a global celebration of Catholicism.</p> <p>Incorporate a Welsh focus term (T2) Follow up with a Welsh-Eisteddfod evening?</p> <p>Moving forward we need to discuss how all pupil resources will be utilised effectively</p> <p>Continue to work with HODS and staff to improve our curriculum offer to ensure it represents our context</p>		

## St Joseph's RC High School (SJHS) Strategic Equality Plan (SEAP) 2025-26

### Self-evaluation 24-25: Department: Community Ministry

Date:	July 2025	Staff involved:	T.Nunn <b>Community Ministry</b> Madison Noot, Godwin Tomy, Erin Thomas, Jun Chen, & Community Guests
Activity type:(Book look, listening to learners etc)	Review of SEAP priorities 2024-25		
Purpose of activity	Review to determine progress in anti-racist practice		
Description of activity	Review of all 3 priorities, actions completed and impact.		
Summary of findings	<p><b>STRENGTHS:</b></p> <p><b>P1-Ensuring all staff and pupils know how to tackle bullying, racism, sexism, and all forms of discrimination</b> All pupils 7-10 have had assemblies focussing on our stance and how to tackle discrimination/racism. New jigsaw banners have been created and displayed (in 3 school areas) showing pupils the approach needed this has made explicit our focus and approach. Pastoral staff have recorded incidents of discrimination and racism and logged this with NCC/WG. NCC reported back in 2024 that we are clearly a school taking this responsibility seriously with our recorded incidents. The anti-bullying policy has been reviewed and ratified by Governors and the Community ministry has helped lead this review.</p> <p><b>P2-Celebrating our local, national and international and multi-cultural context</b> Very successful Indian and Filipino celebrations this year. Evenings were heavily attended and were very well received. (Insight) Many pupils created effective subject based lessons in the celebration weeks to be used in class. Some pupils have interviewed HODS etc.. re: accuracy of Diversity in the curriculum records.</p> <p><b>P3-Collaborating with outside agencies to make a difference in school and outside of it</b> Strong connection with Indian and Filipino communities to establish the events above. Links established with 3 new training providers, Cynefin Pamoja and No Boundaries and ex-pupil Andrew Ogun.</p>		

	<p>All Y7 have had No Boundaries ant-racist training and over 40 pupils have had access to Cynefin Pamoja of Newport’s anti-racist support.  We have also retained our link with Conor Allen.  Mr Nunn has received anti-racism leadership training and is a member of a local Newport schools (DAN) network.  Other staff have received training linked to language, reporting and decolonising the curriculum.</p> <p><b>AREAS FOR DEVELOPMENT:</b></p> <p><b>P1-Ensuring all staff and pupils know how to tackle bullying, racism, sexism, and all forms of discrimination</b>  Re-teach this approach with banners in HT1 2025  Refresh pastoral staff training to ensure all recording is accurate  Possible focus on the SEAP with full use of SRTRC structure and questioning.</p> <p><b>P2-Celebrating our local, national and international and multi-cultural context</b>  Establish a termly global, international, cultural focus with maybe a global celebration of Catholicism.  Incorporate a Welsh focus term (T2) Follow up with a Welsh-Eisteddfod evening?  Moving forward we need to discuss how all pupil resources will be utilised effectively  Continue to work with HODS and staff to improve our curriculum offer to ensure it represents our context.</p> <p><b>P3-Collaborating with outside agencies to make a difference in school and outside of it</b>  Ensure the new Year 7 receive official training in the new year from No Boundaries.  Use external support to ensure the ministry has a stronger impact on the curriculum. Be led by department needs so that work is always useful.</p>
Planned follow up actions (with dates and by whom)	<p><b>Succession planning</b> – Re-elect a new ministry but ensure existing members are invited as guests to ensure continuity and expertise. In September meet to establish priorities with the pupil ministry.</p> <p><b>What needs to be put in place so next year’s school council can achieve what still needs to be worked on?</b>  A clear structure for meetings, at least once a month, with clear identified actions for each pupil to focus on.  Identify tighter roles and responsibilities for each pupil.</p>
Staff completing the form	<p>T.Nunn  <b>Community Ministry</b>  Madison Noot, Godwin Tomy, Erin Thomas, Jun Chen, &amp; Community Guests</p>

**Self-evaluation work leading to the 2025-6 PVSEAP shown above.**

**St Joseph’s RC High School Evaluating our anti-racist practice using a framework provided by Show Racism the Red Card. (SRTRC)**

<b>Excelling: (EXC)</b> Our school can identify a range of supporting evidence and examples of policies, practice and initiatives that put the SRTRC audit at the heart of our school’s ethos and culture, this is acknowledged by all stakeholders. These policies and practices are consistently embedded across the school
<b>Embedding (EMB)</b> : Our school is responding to emerging themes relating to the SRTRC audit and have some strategies/interventions in place, but areas of development and input from all stakeholders are still required and/or are not consistent across the school or fully embedded
<b>Emerging (EME)</b> : Our school is beginning to identify emerging themes relating to the SRTRC audit and there is some evidence to support this, however there is a consensus that further development is required

<b>Theme 1: Leadership (NCC Leadership, governance and involvement)</b>	
1.1 Is there a commitment to preventing and addressing racism, bullying based on race, culture, and religion clearly stated in <b>the school prospectus?</b>	EME *
<b>1.2 Is there an anti-racism policy and a clear understanding of racism? How is it being used? How is this being shared by leadership?</b>	EME *
1.3 Is there a clear and well-understood policy for dealing with racist incidents? Does this include how to respond to, reporting and recording racist incidents? Are all staff clear and confident in understanding the policy and implementation? Are racist incidents monitored and reviewed for trends?	EMB
1.4 Are there goals for increasing racial diversity within teaching positions and SLT posts with linked actions, timelines and role(s) accountable for implementing actions?	EME
1.5 Is training on offer that addresses racial equity and racism? Ask members what CPD training they think would be most helpful. This would include admin staff, support staff, lunchtime supervisors and wider school staff.	EME
1.6 Does the school recognise the importance of using teaching and learning to foster an understanding of the multicultural society of Wales, wider UK and Cynefin?	EME
1.7 How is the SLT going to support staff to develop cultural competency in relation to the communities the school serves?	EME

1.8 Is there a strategy to support pupils at risk of exclusion and to prevent and explore alternatives to exclusions, and is there particular attention to the disproportionality in rules of exclusion for pupils that make up part of the Global Majority, including Gypsy, Roma and Traveller pupils?	EMB
1.9 How is the SLT going to open up a conversation about race, racism and racist stereotypes and model an openness to exploring an increased focus on anti-racist practice across the education setting? what support do SLT need to provide for staff to engage with this effectively? What is already in place and going well?	EME
1.10 (SJHS QU) Is there a strong recruitment drive to ensure rich contextual representation in the Ministry?	EXC
1.11 (SJHS QU) Is there effective monitoring, of SEAP priorities and more frequent and explicit communication to stakeholders of the progress in each priority?	EMB

<b>Theme 2: Teaching and learning</b>	
2.1 Does your setting have a whole school approach to using the curriculum to proactively intervene in how racism is tackled?	EME
2.2 Which areas of learning and experiences currently reflect global influences? Does history include age-appropriate lessons on the history of Britain and Wales, to include contributions and celebrations of people that make up part of the Global Majority, as well as enslavement and colonialism? Does this focus on the impact this had on Wales?	*EME-TN to see NM WW1 start?
<b>2.3 Have the positive contributions of Black, Asian and Minority Ethnic Communities been threaded throughout the areas of learning and experiences? Where has there been success and which areas need development? How do you know? e.g. book looks, staff sharing?</b>	EME *
2.4 Has there been any discussions of decolonising education? Do teachers know what this would look like?	EME
2.5 How are teachers and pupils involved in reviewing and evaluating curriculum plans, schemes of work and lesson content with the goal of improving their relevance to multicultural Wales?	EME
2.6 How does the approach to teaching and to assessment enable pupils that make up part of the Global Majority to have high expectations? How can you empower pupils that make up part of the Global Majority to feel comfortable about aiming high?	EMB
2.7 What improvement can be made to CPD to develop and build anti-racist practice? Where are the opportunities to talk and think about the hidden ways that the inequalities of 'race' and ethnicity play out in the classroom and affect children's learning?	EME
2.8 How could you build in time for colleagues to talk together about the impacts of stereotyping? How is racism experienced differently by gender, or by pupils that might identify as LGBTQ+ for example?	EME

<b>Theme 3: Power and voice</b>	
3.1 What are the priority issues faced by staff (or pupils?) that make up part of the Global Majority in your school?	EME
3.2 Do staff (and pupils?) that make up part of the Global Majority feel safe and able to vocalise their experiences and what makes them feel included/excluded within the staff community? Do they feel valued or marginalised?	EME
3.3 What are the proactive actions your school could take to ask deeper questions about the levels of inclusion and belonging for staff and pupils that make up part of the Global Majority in your workplace?	EME
3.4 Do all staff and pupils have equal opportunities to discuss race and ethnicity? Are they actively involved in developing anti-racist mindsets and behaviours?	EME
3.5 Are there clear guidelines in place for reporting and dealing with racial discrimination, harassment, and racist incidents? Are such guidelines being used?	EMB
3.6 Is it recognised that individual staff members/pupils/parents that make up part of the Global Majority do not represent and should not be expected to be the voice of all people that make up part of the Global Majority?	YES
3.7 Is Black History Month in October the only part of the year/curriculum where there is a focus on the contributions of Black communities to Wales/Britain and global history or contemporary society? If so, how can Black, Asian, and Minority Ethnic perspectives in all subjects be reflected all year round?	EME
3.8 How does the school enable all staff and pupils including those that make up part of the Global Majority to understand and vocalise how to keep themselves safe from everyday risks such as racist, sexist, homophobic abuse, sexual exploitation, or grooming? Do staff and pupils feel safe and confident to report bullying and abuse?	EME
3.9 Does the school approach to wellbeing and belonging understand the psychological harms caused to pupils that make up part of the Global Majority from racism and the way racism is internalised?	EM
<b>Theme 4: Wellbeing and belonging</b>	
4.1 Does the school recognise that supporting emotional needs and development of pupils is vital for both wellbeing and learning outcomes?	EXC

<b>4.2 What is the pattern within exclusions and off-rolling? The rates of exclusions of pupils that make up part of the Global Majority, Gypsy, Roma and Traveller pupils, and looked after pupils needs explicit discussion and evaluation.</b>	EME
<b>4.3 Does the SLT monitor exclusions by ethnicity and analyse trends with governors? (Inc concern data)</b>	EME
4.4 Are there ways in which the school can listen to the experience of pupils who are excluded/suspended to contribute to improvements in policy and practice?	EME
4.5 How is the school supporting children and young people to explore the issues around racism that they experience and to understand their rights?	EMB
4.6 What is being done to enable pupils to feel safe to express their cultural identities? Do pupils feel like insiders or outsiders? How would you know?	EMB
4.7 Would staff and pupils report a sense of place and belonging in your school? How could you find out more?	EMB
4.8 Is your behaviour policy flexible and focused on supporting young people to take responsibility by understanding their individual context? Do staff feel supported and know how to access support for individual pupils who are struggling?	EXC
4.9 Do you feel that information about pupils' individual vulnerabilities is shared appropriately so that teachers' judgements are informed by relevant information about that child/family?	EXC
4.10 Have you had any discussions about the meaning of trauma informed schools?	EMB

<b>Theme 5: Community and culture (NCC Community cohesion)</b>	
5.1 How can you draw on community resources, parents/guardians or local campaigns to plan action to respond to racism in the community?	EMB
5.2 Which local museums and cultural or religious centres are close? How can you incorporate teaching from the history of struggle for people that make up part of the Global Majority in your area? Which activists that make up part of the Global Majority that fought against racism can you teach about?	EME
<b>5.3 How does your school demonstrate understanding of the cultures and religions in your community? Do you celebrate festivals and special days?</b>	EMB*
5.4 Are there clear guidelines in your school for parents/guardians to report instances of racism, racial harassment, or victimisation? Are parents confident to report concerns? How do you know?	EXC-but link to policy
5.5 How are parents/guardians enabled to feel this is a safe environment in which to share their concerns and that the setting is inclusive and welcoming for their child/children? How do you know?	EME
5.6 How does the school keep up to date with patterns of racism in the community and act to work on contemporary issues which will be affecting pupils?	EME

5.7 Does the school take a measured and intentionally proportionate approach to the prevent duty? Are Muslim pupils, or those perceived to be Muslim, feeling alienated, profiled or under surveillance? If so, what steps can you take to change this?	EMB
5.8 How can the school support refugees and challenge the increasingly negative stigmatisation and stereotyping of refugee children and families?	EME
5.9 How could you celebrate the positive histories of migration in your local area?	EME
5.10 How are children and parents given clear, affirmative, and consistent messages about the benefits of bilingualism or multilingualism, which aims to eliminate misconceptions about bilingualism or multilingualism as a problem?	EME
5.11 Are staff aware that multilingualism or bilingualism isn't associated negatively with intelligence and that parents that don't speak English at home are still able to support their child's education?	EMB

## St Joseph's RC High School (SJHS) Strategic Equality Plan (SEAP) 2025-26

### Self-evaluation 25-26: Department: Community Ministry

Date:	July 2025	Staff involved:	T.Nunn Community Ministry & Community Guests
Activity type:(Book look, listening to learners etc)	Review of SEAP priorities 2025-26		
Purpose of activity	Review to determine progress in anti-racist practice		
Description of activity	Review of all 5 priorities, actions completed and impact.		

Summary of findings	<p>STRENGTHS:</p> <p>AREAS FOR DEVELOPMENT:</p>
Planned follow up actions (with dates and by whom)	
Staff completing the form	<p>T.Nunn  <b>Community Ministry</b></p>

### Equality Objective 1: Leadership, Governance and Involvement

Our school has strong leadership and clear governance around equality, ensuring robust monitoring processes and regular, meaningful stakeholder engagement.

Evaluation findings The why	Consequent focus	Action	Pupil progress/impact	Monitoring activity	Lead	Time
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Representation narrowed last year so more focus is need on contextual representation.	A strong recruitment drive to ensure rich contextual representation in the Ministry	1.1 Student leaders will represent diversity and a wide range of ethnicities in the ministry	The Ministry is diverse and representative of our context.	Review of ministry membership in term 1.	CM	Sep 24- June 25
Pupil voice in 23-24 cited that progress against actions could still be communicated more effectively.	Effective monitoring, of SEAP priorities and more frequent and explicit communication to stakeholders of the progress in each priority.	Monthly ministry meetings  Communicate ministry and SEAP updates half termly with all stakeholders  Develop a cluster SEAP policy with cluster primary schools  Review the anti-bullying policy in conjunction with SEAP updates	The majority of pupils 7-13 are aware of SEAP priorities and progress.  A cluster SEAP is developed and ratified by all cluster primaries	Termly pupil voice monitoring vs objectives and actions	CM	Sep 24- June 25

Autumn term progress and evidence	1.1 A wide range of ages and ethnicities is involved in the ministry and especially during celebration weeks. 1.2 Some progress has been made. SEAP updates have been introduced but need to be shared in the whole school updates 1.3 The SEAP has been shared across cluster schools but it is not a confirmed 'cluster' approach yet. The ant-bullying policy has not yet been reviewed by TN or the Ministry.
Spring term progress and evidence	
Summer/Final evaluative findings to inform 25-26	

**Equality Objective 2: Community Cohesion** Our school promotes positive, integrated relationships between all stakeholders and our wider community.

Evaluation findings The why	Consequent focus	Action	Pupil progress/impact	Monitoring activity	Lead	Time
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<p>Our CPD staff record reflects the need for more extensive training.</p> <p>PSHE review shows pupils need more regular updates and training</p> <p>SDP-2023-24 anti-discrimination banner was not made.</p>	<p>Provide further DARPL CPD for staff &amp; Implement DAN advice</p> <p>Develop further PSHE educating around anti-discriminatory practice</p>	<p>-Ensure staff CPD opportunities for Diversity and anti-racist practice &amp; attend DAN local network sessions and share good practice</p> <p>-Ensure PSHE explicitly teaches about the protected characteristics and our whole school anti-discriminatory approach.</p> <p>-Redesign the anti-racism banner and include an anti-discriminatory banner alongside.</p>	<p>All staff are aware of CPD linked to DARPL/DAN</p> <p>All pupils and staff are well educated around the protected characteristics and our strategy for anti-racism and discrimination.</p>	<p>Evaluation of CPD records</p> <p>Staff and Pupil Voice</p> <p>Review of PSHE and CPD records</p> <p>Staff surveys half yearly</p> <p>Or use of staff informal interviews</p>	<p>CM</p>	<p>Sep 24- June 25</p>
<p>The Community Ministry also requested more explicit cultural celebratory moments in our school curriculum.</p> <p><a href="#">Diversity Curriculum update</a></p> <p>The Community ministry requested more explicit teaching in cultural celebration weeks.</p>	<p>Explicit classroom practice celebrating diversity.</p> <p>Stronger cultural celebration weeks impacting whole school more directly.</p>	<p>Work with AOLE leads to develop diversity in each subject curriculum.</p> <p>Ensure the Community Ministry organises even more impactful cultural celebration weeks affecting more pupils.</p>	<p>Nearly all pupils in KS3 report that our curriculum has a stronger diversity celebration.</p> <p>The majority of pupils state that cultural celebration weeks are really impactful</p>	<p>Pupil Voice</p> <p>Pupil Voice and Cultural week survey evaluations</p>	<p>CM</p>	<p>Sep 24- June 25</p>

<p>Autumn term progress and evidence</p>	
<p>Spring term progress and evidence</p>	
<p>Summer/Final evaluative findings to inform 25-26</p>	

**Equality Objective 3: Equity in Education.** Our school promotes a whole school approach that is fully inclusive and looks to positively identify and address any inequality in provision, attainment, and early career pathways of vulnerable learners

**Links to wider policies, processes and legislation:** This objective reflects the Welsh Government’s **National Mission** to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.

Evaluation findings The why	Consequent focus	Action	Pupil progress/impact	Monitoring activity	Lead	Time
Contextual data shows that over 30% of pupils live in the most deprived wards in Wales. This coupled with the cost of living crisis necessitates the need to keep supporting pupils and families.	Retain a focus on supporting financially vulnerable pupils in school.	-Open uniform shop days in the summer holidays, retain donation, exchange and support system. Inc PE Kit all year. -Stationery-link praises to stationery -Laptops-continue to provide free IT to pupils in need, prioritise FSM senior pupils. -Trips: Evaluate equity considerations (trip requests) and funding support	Nearly all FSM/7UP families feel appropriately supported by school with uniform, stationery, laptops and trips etc..	Pupil and Parent voice  Distribution and support records	TN	Sep 24- June 25
Attendance data for 2023-24 shows that there is a clear gap between key learner groups.	Continue to improve attendance, behaviour, and attainment outcomes for vulnerable groups	-Retain extensive attendance data analysis every month, comparing learner groups. -Establish a stronger Progress, attainment and Wellbeing (PAW) intervention strategies. -	Nearly all learner group pupils agree that school supports them around improving positive behaviours and attendance. This is borne out in improved data outcomes.	Pupil and Parent voice  Attainment, attendance and Positive behaviour data analysis	TN/TS	Sep 24- June 25

Autumn term progress and evidence	
Spring term progress and evidence	
Summer/Final evaluative findings to inform 25-26	