



St David's  
Coleg Catholig Dewi Sant  
Catholic Sixth Form College

# ANTI-RACIST ACTION PLAN

2022-2024



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## **TERMINOLOGY AND DEFINITIONS**

### **Collective Experience of Racism**

When it is necessary to refer to the collective experience of racism, the terms 'Black, Asian and Minority Ethnic' along with 'ethnic minorities' as a short version are used. Wherever possible, the term people is used over communities.<sup>1</sup>

### **Further Education Institutions (FEIs)**

FEIs are defined as Further Education College Groups, FE Colleges and Sixth Form Colleges.

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<sup>1</sup> Anti-racist Wales Action Plan, page 12

# St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024

## STRATEGIC OVERVIEW

### 1. INTRODUCTION TO OUR ANTI-RACIST ACTION PLAN

#### - ABOUT ST. DAVID'S SIXTH FORM COLLEGE

St David's Catholic Sixth Form College is the only designated Church Further Education College in Wales. It operates under a Trust Deed from which its Articles and Instruments are derived. The College's Trustee is the Most Revd. Mark O'Toole, Archbishop of Cardiff. The site and college buildings are owned by the Archdiocese. Until 1993, it was a sixth form college within the Local Education Authority, resulting from the reorganisation of Catholic secondary education within South Glamorgan. It is the only publicly-funded sixth form college in Wales.

St David's Catholic Sixth Form College is located in the affluent Penylan and Cyncoed area of the city, to the north-east area of Cardiff. As well as delivery on the main campus, it supports provision for learners through a collaborative venture with Cardiff West Community High School in the west of the city. The College employs approximately 160 staff members and caters for around 1500 learners.

Despite its geographical location within an affluent area of the city, the College is fully committed to the social inclusion and widening participation agenda by having a deliberate strategy to recruit learners from deprived areas of the city. This reflects the College's commitment to the poor, part of the social teaching of the Church. 50% of the College's learners are from the four most deprived deciles in Cardiff with 33% from the two most deprived deciles.

St. David College strives to establish and sustain a community that gives witness to Christian values and belief. The College aims to realise a vision of the Gospel through its pastoral care, positive inter-personal relationships, high quality curriculum delivery and opportunities for religious and spiritual growth. As part of the College's commitment to holistic education, all learners participate in the Spiritual Reflection programme, which aims to provide a focus on the Catholic Faith, as lived in today's world, as well as an exploration of other world religions.

The College has five 11-16 Catholic partner schools; three are in the City and County of Cardiff, one is in the Vale of Glamorgan local authority, and one is in Rhondda Cynon Taff local authority. The College draws students from four local authorities and beyond with students progressing to St. David's College from over 40 institutions. The College has worked hard to maintain the proportion of its learners from its Catholic partner schools at a time of increased competition from local sixth form providers and is currently at 44%. Whilst there is variation

in participation rates at post-16 between partner institutions, the College has focussed its marketing activities to target and better meet the needs of individual partner schools.

The College continues to strive to increase its Catholic participation and its institutional plan outlines strategies to achieve this over the next four years. 44% of our students are Catholic, but the College is multi-denominational, with a significant number of learners of other religions choosing St David's because of its Catholic ethos. According to market research, the College continues to recruit strongly from inner city Cardiff schools because it has a faith dimension.

The proportion of learners from Black, Asian and Minority Ethnic backgrounds has increased steadily from 34% in 2016/17 to 42% in 2021/22 and is well above the city's Black, Asian and Minority Ethnic percentage. Cardiff is a culturally diverse city and this diversity is evident within the College student body. The College's percentage of Black, Asian and Minority Ethnic learners is well above the Welsh national figure and above the figure for FE Colleges, which is 7%. Cardiff has the highest Black, Asian and Minority Ethnic population in South East Wales. 20.8% of the population of Cardiff are classified as Black, Asian and Minority Ethnic, well above the figure for Wales of 6.2%<sup>2</sup>. St. David's College is an ethnically and culturally diverse college.

The table below shows the percentage of learners categorised by ethnicity.

#### **Ethnic Groupings as a Percentage of Total Learners from 2010/11 to 2022/23**

<b>Ethnic Grouping</b>	<b>2016/17 (%)</b>	<b>2017/18 (%)</b>	<b>2018/19 (%)</b>	<b>2019/20 (%)</b>	<b>2020-21 (%)</b>	<b>2021-22 (%)</b>	<b>2022-23 (%)</b>
Arab							3
Bangladeshi	4	3	4	4	3	3	3
Black	10	14	15	14	13	14	14
Indian	2	2	2	2	2	2	3
Pakistani	3	3	3	3	3	3	3
Other Asian	5	5	6	6	5	5	4
White	66	60	59	59	62	64	58
Other	9	11	10	10	7	5	12

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<sup>2</sup> Gov Wales, Census 2021

The College maintains its distinct profile as a sixth form college for learners aged 16–19 years. Nearly all learners are full-time and the College offers A levels, the Advanced Welsh Baccalaureate and general vocational courses at Levels 2 and 3. Enrolment patterns on programmes and courses have been consistent over recent years. The highest concentration of learners from Black, Asian and Minority Ethnic backgrounds are in the Subject Sector Areas of Sciences, Mathematics and Business, Administration and Law.

The College's staffing profile is predominantly White. 7% of staff members identify as Black, Asian or Minority Ethnic. 75% disclosed their ethnic identity in the College's Equality and Diversity Survey for 2022/23. The College will work to increase the disclosure rate by building an atmosphere for disclosure through sharing examples of how diversity monitoring has informed initiatives and helped to remove barriers.

The College is fully committed to increasing the number of Black, Asian and Minority Ethnic staff. With our diverse student population this is a priority.

Black, Asian and Minority Ethnic staff are not represented at senior leadership level. One member of staff at middle leadership level is from a Black, Asian and Minority Ethnic background. One member of the Governing Body is from Black, Asian and Minority Ethnic background.

The College is fully committed to increasing representation from Black, Asian and Minority Ethnic backgrounds at middle leadership and senior leadership levels and on the Governing Body.

## **MISSION, VISION AND VALUES**

### **Our Mission:**

A Catholic college for the community,  
seeking to discover and realise the full potential of all  
in an atmosphere of love, service and respect  
inspired by Christ.

### **Our Vision:**

We seek the Way, the Truth and the Life.  
The formation of all members of our community in Christ.

**Our Values:**

Our values are based on the **Gospel**, as our mission is '**inspired by Christ**' and all that we undertake is guided and directed by a **Christ-centred vision**. The values we share expressed by the words of Christ in the **Beatitudes Matthew 5**:

*"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"*

Values: **Faithfulness & Integrity**

*"Blessed are those who mourn, for they shall be comforted"*

Values: **Dignity & Compassion**

*"Blessed are the meek, for they shall inherit the earth"*

Values: **Humility & Gentleness**

*"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"*

Values: **Truth & Justice**

*"Blessed are the merciful, for they shall obtain mercy"*

Values: **Forgiveness & Mercy**

*"Blessed are the pure in heart, for they will see God"*

Values: **Purity & Holiness**

*"Blessed are the peacemakers, for they shall be called children of God"*

Values: **Tolerance & Peace**

*"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. **Tolerance & Peace**"*



These words implore us to be a faith-filled community inspired by Christ in all that we do. This determines what we seek to be.

### **What kind of college do we want to be?**

We want to be a college:

- that provides an environment in which learners are enabled to build and deepen their relationship with God;
- that fosters an academic culture aimed at the pursuit of truth;
- that actively promotes growth in virtue;
- where people are believed in and cherished;
- where all talents and abilities are recognised and celebrated;
- where individuals' contributions and accomplishments are appreciated;
- where everyone is treated fairly and justly;
- where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace;
- where encouragement and support are freely available to ensure that all reach their fullest, individual potential for excellence; and
- where we help one another and work together with enthusiasm and generosity, attempting to model the ideals we uphold.

**We seek to be a college that assists our learners to “encounter the living God who in Jesus Christ reveals his transforming love and truth”, Pope Benedict XVI.**

### **Our ambition**

St. David's Catholic Sixth Form College will consistently pursue excellence. Through our Catholic ethos, our learners will encounter God's transforming love and truth in their daily lives. Our commitment will be to the education of the whole person, valuing and celebrating the uniqueness of each individual, with the ultimate goal being formation of the person in Christ. We will pursue the preferential option for the poor with compassion and inclusivity. Our learners will join with us in the search for life-giving answers to the questions of human purpose, human dignity and human flourishing – questions that naturally arise through learned academic practise and inquiry.

## **2. THE VISION, PURPOSE AND VALUES UNDERPINNING OUR ANTI-RACIST ACTION PLAN**

### **Our Vision**

We want to be an anti-racist college by 2030. We want to be a college that is safe, fair and welcoming; a college where all learners have the same high-quality care, support and guidance regardless of their ethnicity or cultural background.

### **Our Purpose**

We want to make a measurable difference to our Black, Asian and Minority Ethnic learners' life chances by implementing strategies and actions aimed to reduce inequalities in the experiences of these learners.

### **Our Values**

#### **- Respect**

We want to be a college where each individual is respected and valued for their unique talents and the unique contributions they make.

#### **- Trust**

We want to be a college where an atmosphere of trust is fostered and where learners feel safe. We want to ensure that we involve learners and staff members with lived experience to play an active role in the work we do on anti-racism. We want the views of these learners and staff members to not just be heard, but to be acted upon in an open and transparent way.

#### **- Race and Social justice**

We want to be a college where each individual has equal worth and makes an equal contribution. We want individuals to feel united by differences rather than divided. We want diversity to be celebrated.

We recognise that the College's strategic plan 2021-2025 was written prior to the requirements for the College to provide an anti-racist action plan. The College's governors and senior leadership team are fully committed to working to ensure that our anti-racist vision, purpose and values will be more explicit in the College's next strategic plan and will be more embedded rather than appearing bolt-on.

However, we have confidence that the College's vision, purpose and values outlined in its current Strategic Plan, 'The Way, the Truth and the Life', are entirely consistent. Our mission and vision focus on the holistic development and formation of each individual, staff members and learners, in order for them to reach their full potential. This recognises that we are all children of God and we all have unique talents and value.

Moreover, our Gospel values, inspired by Christ, are entirely consistent with anti-racist values. We actively promote the values of justice, dignity, tolerance and peace.

### **3. PROCESS OF DEVELOPING OUR ANTI-RACIST ACTION PLAN**

The College has appointed a Project Lead to oversee the development of the College's action plan.

The College has been developing its action plan since December 2022. This has involved the Project Lead working with a range of stakeholders, including:

- Governor representatives
- Members of the Senior Leadership Team with responsibility for strategic planning, quality improvement, Human Resources and MIS.
- Curriculum and Pastoral Middle Managers
- Members of our Catholic and Friends Society with responsibility for Equality and Diversity
- The Equality and Diversity Officer within 'A Community Together' Group
- Staff Engagement Group consisting entirely of staff members with lived experience
- Learner Engagement Group consisting entirely of learners with lived experience

A member of staff with lived experience facilitates the Staff Engagement Group and the Learner Engagement Group. These groups met in 2022/23 and a series of actions were identified following the meetings. These are outlined below:

#### **Key actions identified by the Learner Engagement Group were:**

- The provision of a prayer room for Muslim students.
- Increased content on Black, Asian and Minority Ethnic cultures within the pastoral programme.
- Coverage of anti-racism within the pastoral programme, with pastoral staff trained by an external provider, such as Show Racism the Red Card.
- Review of extremist content within the pastoral programme so that it includes all extremist groups.
- Increase diversity in the staff composition because white staff members do not always understand the unique struggles and cultural differences.
- Provide choice of Halal food within the College Refectory.

- The development and promotion of groups for different ethnic groups, such as a Punjabi Group.
- The celebration of all cultures represented within the learner cohort.
- Highlight the range of destinations routes available to learners so that there is not a focus on stereotypical pathways.
- Increase engagement with community leaders, such as Bute Race Council, Ethnic Youth Support Team.

**Key actions identified by the Staff Engagement Group were:**

- Increase diversity in the staff composition.
- Avoid stereotypes within the Destinations Programme.
- The need for pastoral staff and wellbeing staff to support learners from Black, Asian and Minority Ethnic backgrounds with topics that are culturally sensitive, such as relationships and health.

The College has been working hard to implement the actions identified since 2022 and has made good progress. Some actions, such as increasing the diversity of the staff composition, is more challenging and likely to take longer to achieve, but we are fully committed to implementing strategies to help us to address the issues. Any outstanding actions have been included in this action plan.

The action plan has been compiled using a range of sources of evidence, including learner data on ethnicity provided by Welsh Government's LLWR. The data provides information to identify inequities and opportunities to tackle systemic racism; target issues that need addressing; set targets that will advance anti-racism; make better use of data in planning and decision-making; and over time identify the impact of interventions.

Following the submission of the draft action plan and feedback, the action plan will be revisited by all stakeholders, led by our Project Lead.

#### **4. THE CONTEXT FOR OUR ANTI-RACIST ACTION PLAN**

The College began work explicitly on anti-racism in 2021/22, following presentations from the Black Leadership Group, via Colleges Wales meetings to the Principals and the Curriculum and Quality Group.

During the academic year, it developed an action plan which has provided a solid foundation for the work being undertaken this year. The 10-point diagnostic tool has provided useful guidance and attendance at the support meetings provided by the Black Leadership Group has been invaluable.

By 2023/24, our action-planning process will be fully embedded within our management and governance structures.

The College intends to continue funding the Project Leader post for 2023/24 and it will allocate an annual budget of £10,000 for the implementation of the action plan. The key priority areas for the budget will be professional learning for staff and governors and projects to support Black, Asian and Minority Ethnic learners.

## **5. OUR PRIORITIES FOR BUILDING A SOLID FOUNDATION TO ADVANCE ANTI-RACISM**

The College started its work on anti-racism in 2021/22. This work focussed on some key areas, including:

- A Professional Learning day for all staff delivered by 'Show Racism the Red Card'.
- The establishment of a Staff Engagement Group and a Learner Engagement Group for those with lived experience.
- A leadership course for Black, Asian and Minority Ethnic learners.
- Analysis of attainment and destinations data by ethnic group.
- Raising awareness of Black History Month amongst staff and students.
- Beginning work on developing an anti-racist curriculum.
- Adaptation of the pastoral programme to incorporate anti-racism.

With Welsh Government's commitment to being an anti-racist nation by 2030, the College is excited to build on this foundation and to increase our commitment to this important agenda.

### **2022/2023**

#### **Priorities for 2022/2023 include:**

- Publish a statement outlining our commitment to anti-racism on our website.
- Publish a summary of our Anti-Racist Action Plan on our website.
- Provide training for all governors by an external company specialising in anti-racism.
- The continuation of a Staff Engagement Group and a Learner Engagement Group for those with lived experience, led by a facilitator with lived experience.
- Develop an anti-racist and culturally inclusive curriculum, including the use of sector-developed materials.
- Incorporate anti-racist training within the induction programme for new staff members.
- Incorporate quality measures based on ethnicity within Learning Area Reviews.
- Review lesson materials within the pastoral programme to ensure that anti-racism is covered within the scheme of work.

- Communicate with parents/ guardians regarding the College’s work on anti-racism and provide a summary of the action plan.
- Review and amend recruitment materials to attract staff members from Black, Asian and Ethnic Minority backgrounds.
- Provide an annual College Cultural Awareness Day to celebrate diversity.
- Appoint a Black, Asian and Minority Ethnic representative to the Catholic and Friends Society.

## **2023/2024**

### **Priorities for 2023/2024 include:**

- Provide annual professional learning opportunities on anti-racism for all staff members and governors.
- Provide a mentoring programme for Black, Asian and Minority Ethnic learners.
- Provide seminars and workshops to support Black, Asian and Minority Ethnic learners.
- Continue with a Staff Engagement Group and a Learner Engagement Group for those with lived experience, led by a facilitator with lived experience.
- Analyse Student Experience feedback based on ethnicity to examine whether any issues are disproportionately affecting learners from Black, Asian and Minority Ethnic backgrounds.
- Engage external consultancy support to work with the College to undertake an annual audit of the work that is being undertaken on anti-racism. This audit will identify areas for development and priorities for improvement.
- Undertake positive action to encourage the recruitment and retention of staff and governors from Black, Asian and Minority Ethnic backgrounds.
- Explore ways in which the FE sector in Wales can collaborate to have Black, Asian and Minority Ethnic representation on recruitment panels.
- Include an objective related to anti-racism with the self- assessment process for governors.
- Incorporate anti-racist training within the induction programme for new governors.

## **6. ACCOUNTABILITY FOR ADVANCING ANTI-RACISM**

The Principal and governors are accountable for ensuring the progress of the College’s Anti-Racist Action Plan by holding those responsible to account for the delivery of the actions. The responsibility for implementation lies with the Deputy Principal, supported by the Project Lead. Each action has a lead person/s responsible and timeline.

The Principal will review the progress of the College's Anti-Racist Action Plan within Senior Leadership Team meetings on a half termly basis and the plan will be reviewed by the governors within the Full Governors' meeting on a termly basis.

**PART A**  
**St David's Catholic College**  
**SELF-EVALUATION**  
**ANTI-RACIST WALES ACTION PLAN**  
**CORE ACTIONS FOR LEADERSHIP**



**St David’s Catholic College SELF-EVALUATION 2022/2023: CORE ACTIONS FOR LEADERSHIP**

A self-evaluation framework for the FEI’s current position in relation to the Anti-racist Wales Action Plan’s Core Actions for Leadership of Public, Voluntary and Private Bodies funded by Welsh Government is set out below. Any further actions required by the FEI to satisfy the Core should be included in Part B under the appropriate objectives.

<b>CORE ACTION</b>	<b>CURRENT POSITION</b>	<b>FURTHER ACTION(S)</b>	<b>FEI Anti-racist Action Plan Ref</b>
<p>Core Action 1: A strong commitment to lead from the front and demonstrate it in terms of anti-racist values, behaviours, representation at all levels of the organisation and accountability measures.</p>	<p>The Principal and Governors are strongly committed to anti-racism. The College is an affiliated organisation of the Black Leadership Group.</p> <p>The College has funded a part-time post to focus on the development of the anti-racist agenda.</p> <p>The Black Leadership Group gave a presentation to the Governing Body on anti-racism in summer 2022.</p> <p>The anti-racist action plan will be a standing item on the agenda of Full Governors’ Meetings and will be covered and monitored by the Student Experience, Academic Standards and Quality Improvement Committee. The Deputy Principal has oversight of the action plan writing, reviewing and monitoring will ensure that the action</p>	<p>Provide anti-racism training for all governors on an annual basis led by the Black Leadership Group.</p> <p>Outline anti-racist values and behaviours within our person specifications and Charters for staff and learners.</p> <p>Include reference to anti-racism within performance reviews for all middle and senior managers.</p> <p>Provide staff development workshops for all new staff as part of the induction programme.</p> <p>Provide at least one seminar/ workshop event each year for staff and governors to keep an understanding of anti-racism on the agenda.</p> <p>The Senior Leadership Team to access Academi Wales leadership modules focussed on anti-racist values and behaviours.</p>	<p>2.1 2.2 2.3 3.1 3.3 3.4 4.1 6.1 6.2 6.3 8.1 8.2 9.1 9.2 10.1 10.2 10.3 10.4</p>

	<p>plan is reviewed by SLT on a half-termly basis.</p> <p>An annual staff development workshop for all staff members is provided on anti-racism by an external agency specialising in this area.</p>	<p>The percentage of staff from Black, Asian and Ethnic Minority backgrounds is low relative to the learner population.</p> <p>Therefore, it is the College's intention to aim to increase representation of Black, Asian and Ethnic Minority staff by 3% using positive action.</p>	
<p>Core Action 2: Participation in all decision making and senior leadership groups in a way that enables lived experiences of ethnic Black, Asian and Minority Ethnic people to be heard and acted upon.</p>	<p>A Learner Engagement Group and Staff Engagement Group have been operating since 2021/22 and these have been set up specifically for those with lived experience. These groups meet each term and key actions from the minutes feed into SLT meetings. The groups are facilitated by a member of staff with lived experience. The key actions identified from the groups in 2021/22 are outlined in Section 5.</p>	<p>The Learner and Staff Engagement Groups will be facilitated by a member of staff with lived experience who will feedback to the middle manager with responsibility for the project. This approach should encourage greater dialogue within meetings. The feedback from these groups will be reported to the Senior Leadership Team by the Deputy Principal on a termly basis. This information will feed in to reports for governors.</p> <p>The College plans to continue with these engagement groups for 2022/23 and 2023/24.</p>	<p>1.5</p> <p>1.6</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>5.1</p> <p>5.2</p> <p>5.4</p> <p>6.1</p> <p>6.2</p> <p>8.1</p> <p>9.1</p> <p>9.2</p> <p>10.2</p> <p>10.3</p>

**St David's Catholic College SELF-EVALUATION 2022/2023: CORE ACTIONS FOR LEADERSHIP**

<b>CORE ACTION</b>	<b>CURRENT POSITION</b>	<b>FURTHER ACTION(S)</b>	<b>FEI Anti-racist Action Plan Ref</b>
<p>Core Action 3: Achieve, at the very least, minimum requirements of the Equality Act 2010 and publish the results in an open and accessible forum/platform.</p>	<p>The College's Equality and Diversity Policy and Strategy is available via the College's website.</p> <p>The College does not fully meet the minimum requirement of the Equality Act 2010.</p> <p>The College does not currently publish an annual report with its equality objectives identified from consideration of relevant equality information.</p> <p>It does not have an objective for each protected characteristic.</p> <p>It does not review pay differences in relation to protected characteristics.</p> <p>It does not have appropriate arrangements in place to monitor progress towards meeting its objectives and it does not monitor the effectiveness of its approach.</p>	<p>Review its current Equality and Diversity Policy and Strategy and ensure that it fully meets the duties.</p> <p>Publish an annual report with its equality objectives identified from consideration of relevant equality information.</p> <p>Include an objective for each protected characteristic in the policy and strategy.</p> <p>Review pay differences in relation to all protected characteristics, including ethnicity.</p> <p>Make appropriate arrangements to monitor progress towards meeting its equality objectives. It will monitor the effectiveness of its approach.</p> <p>Publish the results of the annual equality surveys undertaken.</p> <p>Increase disclosure rates in the survey to 85% by building an atmosphere for disclosure through sharing examples of how diversity monitoring has informed initiatives and helped to remove barriers.</p>	<p>2.3</p> <p>3.1</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>8.1</p> <p>8.2</p> <p>9.1</p> <p>9.2</p> <p>10.2</p> <p>10.2</p> <p>10.4</p>

		<p>Engage expert consultancy to support this process, if necessary.</p> <p>Undertake positive action in terms of recruitment processes.</p> <p>Engage under-represented groups in professional learning opportunities and relevant leadership training.</p>	
<p>Core Action 4: Ensure minimum standards and provision of culturally sensitive and appropriate services, including provision of translation and interpretation.</p>	<p>The College has an anti-bullying policy but this needs to be more explicit in relation to racist bullying/ micro aggressions. Training was undertaken by all staff in June 2022 on anti-racism.</p> <p>The College does not provide ESOL lessons, although it does provide Essential Skills qualifications in literacy from entry level.</p> <p>The College has some links with the diverse communities it serves, such as the Muslim Council for Wales, but there is a need to expand the number of links to ensure coverage of the communities it serves.</p> <p>The College provides a prayer room for learners, as well as the College Chapel as a place for prayer and worship.</p> <p>The College has a number of clubs and societies, such as the Punjabi Society and it celebrated its inaugural Culture Day in February 2023 with over 35 cultures represented. Feedback from staff and learners was overwhelmingly positive and</p>	<p>Review the bullying policy and ensure that racist bullying/ micro-aggressions are explicit.</p> <p>Provide staff training in summer 2023 on dealing with racist bullying/ micro-aggressions.</p> <p>Provide staff training to increase cultural awareness and sensitivity, recognising diverse ethnic groups' needs.</p> <p>Develop greater links with community groups.</p> <p>Continue with annual Culture Day, inviting community groups to participate.</p> <p>Explore ways to provide access to translation services, where needed.</p>	<p>1.4</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.5</p> <p>6.1</p> <p>7.2</p> <p>9.1</p> <p>9.2</p> <p>10.3</p> <p>10.4</p>

	<p>we will have this as an annual event going forward.</p> <p>The College does not provide or have links with translation/ interpretation services currently.</p>		
<p>Core Action 5: Ensure robust complaints policies and processes for racial harassment that are validated to the satisfaction of Black, Asian and Minority Ethnic groups.</p>	<p>The College has a complaints policy that is available via the College's website. It does not make explicit reference to racism and has not been validated by Black, Asian and Minority Ethnic staff and learners.</p> <p>The College monitors incidences of racial abuse or harassment using its anti-bullying register. Reports are provided to SLT and governors on a termly basis.</p>	<p>The College's complaints policy and processes will be reviewed and co-designed with staff and learners from Black, Asian and Minority Ethnic backgrounds. The new policy and processes will ensure that racial abuse and racial harassment are explicit and reporting mechanisms are clear.</p> <p>Following the implementation of the new policy, data will be reported to the Senior Leadership Team and Governors on a termly basis.</p>	<p>2.3 3.6 5.3 5.4 9.2</p>

**PART B**

**St David's Catholic College  
ANTI-RACIST ACTION PLAN  
KEY OBJECTIVES 2022-2024**

**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 1: Curriculum</b>					
<b>A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.</b>					
<b>ACTION(S)</b>	<b>OPERATIONAL PERFORMANCE MEASURES (OPMs)</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>1.1 Curricula, whilst meeting awarding requirements, reflect an anti-racist Wales, covering wherever possible contemporary Welsh values, the importance of colonial history and the contribution made by Black, Asian and Minority Ethnic people to society.</b>					
<p>Course teams to undertake a review of the delivery of their curriculum to ensure that: 'curricula, whilst meeting awarding requirements, covers, wherever possible contemporary values, the importance of colonial history and the contribution made by black people to society.'</p> <p>Quality process – subject staff to report on Black, Asian and Minority Ethnic groups of learners' attainment and successful completion and provide actions for areas of</p>	<p>All courses to complete a diversity assessment and to include diverse examples to ensure an anti-racist curriculum.</p> <p>Schemes of work to be adjusted at a departmental level and overseen by Learning Area Mangers.</p> <p>Quality documentation to be adjusted and course teams to report on and provide actions for areas of underperformance.</p>	March 2023	Sept 2023	<p>Project Lead Senior Leadership Team Director of Learning &amp; Teaching Learning Area Managers Course teams</p>	

<p>underperformance (currently Black male learners). Achievement against target grades to be considered for Black, Asian and Minority learners in line with or exceed national comparators (% will vary depending on subject).</p>	<p>Black, male attainment to be in line with or exceed other groups of learners (% will vary depending on subject) Learners meet or exceed their target grades based on national comparators.</p>				
<p><b>1. 2 Tutorial programmes and wider curriculum activities reflect the impact of racism on Black, Asian and Minority Ethnic people and white people, and promote anti-racist values and behaviours.</b></p>					
<p>Pastoral director reviews tutorial programme to ensure that it 'reflects the impact of racism on black and white communities and promotes anti-racist values and behaviours.'</p> <p>Pastoral director to undertake a diversity assessment and adjust tutorial programme to incorporate anti-racism lessons. Work with external agencies such as 'Show Racism the Red Card' to critique lessons for suitability and appropriateness.</p>	<p>Lessons on anti-racism, micro-aggressions, unconscious bias and equality and diversity included in programme and training for deliverers included.</p> <p>Critical reading undertaken by external agency such as 'Show Racism the Red Card'.</p> <p>Establish baseline data which can be reflected on in future plans. Student survey to include a question on the quality of the</p>	<p>March 2023</p>	<p>Sept 2023</p>	<p>Project Lead Senior Leadership Team Director of pastoral Pastoral staff</p>	



	anti-racist content delivered and their experiences of it. Aim to achieve a satisfaction rating of 85%.				
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 1: Curriculum</b>					
A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
<b>1.3 The choice of assessment strategies and qualifications (including optional units) promotes cultural inclusiveness and anti-racism.</b>					
<p>Course teams to ensure assessments and choice of qualifications and units (where choice exists) promote cultural inclusiveness.</p> <p>Course teams to choose optional units and assessment questions that reflect anti-racism and cultural inclusiveness.</p>	Year plans and assessment schedules adjusted.	March 2023	Sept 2023	Project Lead Senior Leadership Team Director of Learning & Teaching Learning Area Managers Course teams	
<b>1.4 High quality, consistent further education is in place to meet the needs of immigrants, refugees and asylum seekers, supporting progression to higher-level learning and work</b>					

<p>The College will continue to accept refugees and Ukrainian learners in line with Welsh government requirements.</p> <p>The College will offer flexible start opportunities for immigrants, refugees and asylum seekers along with catch up sessions to support progress on their courses and progression to higher level learning and work</p> <p>The College to explore introducing a dedicated in-house ESOL programme to support learners and their families.</p> <p>The College to increase the uptake of the currently offered ESOL support (assessed on enrolment).</p> <p>The College to continue running holiday clubs which are strongly attended by learners from Black, Asian and Minority Ethnic backgrounds.</p> <p>Maintain diverse enrolment above the Cardiff proportion of 15.2%</p>	<p>Learners accepted and enrolled onto suitable courses including Maths and English language.</p> <p>121 catch up support offered by course teams, overseen by the Learning Area Manager.</p> <p>ESOL programme explored for viability.</p> <p>Baseline data for ESOL support take-up collected and evaluated with a view to increasing participation.</p> <p>Holiday clubs to continue and participation of Black, Asian and Minority Ethnic reported on.</p> <p>Proportion of Black, Asian and Minority Ethnic learners maintained at above Cardiff proportion of 15.2% and in line with previous years' enrolments of 36% (2021-22).</p> <p>Male black learners perform in line with college benchmark at both AS and A2 (% will vary depending on subject performance). Female black learners perform in line with or</p>	<p>March 2023</p>	<p>July 2024</p>	<p>Project Lead Senior Leadership Team Learning Area Managers Course teams</p>	
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<p>'non-white' and in line with previous years' enrolments (36% in 2021-22).</p> <p>Address the underperformance of black learners at AS and A2 There is an underperformance in black learners and 'Other' learners across AS and A2. This is particularly apparent at the top end. Male black learners are the largest contributor to the underperformance, although account for around 5% of total activity. Significant black female underperformance is only apparent at AS.</p>	<p>exceed college benchmarks at AS (% will vary according to subject).</p>				
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**Objective 1: Curriculum**

**A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.**

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
<b>1.5 Institutional course/programme validation arrangements ensure that curricula and qualifications (content, assessment strategies, delivery models and pedagogy) are culturally inclusive, reflect contemporary Welsh values and promote anti-racism.</b>					
<p>The College to participate in sector-led (along with Colleges Wales) lobbying in order to exert pressure on Welsh Government, Qualifications Wales, OFQUAL (for relevant qualifications) and awarding bodies.</p> <p>Staff that also hold senior examiner roles to promote, where possible, anti-racism in the examples and language used in setting, revising and marking assessments.</p>	<p>Data collected from staff. Focus group held to gather qualitative data. The College to exploit all opportunities to escalate this information to the parties mentioned, left.</p> <p>Senior examiners allowed time to attend relevant awarding body meetings.</p>	March 2023	July 2024	<p>Project Lead Senior Leadership Team Director of Learning &amp; Teaching Learning Area Managers Course teams Examiner staff</p>	

<b>1.6 Black, Asian and Minority Ethnic staff, learners and apprentices are represented within advisory forums, groups or boards that develop, validate, audit/review and oversee effective implementation of curricula and qualifications.</b>					
<p>When considering introducing new courses or choosing optional units, the College to consult a panel consisting of Black, Asian and Minority Ethnic students and staff to ensure the College's anti-racist message is promoted Yearly review of curricula at department level undertaken (overseen by Learning Area Managers as part of file checks and in learning area meetings) to ensure texts and module choices are appropriate and promote anti racism.</p> <p>The College to ensure proportional representation of Black, Asian and Minority Ethnic Learners in student representatives.</p>	<p>Panels created and consulted. Suggestions considered and implemented where appropriate. Learning Area Managers oversee departmental reviews of curriculum.</p> <p>Ethnicity data of student reps to be collected and analysed. Where there is not proportional representation, course teams to seek representation proactively.</p> <p>Learner engagement group meets once per half term with a staff member who has lived experience.</p> <p>Suitable members appointed.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Project Lead Senior Leadership Team Student Experience Manager</p>	

<p>To continue with the learner engagement group consisting of learners from Black, Asian and Minority Ethnic backgrounds.</p> <p>Appoint a Black, Asian / Minority Ethnic representative to the Catholic and Friends Society.</p> <p>To appoint a Black, Asian / Minority Ethnic learner to the Equality and Diversity group (A Community Together).</p>	<p>Suitable member appointed</p>				
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 2: Culture (CPD)</b>					
<b>All professional development and leadership programmes to include, as a central component, the consideration of anti-racism and for teacher training, the inclusion of anti-racist pedagogy.</b>					
<b>ACTION(S)</b>	<b>OPERATIONAL PERFORMANCE MEASURES (OPMs)</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>2.1 Professional development and leadership programmes ensure that staff at all levels are equipped to a) deal with issues around racism and b) promote anti-racism.</b>					
<p>To run training in July 2023 using external agencies and those with lived experience for staff on anti-racism and equality and diversity. Training to include micro-aggressions, unconscious bias and Equality Act legislation.</p> <p>Engage 'Show Racism the Red Card' or other external agencies to provide staff development and training to ensure that staff are equipped to deal with issues around race and race equality.</p>	<p>Annual training forms part of the College Calendar.</p> <p>All staff undertake training.</p> <p>Staff feedback gathered and reflective actions drawn up. Satisfaction rating achieved where at least 80% of staff feel equipped to deal with issues around racism and to promote anti-racism.</p>	March 2023	July 2023	<p>Project Lead</p> <p>Senior Leadership Team</p> <p>All college staff</p> <p>External provider</p>	



<p>All staff undertake required staff development. Staff reflect on training and provide feedback.</p> <p>Course teams to report on performance of Black, Asian and Minority Ethnic learners in teaching and learning review, performance reviews and action plan (as required). Learning Area reviews to report on any areas of underperformance at a learning area level.</p> <p>To provide anti-racism training for all governors on an annual basis led by the Black Leadership Group.</p> <p>The Senior Leadership Team to access Academi Wales leadership modules focussed on anti-racist values and behaviours.</p>	<p>Data made available and quality documentation amended to include these elements. Learning Area reviews to report on underperformance at a learning area level and actions to be set to address. Any areas of underperformance to increase in line with benchmarks.</p> <p>Training undertaken by all governors.</p> <p>Training undertaken by Senior Leadership Team</p>			<p>Project Lead Senior Leadership Team MIS department Course teams</p> <p>Governors</p> <p>Senior Leadership Team</p>	
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**2.2 Internally delivered qualification-based teacher and work based learning assessor training programmes and other teacher/assessor training activities include, as a core component, anti-racist pedagogy.**

<p>Internal NQT programme to instill anti-racist pedagogy.          NQT observation and support to include an assessment of how well the NQT integrates activities which include, as a core component, the consideration of racial equality and anti-racist pedagogy.          To gather and reflect on data regarding the confidence levels of new staff dealing with issues surrounding anti-racism.</p>	<p>Observation sheet amended and anti-racist pedagogy to form part of the mentoring support offered by the College.          Establish baseline data which can be reflected on in future plans. New staff survey to include a question on the quality of the anti-racist content delivered and their experiences of it. Aim to achieve a satisfaction rating of 85%.</p>	<p>March 2023</p>	<p>July 2024</p>	<p>Project Lead          NQT supervisor</p>	
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 2: Culture (CPD)</b>					
<b>All professional development and leadership programmes to include, as a central component, the consideration of anti-racism and for teacher training, the inclusion of anti-racist pedagogy.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>2.3 The commitment to promote anti-racism stretches beyond staff development, to include all HR processes (e.g., induction, appraisals, conduct and capability, succession planning, etc.).</b>					
<p>The College to review the induction and Formation (performance management) processes to include specific reference to anti-racism. The College to proactively intervene where qualitative data (gathered as part of new staff induction and formation interviews with Learning Area Managers) indicates staff do not feel equipped to deal with race issues.</p> <p>The College to reflect on the proportion of staff at all levels from Black, Asian and Minority Ethnic backgrounds and, in terms of succession planning, to offer</p>	<p>Induction and formation process amended and data collected on the extent to which new and existing staff feel equipped to deal with issues involving race. Where qualitative data indicates that there are staff that do not feel confident dealing with these issues, training to be provided by the Learning Area Manager.</p> <p>Baseline data gathered. Opportunities for staff to provide mentoring, coaching, work</p>	March 2023	Sept 2024	Project Lead Senior Leadership Team HR Department Learning Area Managers	

opportunities for staff to provide mentoring, coaching, work shadowing and training for aspiring leaders.	shadowing and training for aspiring leaders.				
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**St David’s Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 3: Culture (Data 1)</b>					
<b>FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>3.1 The institution has an effective strategy for the collection of ethnicity data, communicated through diverse media and involving consultation with staff at all levels, trade unions and advisory groups.</b>					
<p>‘The College to collect ethnicity data annually and to explore with staff, strategies for increasing disclosure rates, including holding lived experience fora with Black, Asian and Minority Ethnic staff to identify and address any concerns about disclosure’. Is it possible to include how understanding will be measured (e.g. the return rate) with a target set for improvement – from x% currently to x% by Sept 2024.</p> <p>Vice Principal for Quality to report in the College’s Self-Assessment Report on ethnicity data.</p>	<p>Survey created and disseminated to all staff.</p> <p>Staff with lived experience to form a focus group looking at improving the completion and disclosure rate for the equality and diversity survey.</p> <p>Vice Principal for Quality to report on ethnicity data in SAP and to address any areas of concern in the strategic/action plan.</p> <p>Questions included in wellbeing survey.</p>	<p>March 2023</p>	<p>Sept 2024</p>	<p>Project Lead Senior Leadership Team Vice Principal for Quality Staff with lived experience</p>	

<p>The College to include questions on respect and bullying/harassment in wellbeing survey.</p> <p>Students to complete wellbeing and equality and diversity surveys. Focus group held to gather qualitative data on lived experience. Analysis to cover 'The Student Journey' (mirroring the criteria in the 10PP diagnostic toolkit).</p> <p>To update strategic plan following analysis of identified gaps.</p> <p>From the Data Sets (table A.1.1): The College has seen a slight decline in Black learners (down from 11% in 19/20 to 9% in 20/21) and in Asian learners (down from 15% in 19/20 to 12% in 20/21). The College will address this decline by surveying learners on whether they feel the college is welcoming and inclusive. The College will explore issues with the student engagement group. The College to conduct exit interviews with learners to explore issues surrounding inclusiveness, equality and diversity.</p>	<p>Students' complete wellbeing and equality and diversity surveys, focus group held and analysed mapping the 'student journey'.</p> <p>Strategic plan updated as needed.</p> <p>Survey distributed and Decline in enrolment of Black and Asian learners increases to 2019/20 levels.</p> <p>Exit interviews conducted and qualitative data analysed with actions set as a result.</p>				
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<b>3.2 Annual reports incorporate learner and apprentice profile, performance, destination and lived experience data for the whole of the 'learner journey' by ethnic background, including actions to address any identified gaps.</b>					
<p>The College to collect and report on the progression of Black, Asian and Minority Ethnic learners and compare with other ethnic groups. To work with staff with lived experience gathering qualitative data on the possible barriers to progression faced by Black, Asian and Minority Ethnic learners. This information will then feed into the College Self-Assessment Report and associated actions. Report to be sent to governors.</p> <p>2021 data: To maintain and publicise the positive rate of acceptance to university for learners from Black, Asian and Minority learners. To work with local employers to introduce a series of talks from black, Asian and Ethnic Minority role models.</p> <p><b>Acceptances</b></p>	<p>Vice Principal for Quality to report on ethnicity data in Self-Assessment Plan and to address any areas of concern in the strategic/action plan.</p> <p>Staff with lived experience to form a focus group looking at improving the progression rate for Black, Asian and Minority Ethnic learners. Report sent to governors.</p> <p>College website updated with positive figures of acceptance to university for learners from Black, Asian and Minority Ethnic backgrounds.</p> <p>Local employers engaged and role model talks established in the College.</p>	<p>March 2023</p>	<p>Sept 2024</p>	<p>Project Lead Senior Leadership Team Destinations Manager Vice Principal for Quality Staff with lived experience</p>	

<ul style="list-style-type: none"> <li>· 98.0% of College students who indicated their ethnicity as Black were accepted, in comparison to 89.4% for the sector of 18 year olds</li> <li>· 90.6% of College students who indicated their ethnicity as Black were accepted, in comparison to 87.2% for the sector of 18 year olds</li> <li>· For comparison between ethnic groups, 87.1% students who indicated their ethnicity as White were accepted</li> <li>· Of our total acceptances, 10.9% were of Black ethnicity, 17.1% of Asian ethnicity and 58.7% were White – in comparison to 6.0% Black and 13.7% Asian of all 18 year-old acceptances.</li> </ul> <p>To improve the offer rate for learners from Black, Asian and Minority Ethnic backgrounds in line with the offer rate for White learners.</p>	<p>The College to report in its self-assessment reports the progress made on addressing ethnicity attainment gaps for learners</p> <p>Offer rate for learners for Black, Asian and Minority Ethnic learners to meet or exceed the offer rate for white learners.</p>				
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 3: Culture (Data 1)</b>					
<b>FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>3.3 Annual reports incorporate staff and governor profile data by ethnic background, including actions to address any identified gaps.</b>					
<p>The college to distribute an ethnicity survey to staff and governors and to analyse data to identify gaps. College to set actions on improving the diversity of the college staff and governors. Annual reports to be sent to governors.</p> <p>See also actions, above, from 3.1-3.2.</p> <p>Staff members with lived experience to have the opportunity to attend governors' meetings to provide first-hand information on their experiences in college relating to</p>	<p>Survey created and distributed.</p> <p>Actions set on improving diversity following consultation with those with lived experience.</p> <p>Staff members with lived experience to attend governors' meetings.</p>	<p>March 2023</p>	<p>Sept 2024</p>	<p>Project Lead Senior Leadership Team HR Department Staff with lived experience Principal Governors</p>	

<p>equality and diversity. Governors to hold the Principal to account through the self-assessment review.</p>	<p>Self-assessment review to reflect staff and governor feedback and corresponding actions. The College to include in its self-assessment report progress made in addressing the actions in relation to increasing the proportion of governors and staff from a Black, Asian and Minority Ethnic background.</p>				
<p><b>3.4 Annual reports include staff recruitment and selection. progression and lived experience data by ethnic background, including actions to address any identified gaps.</b></p>					
<p>The College to report on applicant data.</p> <p>The College to collect and report on the progression of Black, Asian and Minority Ethnic staff and compare with other ethnic groups. To work with staff with lived experience gathering qualitative data on the possible barriers to progression faced by Black, Asian and Minority Ethnic staff. This information will then feed into the College Self-Assessment Report and associated actions. Report to be sent to governors.</p>	<p>HR to provide applicant data.</p> <p>Vice Principal for Quality to report on ethnicity data in Self-Assessment Plan and to address any areas of concern in the strategic/action plan. Staff with lived experience to form a focus group looking at improving the progression rate for Black, Asian and Minority Ethnic staff. Report sent to governors.</p> <p>The college to include in its self-assessment report and HR report to Governors progress made in addressing the actions in relation to</p>	<p>March 2023</p>	<p>Sept 2024</p>	<p>Project lead Senior Leadership Team Destinations Manager Vice Principal for Quality Staff with lived experience Governors</p>	

<p>The College will review its current Equality and Diversity Policy and Strategy and ensure that it fully meets the duties.</p> <p>The College will publish an annual report with its equality objectives identified from consideration of relevant equality information with an objective for each protected characteristic, Progress monitored on a termly basis and evaluated.</p>	<p>recruitment, selection and progression of staff from a Black, Asian and Minority Ethnic background.</p> <p>Current policy reviewed and report on compliance written.</p> <p>Report published and equality objectives generated. Progress reviewed and evaluated termly.</p>				
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 3: Culture (Data 1)</b>					
<b>FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>3.5 Persistent imbalances in participation, outcomes and lived experiences are addressed, and the preemption of future challenges with reference to anti-racism are incorporated in strategic plans.</b>					
<p>The College to address the underperformance of Black male learners at AS and A2 and black female learners at AS level. There is an underperformance in black learners and 'Other' learners across AS and A2. This is particularly apparent at the top end. Male black learners are the largest contributor to the underperformance, although account for around 5% of total activity. Significant black female underperformance is only apparent at AS.</p> <p>Consider diversity when recruiting staff and appointing governors</p>	<p>Male black learners meet or exceed college benchmarks at both AS and A2. Female black learners meet or exceed college benchmarks at AS level. (% will vary according to subject).</p>	<p>March 2023</p>	<p>Sept 2023</p>	<p>Project Lead Vice Principal for Quality Senior Leadership Team</p>	

<p>(within legal parameters). Work with other providers in the sector to work collaboratively for Black, Asian and Minority Ethnic representation on recruitment etc.</p> <p>From the datasets (table A.5.1): Mixed/multiple ethnic groups on vocational courses underperform against other ethnic groups. E.g., 76% success rate compared with 83% for White learners, 86% for Black and 85% for Asian learners. Learning areas with vocational courses will identify such learners at risk of underperformance and initiate catch up/121 support sessions.</p> <p>From the datasets (table A.5.2): Black learners' success rate on business and law vocational courses is below the 'all learner' performance by -4%. The learning areas for business and law will identify such learners at risk of underperformance and initiate catch up/121 support sessions.</p>	<p>Proportion of staff from ethnic minorities is proportional to the Cardiff census data.</p> <p>Mixed/multiple ethnic groups learners success rate on vocational meets or exceeds other ethnic groups.</p> <p>Black learners' success rate on business and law vocational courses meets or exceeds 'all learners'.</p>				
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<p>From the datasets (table A.5.6): Mixed/multiple ethnic group learners underperform on their two-year achievement measures against all other ethnic groups. Learning areas working with the Pastoral Director will identify such learners and initiate the studentship process with a view to supporting them to achieve and complete their studies.</p> <p>From the datasets (table A.5.10) Mixed/multiple ethnic group learners underperform in their completion of the Welsh Baccalaureate (50% compared with 67% for White learners). The Director for Welsh Baccalaureate will identify such learners and use the Innovation Fund to provide targeted support/interventions.</p>	<p>Mixed/multiple ethnic group learners' success rate (two-year achievement measure) is in line with other ethnic groups' achievement.</p> <p>Mixed/multiple ethnic group learners' success rate in their Welsh Baccalaureate meets or exceeds other ethnic groups' achievement.</p>				
<p><b>3.6 Annual reports include information on learner, apprenticeship and staff incidents of racist abuse, discrimination and an/or bullying, outcomes of actions taken by the institution in relation to these and progress made in preventing such incidents.</b></p>					
<p>Complaints process data analysed for any discrepancies. Report sent to governors.</p>	<p>Complaints process amended to include a question about whether the incident is a racist nature.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Project Lead Vice Principal for Catholic Life</p>	

<p>Actions to be set to address any discrepancies. Complaints process to be amended to include a question about whether the incident is of a racist nature.</p>	<p>Where such incidence occurs, governors informed.</p> <p>The College to include in its self-assessment report and annual safeguarding report to Governors/Senior Leadership Team progress made in addressing the actions in relation to racist abuse, discrimination and/or bullying.</p>			<p>Governors</p>	
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<b>Objective 4: Culture (Data 2)</b>					
<b>All regulatory bodies, funders and membership groups publish workforce, leadership and governance profile data by ethnic background, including actions to address any gaps.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>4.1 The institution sets and communicates their expectations for information published by partners and other external bodies/organisations with whom they work.</b>					
The College to work with the Education Workforce Council and other colleges to develop strategies to improve disclosure rates for ethnicity in a) the college and b) sector wide to meet the Anti-racist Wales Action Plan target of at least a 95.0% disclosure rate (from the current rate of 80.0%) for teachers and learning support staff.	The College meets the target disclosure rate of 95% for teachers and learning support staff.	March 2023	Sept 2024	Senior Leadership Team Project Lead Education Workforce Council (EWC)	



**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 5: Culture (Expertise and Insights)</b>					
<b>All institutional committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>5.1 Committees/ advisory groups are established to address issues relating to anti-racism.</b>					
Continue the student and staff engagement groups where those with lived experience have an opportunity to have their voices heard and share their concerns and experiences. Senior Leadership Team to report to Governors on the feedback / insights and associated actions generated where applicable.	Learner and staff engagement group meets once per half term, and they feed back to the project lead. This then presented to Senior Leadership Team and in turn, to governors and actions generated based on feedback/insights.	March 2023	July 2023	Project Lead Senior Leadership Team Learner Engagement Group Staff Engagement Group Governors	
<b>5.2 The leadership and membership of committees/advisory groups are credible and representative.</b>					
The College to encourage Black, Asian and Minority Ethnic individuals to be supported in their application	Staff engagement group to inform Senior Leadership Team about any	March 2023	July 2023	Project Lead Senior Leadership Team	

<p>for membership of such committees and advisory groups and to explore with the learner/staff engagement group barriers to applying.</p>	<p>barriers to applying and training requirements. Where barriers exist, Senior Leadership Team /Principal (in conjunction with governors) to address raising and support either internally or externally. Representation increases during the time period of the action.</p>			<p>Learner Engagement Group Staff Engagement Group Principal Governors</p>	
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 5 Culture (Expertise and Insights)</b>					
<b>All institutional committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>5.3 Processes are implemented to assess the extent of 'hostile environments', racial bias, discrimination and/or disadvantage, and steps taken to address these.</b>					
The College to engage the expertise of an external consultant with lived experience to assess the extent of 'hostile environments', racial bias, discrimination and/or disadvantage, and initiate steps to address any discrepancies. The College to incorporate actions/recommendations from the review into the action plan.	External consultant engaged and report analysed. Any discrepancies reported to governors. Action plan amended with any actions/recommendations.	March 2023	Sept 2024	Project Lead Senior Leadership Team Governors	
<b>5.4 The institution has a policy for responding to racism, co-designed with Black, Asian and Minority Ethnic learners, apprentices and staff.</b>					

<p>To review the College complaints procedure in collaboration with staff with lived experience.</p> <p>Complaints process to be amended to include a question about whether the incident is of a racist nature.</p>	<p>Staff with lived experience check the College's complaints policy for inclusivity, equality and diversity.</p> <p>Procedure amended as required.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Project Lead Vice Principal for Catholic Life</p>	
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**St David’s Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 6: Climate (Recruitment)</b>					
<b>Recruitment and selection processes, including the deployment of recruitment companies to be anti-racist and proactively redress imbalances in the ethnic diversity of staffing and leadership at all levels.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>6,1 Recruitment and selection processes, including the deployment of recruitment companies, are anti-racist and proactively address imbalances in the diversity of staff and leadership at all levels</b>					
<p>To review the wording of the College’s job advertisements in order to ensure that those from diverse backgrounds feel encouraged and welcomed to apply. To work with staff with lived experience to review the College website to ensure it uses inclusive imagery and language.</p> <p>The College to work collaboratively with other Further Education Institutions to have Black, Asian and Ethnic Minority representation on panels for recruitment. The college to work with community groups to</p>	<p>Review undertaken in collaboration with staff with lived experience.</p> <p>The College to have Black, Asian and Ethnic Minority representation on panels for recruitment. Community groups engaged for representation where needed.</p>	March 2023	Sept 2024	<p>Project Lead Senior Leadership Team HR Department Staff with lived experience</p>	

provide representation where gaps exist.					
<b>6.2 Workforce strategies incorporate targeted support for Black, Asian and Minority Ethnic staff to develop their careers and succeed in their roles.</b>					
The College to review internal adverts for racial equality and anti-racism. Staff with lived experience to form a focus group to discuss barriers to applying and strategies the College could employ to encourage applications from a diverse range of backgrounds.	Review undertaken in collaboration with staff with lived experience.  The College to have Black, Asian and Ethnic Minority representation on panels for recruitment.	March 2023	July 2023	Project Lead Senior Leadership Team HR Department Staff with lived experience	

**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 6: Climate (Recruitment)</b>					
<b>Recruitment and selection processes, including the deployment of recruitment companies to be anti-racist and proactively redress imbalances in the ethnic diversity of staffing and leadership at all levels.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>6.3 Recruitment and retention issues of teachers from Black, Asian or Minority Ethnic communities in the PCET sector are identified and appropriate positive actions are in place where required and impact assessed, strengthening representation.</b>					
<p>The College to conduct exit interviews with staff who choose to leave the College and, where that member of staff is from a Black, Asian or Minority Ethnic background, to ascertain if there is an issue in relation to inclusivity/equality and diversity.</p> <p>The College to take positive action (accompanied by an impact assessment) to encourage more diverse applicants to apply.</p>	<p>Exit interviews conducted and governors informed of discrepancies.</p> <p>Language of adverts to include 'we encourage individuals from diverse backgrounds to apply'.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>HR Department Senior Leadership Team Project Lead Governors</p>	

**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 7: Climate (Quality Systems)</b>					
<b>Quality systems evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through reviews and annual reports.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>7.1 Quality assurance processes evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through Quality Development Plans.</b>					
Annual quality documentation to include an analysis of attainment gaps between White and learners from a Black, Asian and Minority Ethnic Background and appropriate action points set in relation to addressing any areas of underperformance. (Refer to data from earlier sections)	Data to be made available to learning areas to enable analysis to be conducted. Quality documentation to be amended. Course teams/learning areas to analyse and report on this in the performance review completed in September each year.	March 2023	Sept 2023	MIS Department Project Lead Vice Principal for Quality Director of Teaching and Learning Staff	
<b>7.2 Quality evaluations ensure that all learners and apprentices have equitable access to curricula and digital learning.</b>					



<p>The College to continue to use deprivation as the basis for allocating resources to learners to ensure equitable access in line with the Catholic ethos of the College. The College will analyse the demographic of learners accessing the devices/curricula and address any issues in the action plan.</p>	<p>Criteria employed to allocate resources to ensure equality of access. Data analysed and actions developed as needed.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Project Lead Senior Leadership Team</p>	
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 8: Climate (Impact Assessments)</b>					
<b>Annual reports and diagnostic and structural reviews to compare data on Black, Asian, Minority Ethnic leaders, managers, staff and governors against the student body profile and local demographics and incorporate anti-racism impact assessments.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>8.1 Annual reports and, where appropriate, all strategic reviews and key decisions incorporate anti-racism impact assessments.</b>					
The College to consult staff with lived experience as part of annual strategic reviews and before key decisions are made. This information will then feed into the College Self-Assessment Report and associated actions. Report to be sent to governors.	Vice Principal for Quality to report on ethnicity data in Self-Assessment Plan and to address any areas of concern in the strategic/action plan. Staff with lived experience to be consulted as part of annual strategic reviews and before key decisions are made. Report sent to governors.	March 2023	Sept 2024	Project Lead Senior Leadership Team Staff with lived experience Governors	
<b>8.2 Restructuring decisions, including changes to leadership and governance, incorporate impact assessments for anti-racism, including actions to mitigate any adverse outcomes.</b>					
Restructuring decisions to be preceded by an impact assessment. The Principal and Governors to meet	Impact assessment conducted in collaboration with staff with lived experience. Governors and Principal	March 2023	Sept 2024	Project Lead Senior Leadership Team	

<p>with staff with lived experience to ascertain the impact of any restructuring decisions on Black, Asian and Ethnic staff, learners and wider stakeholders.</p>	<p>to avoid restructuring/changes to leadership/governance where this would have a detrimental effect on the racial equality of the College.</p>			<p>Staff with lived experience Governors Principal</p>	
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 9: Climate (Best Practice)</b>					
<p><b>The design and implementation of a common framework to share best practice in the advancement of anti-racism across all modes of learning.</b></p> <p><b>To be developed through sector wide collaboration (i.e., FE regulators, development organisations, employer bodies, unions and FEIs).</b></p>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>9.1. Collaboration with other relevant institutions and/or sectoral bodies leads to the adoption and embedding of best practice in the advancement of anti-racism.</b>					
The College to participate in the Diocesan project in collaboration with Catholic schools in Wales and the Catholic College to work with partners to share best practice.	Project Lead to meet with Senior Leadership Team from Catholic Schools in Wales to share action plan and to explore collaborative working to improve representativeness of, e.g. recruitment panels.	March 2023	Sept 2024	Project Lead 'Catholic College Wales'	
<b>9.2 Leaders ensure the institution acts as a role model in its own implementation and impact of 'best anti-racist practice'.</b>					
The College to undertake half-termly reviews of this action plan, in collaboration with staff with lived experience, to keep anti-racism on the agenda and to regularly assess	Half-termly review conducted.	March 2023	Sept 2024	Project Lead Senior Leadership Team Governors	

<p>progress towards becoming a truly anti-racist establishment. Anti-racism, equality and diversity to form a standing agenda item on Senior Leadership Team (once a half term) and governor meetings (once a term).</p> <p>The College will promote its best practice in anti-racism on its website.</p>	<p>Meeting minutes report on standing agenda item.</p> <p>Website updated.</p>				
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**St David's Catholic College ANTI-RACIST ACTION PLAN 2022-2024**

<b>Objective 10: Communications</b>					
<b>FEIs to promote anti-racism and ensure fair and positive treatment of Black, Asian, Minority Ethnic learners, apprentices, staff and communities in all communications, messaging and optics.</b>					
<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>10.1 Institutional statements unequivocally communicate a responsibility and commitment towards promoting anti-racism.</b>					
<p>The College vision statement and core values to more explicitly reference anti racism and race equity by using language consistent with the Welsh government agenda and this action plan.</p> <p>The College's commitment to anti-racism shall be published on the website.</p> <p>Anti-racist values and behaviours are outlined within our person specifications and Charters for staff and learners.</p>	<p>Vision statement and core values amended.</p> <p>Website updated.</p> <p>Person specifications and Charters updated.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Senior Leadership Team Governors</p>	

**10.2 Regular evaluations are undertaken, internally and externally, to measure perceptions of the institution’s commitment towards promoting anti-racism.**

<p>The College to undertake half-termly reviews of this action plan, in collaboration with staff with lived experience, to keep anti-racism on the agenda and to regularly assess progress towards becoming a truly anti-racist establishment.</p> <p>Anti-racism, equality and diversity to form a standing agenda item on Senior Leadership Team meetings (once a half-term) and governor meetings (once a term).</p> <p>Parents consulted on the extent to which the College is anti-racist, culturally inclusive and welcoming. Report sent to governors and the College website and other materials updated where discrepancies arise. Staff and parents with lived experience to lead on this.</p>	<p>Half-termly review conducted.</p> <p>Meeting minutes report on standing agenda item.</p> <p>Parental consultation takes place and actions set (working with staff and parents with lived experience) on addressing areas where there is a lack of inclusivity.</p>	<p>March 2023</p>	<p>Sept 2024</p>	<p>Project Lead Senior Leadership Team Staff with lived experience Governors</p>	
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<b>Objective 10: Communications</b>					
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<b>ACTION(S)</b>	<b>OPMs</b>	<b>TIMELINE</b>		<b>LEAD/TEAM</b>	<b>PROGRESS</b>
		<b>START</b>	<b>END</b>		
<b>10.3. Leaders create opportunities for reflection and dialogue on racism, providing safe spaces within the institution where people can share their experiences openly.</b>					
The College to introduce 'A Community Together' project to ensure the voices of various sub-groups (one of which is learners from Black, Asian and Minority Ethnic learners) are heard. Two sub-groups to be established – one for staff and one for students.	Groups established, regular meetings take place and minutes taken.	March 2023	July 2023	Project Lead Senior Leadership Team Student and staff groups	



**10.4 Organisational values, culture and behaviours are anti-racist, ensuring fair and positive treatment of learners, apprentices, staff and communities.**

<p>The College to embed the Jesuit Pupil Profile virtues and Servant Leadership through which equality and diversity and anti-racism can be promoted.</p>	<p>Virtues embedded as part of curriculum and pastoral programmes.</p>	<p>March 2023</p>	<p>July 2023</p>	<p>Project Lead Senior Leadership Team Culture Group organisers Student group</p>	
<p>The College to organise an annual Cultural Day for staff and students.</p>	<p>Annual cultural day takes place and evaluation satisfaction survey distributed with an opportunity for qualitative feedback.</p>				



St David's  
Coleg Catholig Dewi Sant  
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