



St Michael & St Martin Catholic Primary School

Learning our faith, living our faith, loving our faith.

Racial Justice Equality and Diversity Policy

This policy sets out our commitment to racial justice, equality and diversity in school leadership, teaching, pastoral care and partnerships with families. It applies to pupils, staff, governors, volunteers and visitors. Every person is made in the image and likeness of God and must be treated with dignity and respect.

Contents

- 1 School composition and context
- 2 Auditing review and action planning
- 3 Leadership and management
- 4 Curriculum and quality of education
- 5 Personal development and pastoral care
- 6 Partnerships with parents and the community

1 School composition and context

St Michael & St Martin Catholic Primary School serves children from Nursery to Year 6 in Hounslow, within the Diocese of Westminster. Our Catholic identity shapes our commitment to welcoming families and valuing the different cultures, languages, backgrounds and experiences within our community.

Our mission, “Learning our faith, living our faith, loving our faith”, calls us to put Gospel values into practice. We want every child to experience belonging, develop their gifts and live life to the full. We challenge racism, prejudice and discrimination and teach children to recognise the dignity of others.

School leaders will use current pupil information to understand the school community, including ethnicity, home languages, English as an additional language, disadvantage and special educational needs and disabilities. This information will inform support and planning. No assumptions about ability, behaviour or family circumstances will be made on the basis of a child’s background.

2 Auditing review and action planning

We will review the curriculum, resources and school practices to identify racial or cultural bias, gaps in representation and barriers to participation. Reviews will draw on pupil voice, family feedback, incident records, participation information and assessment evidence. Findings will inform an action plan with named responsibilities, timescales and measures of impact.

The Headteacher will oversee an annual review of this policy and report priorities and progress to governors. The review will consider whether pupils feel safe and represented, whether concerns are addressed effectively and whether identified barriers to learning and participation have reduced.

This policy supports the school’s equality information and published equality objectives. Under the public sector equality duty, the school must have due regard to eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations. Information demonstrating compliance will be published at least annually and equality objectives at least every four years.

3 Leadership and management

3.1 Roles and responsibilities

The Governing Body is responsible for oversight of equality duties and for ensuring that this policy is implemented and reviewed. Governors will scrutinise evidence, challenge unequal outcomes and monitor the action taken to address them.

The Headteacher is responsible for implementing the policy, ensuring staff understand their responsibilities, arranging appropriate training and responding to discrimination. The Headteacher will allocate coordination responsibilities within the staff team and ensure that governors receive appropriate reports.

All staff must challenge racist language, stereotyping and discriminatory conduct; report concerns promptly; support pupils who use English as an additional language; and apply equality principles throughout their work. Subject leaders will review representation and access in their subjects. Pupils will be taught how to treat others respectfully and how to report concerns safely.

3 2 Governance

The Governing Body will monitor racial justice, equality and diversity through its agreed governance arrangements. Reports will include anonymised information about incidents, emerging patterns, curriculum reviews, participation and progress against equality objectives. Governors will consider the experiences of pupils, parents and staff when evaluating the impact of school policies.

3 3 Staff recruitment retention and progression

Recruitment, selection, professional development and promotion will be fair and transparent. Decisions will be based on the requirements of the role and relevant evidence. We will seek a diverse range of applicants, make reasonable adjustments where required and challenge racial and cultural bias in selection processes.

Recruitment will follow safer recruitment procedures and applicable Catholic Education Service and Diocese of Westminster requirements. Lawful faith requirements for reserved posts will be applied appropriately. These requirements do not permit racial discrimination. Leaders will review recruitment and access to training and progression to identify and address barriers.

3 4 Continuing professional development

Staff induction and ongoing training will cover equality responsibilities, recognising and challenging racism, responding to prejudice and reporting concerns. Training will support staff to select inclusive resources, address sensitive issues appropriately and meet pupils' language and learning needs. Relevant diocesan guidance and professional development will inform school practice.

Safeguarding concerns arising from racist bullying, harassment or discriminatory abuse will be addressed through the school's safeguarding procedures and current Keeping Children Safe in Education guidance.

4 Curriculum and quality of education

4 1 Curriculum

Catholic Social Teaching underpins our approach, particularly human dignity, solidarity, participation and the common good. Pupils will learn that racism and discrimination are incompatible with respect for the human person and our responsibility to love our neighbour.

Across the curriculum, pupils will encounter people, cultures and perspectives from a range of backgrounds. Teaching will challenge stereotypes and help children understand historical and contemporary injustice in an age-appropriate way. Religious Education, relationships education and personal development will provide opportunities to explore dignity, respect, fairness and responsibility.

Teaching about other religions will develop accurate knowledge and respectful understanding in accordance with the school's Catholic Religious Education curriculum. Black history and the contributions of different communities will be represented throughout the year as well as through relevant commemorations and celebrations.

4 2 Representation

Subject leaders and teachers will review books, images, displays, examples and learning resources so that children encounter diverse authors, characters, artists, scientists, historical figures and saints.

Resources will be checked for accuracy, bias and stereotyping. Diversity will be presented as part of everyday learning.

Pupil feedback will help staff understand whether children recognise themselves and their communities in school life. Visitors, visits and enrichment opportunities will be selected to broaden understanding and will be accessible to pupils, with barriers considered during planning.

4 3 Monitoring and assessment

Leaders and teachers will review attainment, progress, attendance, behaviour and participation across relevant pupil groups. Where differences emerge, they will explore the causes and identify appropriate support. Ethnicity and language will not be treated as explanations for lower expectations.

Assessment will take account of pupils' starting points and language development. Staff will distinguish language acquisition from special educational needs and seek specialist advice where necessary. Monitoring will protect confidentiality, particularly where groups are small.

5 Personal development and pastoral care

5 1 Inclusive pastoral support

Pastoral support will respond to individual needs and experiences, including those of children from ethnic minority backgrounds, Gypsy, Roma and Traveller communities, refugees and asylum seekers. Staff will listen to families, avoid assumptions and work with relevant services when additional support is needed.

Children will be encouraged to share their experiences and heritage voluntarily and respectfully. No child will be expected to speak on behalf of an entire culture, religion or ethnic group. Pupils will know which adults they can approach and how to raise concerns about prejudice or discrimination.

5 2 Racism racial harassment and school ethos

Racism and discriminatory conduct are unacceptable. Racist incidents may include insults, offensive jokes, gestures, exclusion, damage to property, online abuse or prejudicial treatment associated with race, colour, nationality or ethnic or national origin. Staff must respond to concerns whether or not behaviour is repeated.

Any incident perceived as racist by the person affected or another person will be recorded and investigated. Staff will consider the evidence, context and impact, including the child's age and understanding. Lack of intent does not remove the need to address harm.

- Intervene promptly, ensure immediate safety and support the person affected.
- Report the concern to the Headteacher or Deputy Headteacher. Inform the DSL immediately where there is a safeguarding concern.
- Record the incident and action taken on CPOMS, including the language or conduct reported, accounts obtained and follow-up required.
- Investigate fairly, hear the children involved and take proportionate action under the behaviour and anti-bullying policies.
- Inform parents where appropriate, explain the action taken and provide support and education to prevent recurrence.
- Check that the behaviour has stopped and the person affected feels safe. Escalate unresolved concerns through the appropriate school or safeguarding procedures.

Concerns involving staff, governors, volunteers, visitors or parents will be addressed through the relevant complaints, conduct, employment or safeguarding procedures. Concerns about the Headteacher should be raised with the Chair of Governors. Leaders will review anonymised incident information for patterns and report relevant findings to governors.

5 3 Behaviour discipline and exclusions

Behaviour expectations, rewards and sanctions will be applied fairly and consistently, taking account of individual needs and reasonable adjustments. Leaders will review decisions and patterns to identify potential discrimination. Suspension and exclusion decisions will follow the applicable statutory guidance and school procedures.

5 4 Links with other policies

This policy should be read alongside the school's equality information and objectives, accessibility plan, safeguarding and child protection policy, behaviour and anti-bullying policies, SEND policy and information report, admissions arrangements, attendance policy, curriculum policies, staff recruitment and development procedures, online safety policy and complaints procedure.

6 Partnerships with parents and the community

6 1 Partnerships with parents

We will work with parents and carers to understand their experiences and remove barriers to involvement in school life. Communication will be clear and accessible. We have several staff who speak different languages, translation or interpreting support will be considered where needed, particularly for important meetings or sensitive matters. Children should not be relied on to interpret sensitive information.

Parents and carers are encouraged to raise concerns about racism, representation or unequal treatment with the class teacher or school leadership. Concerns will be taken seriously and addressed through the appropriate procedure. Families will be invited to contribute their knowledge and experiences without any expectation that they must do so.

6 2 Wider community

We will seek opportunities to work with the parish, Diocese of Westminster, local schools, community organisations and support services to strengthen understanding and inclusion. We have links to a range of local and international charities, such as Caritas Westminster, the Catholic Children's Society, Manna Food Bank, Cloisters Care home etc. Carefully planned visits, visitors and charitable activities will help pupils learn about different communities and put Catholic Social Teaching into action.

Where families need additional support, school leaders will signpost them to appropriate local or diocesan services. Partnerships and activities will be reviewed for their contribution to pupils' learning, wellbeing and sense of belonging.

Key references: Equality Act 2010; Department for Education, Equality Act 2010 advice for schools; current Keeping Children Safe in Education; applicable Catholic Education Service employment guidance and Diocese of Westminster recruitment guidance.