

Racial Justice, Equality and Diversity Policy



“Excellence, Enrichment, Enjoyment”

REC:	Cian Higgins	Date: July 2024
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Section 1: Statement about the school's composition and context

Saint Michael's Catholic Primary School and Nursery serves the parishes of St Michael's and St David's in the Borough of Spelthorne. We are a two-form school with a wide range of familial backgrounds. Over 50% of our pupil are from minority ethnic backgrounds, and over 20% speak English as an additional language. Both of these figures are above the national averages. More than 30 nationalities are represented, and nearly 20 different home languages are spoken. Roughly 10% of children receive a Free School Meal (FSM) and roughly 10% are eligible for the Pupil Premium Grant (PPG). With this in mind, the school has created a broad, cohesive and engaging curriculum that enables children to feel included and represented. Pupils know, understand and appreciate the importance of their faith and flourish in an environment that promotes their academic, personal and spiritual development exceptionally well.

Section 2: Auditing, review and action plan

In the aftermath of the murder of George Floyd in the U.S. in 2020 the school undertook an audit of its curriculum to ensure that it reflected a broad range of content from diverse backgrounds. The aim was to identify areas where we could make improvements and implement changes to better reflect the importance of racial justice and inclusivity in our educational content. As a result of this audit, we made several minor adjustments to our curriculum to ensure that it accurately represents diverse perspectives and promotes equality. These changes were implemented with the belief that education plays a crucial role in fostering understanding and empathy among pupils, ultimately contributing to a more equitable and just society.

Section 3: Leadership and Management

3.1 Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. A member of the RE Team was named as the RJED co-ordinator in 2023 and a governor with responsibility for RJED took up the post in 2024.

3.2 Governance

The governing body plays a crucial role in promoting racial justice, equality, and diversity within the school community. The governing body is responsible for having oversight of the creation, review, and updating of school policies related to equality, diversity, and inclusion. These policies should outline the school's commitment to racial justice and provide clear guidelines for staff, pupils, and parents. The Governing body offers guidance and support to the school leadership team, ensuring that they have the necessary resources and knowledge to address issues related to racial justice and equality effectively. The governing body acts as a bridge between the school and the local community, fostering open communication and collaboration on issues related to racial justice, equality, and diversity. They also engage with parents, staff and pupils to understand their concerns and experiences.

Finally, the governing body holds the school accountable for its actions and progress in addressing racial justice, equality, and diversity, ensuring that the school maintains a safe, inclusive, and supportive environment for all pupils, staff and families. The designated RJED Governor acts as a bridge between the staff, governors and parents.

3.3 Staff recruitment, retention and progression

At our Saint Michael's, we are committed to ensuring that our recruitment practices promote diversity and inclusivity. Vacancies, including administrative, support staff and governor positions are advertised through multiple platforms, such as local and national job boards, community organizations and social media, to reach a diverse pool of candidates. All posts are open to the widest possible pool of applicants. We ensure our recruitment practices are non-discriminatory by providing thorough training for all involved in recruitment and selection, focusing on avoiding unconscious bias and racial discrimination. We adhere to good equal opportunities practices throughout the selection process. We monitor the composition of our staff by ethnicity, gender and seniority, as well as all applications for employment, training, and promotion.

3.4 Continuing Professional Development

Our school is fully committed to adhering to all UK laws and procedures regarding discrimination and racial justice. We strictly follow the guidance provided in the Keeping Children Safe in Education (KCSIE) statutory document, ensuring that we create a safe and inclusive environment for all pupils. We maintain a zero-tolerance policy towards any form of discrimination, and our staff receives regular training on promoting equality, diversity and inclusion. By actively implementing the guidelines set forth by KCSIE and other relevant legislation, our school remains dedicated to the well-being and success of every pupil and staff member, regardless of their race, background or identity. New staff face a thorough induction led by the Deputy Head and Safeguarding Lead.

Staff receive regular training and CPD on race equality and cultural diversity issues. The RJED Co-Ordinator attends regular RJED updates from the Diocese and feeds the information back to staff.

Section: 4 Curriculum and quality of education

4.1 Curriculum

Saint Michael's recognizes the importance of integrating the principles of Catholic Social Teaching (CST) in our approach to promoting racial equality and anti-discrimination. CST provides a foundation for fostering a culture of inclusivity, empathy and justice.

By incorporating CST into our policies and practices, we emphasize the dignity of every human person, the call to community and participation, and the pursuit of the common good. This framework strengthens our commitment to addressing racial disparities and creating a learning environment where pupils from diverse backgrounds can thrive.

Moreover, CST supports our efforts to promote solidarity and subsidiarity, enabling us to cultivate a sense of shared responsibility and accountability for confronting systemic inequalities. By integrating these principles, we believe our school can play a crucial role in shaping a more equitable and inclusive society.

We regularly audit our curriculum offering to ensure it is inclusive of a range of backgrounds. In PSHCE, for example, Year 3 learn about inspirational people including Nelson Mandela and Mary Seacole, Year 4 learn about cultural diversity in the UK, Year 5 learn about equal opportunities in our society, while Year 6 learn about protected characteristics and human rights.

Whilst we recognise and celebrate Black History Month we are also cognizant of the fact that it is important to celebrate the history and culture of minority ethnic backgrounds throughout the year. We do this in our teaching of history, geography, PSHCE, RE and World Faiths.

4.2 Representation

We actively work to improve diversity and representation across the curriculum. Our approach includes integrating diverse perspectives in all subjects, ensuring that pupils learn about the contributions of people from various ethnic backgrounds. We carefully select imagery and iconography to reflect our diverse community, showcasing a range of cultures and experiences. Our resources, including literature, authors, main characters, poets, urban artists and visiting speakers are chosen to represent diverse ethnic backgrounds. We also ensure that national events and historical topics are presented from multiple perspectives, allowing pupils to understand the rich tapestry of experiences that shape our world. This approach not only enhances pupils' learning experiences but also fosters an environment of inclusivity and respect for all cultures. Our group rooms are named after various saints from minority backgrounds, e.g. St Josephine Bakhita and St. Joseph Vaz.

4.3 Monitoring and Assessment

Teachers formally assess all pupils across the curriculum at least termly. A range of identified groups are prioritised and discussed in termly pupil progress meetings. Overall our children from minority ethnic backgrounds do as well as, if not better than, White British/Irish groups. Our end of Key Stage assessments are significantly above the national averages in Reading, Writing and Maths, and we place equal emphasis on our RE attainment.

Section 5: Supporting Personal development

5.1 Personal development and pastoral care

Saint Michael's strives to provide comprehensive pastoral support that caters to the unique religious, cultural, and experiential needs of diverse pupil groups, such as Gypsy/Roma, Travellers of Irish heritage, refugees, asylum seekers, and those from ethnic minority backgrounds. School policies are regularly reviewed and updated to ensure that they effectively address the needs of diverse pupil groups and promote equal opportunities for all. We incorporate diverse materials and resources into the curriculum, ensuring that all pupils feel represented and engaged. We also organize cultural events and celebrations to promote awareness and appreciation of different backgrounds (e.g. Heritage Week). By implementing these strategies, we work towards providing inclusive and comprehensive pastoral support that addresses the diverse needs of our pupils, fostering an environment where every child feels valued, respected, and supported.

5.2 Racism, racial harassment and school ethos

Our school Mission statement is *Excellence, Enrichment, Enjoyment*. All children must feel safe, respected and cared for in order to be able to live out the mission statement. We have a zero tolerance policy towards any form of racism or discrimination. Any incident is reported to the Deputy Headteacher or Headteacher and is dealt with in line with our behaviour policies. Data is recorded onto CPOMS by the member of staff dealing with the incident and analysed on a whole school basis by the members of the SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme. Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

5.3 Behaviour, discipline and exclusions

We have a robust [Behaviour and Discipline Policy](#) which ensures our procedures are fair and equitable to pupils of all backgrounds. Rewards and sanctions systems are consistent across the school and all pupils know the expectations.

5.4 Links with other policies

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- [Pupils' progress, attainment and assessment](#)
- [Behaviour, discipline and exclusions](#)
- [Pupils' personal development and pastoral care](#)
- [Admissions](#)
- [Attendance](#)
- [The content of the curriculum](#)
- Teaching and Learning
- Staff recruitment and professional development
- Partnerships with parents and communities

Section 6: Parental Partnerships and the community

6.1 Parental Partnerships

At Saint Michael's we pride ourselves on forging strong relationships with our parents and local community. We keep our community fully abreast of school events through our website calendar and [newsletters](#). We have several staff who speak different languages and can help communicate with parents if there is a language barrier.

6.2 Wider Community

Our premises are used for a range of community purposes on the weekends and evenings, from a local church group, to a fitness club and Irish dancing. We are able to signpost families to local services as required, e.g. money advice support, the Clarendon Family Centre etc. We have links to a range of local and international charities, such as Caritas Westminster, the Catholic Children's Society, Manna Food Bank, Echelforde Care Home etc. We engage with local organisations such as the Hounslow Mosque in arranging visits for pupils.