

2024

Racial Justice, Equality and Diversity (RJED) Policy



Implemented: October 2024

To be reviewed: October 2025

Review frequency: Annually

Consultation process

Signed (HT)

(COG)

"In everything we do today, we're following Jesus and his way."

The Aims of the Policy:

- To enable us to systematically establish, implement, monitor and evaluate racial equality good practice across all areas of school life.
- To help to promote racial equality and good race relations and to tackle and avoid racial discrimination.

Section 1: Statement about the school's composition and context

St George's is a Catholic primary school located in Enfield town. With 534 pupils, it is a larger than average school, being three-form entry (Key Stage 2) but declining numbers have resulted in the school reducing its PAN to 60, and is therefore now two form entry in key stage 1. The school was graded '**good**' in all areas in its last OFSTED inspection in **2019**. A diocesan inspection in June 2018 judged the school as 'outstanding' and 'good' on the two aspects that it inspected (Catholic Life of the School and RE).

Overall attainment in St George's is above average and progress is average or above. Key Stage 2 children achieving the expected standard in reading, writing and maths combined is significantly above the national average. Prior attainment is above average for most year groups.

Attendance is good (94.6% 2023.24). The school has recently created a bespoke new library and utilised a spare classroom as a nurture room to help meet the needs of the increasing number of children with complex needs. The school opened a nursery provision in September 2023.

The current headteacher has been at the school for 8 years. Change continues to be implemented gradually and sensitively in order to add value to a great school.

The budget position has been a concern and a significant restructure took place in 2021. The school has worked hard to recover from a financial deficit.

38% of our pupils are 'White British' and a further 9% 'White Irish'. 30% of the pupils identify as being 'Mixed' ethnicity, or Black or Asian. 22% of our pupils identify as 'White other'.

76% of our pupils are Catholic (2024 January census). There are 14% of pupils recorded as Christian (other) and small numbers of children of other faiths (Muslim, Buddhist and Hindu).

12% of our pupils are in receipt of the pupil premium.

5% of the children are on the SEND register, with 9 (1.5%) pupils with an EHCP.

In the Summer term 2024, we invited parents/carers to complete a parent questionnaire, which asked parents to rate our current work on diversity, culture and values. We added questions to ask what we are doing well in this area and what we could do to develop further.

The results were very valuable and constructive and will help to inform our action plan for the academic year 2024-2025 and beyond.

We have recently reviewed our curriculum and have actively looked at ways in which we can ensure that all of the pupils at St. George's feel represented in our school – both in the school environment and the curriculum. Our motto for our work on Racial Justice, Equality and Diversity is '*I see me!*' based on the response of one of our pupils during an assembly on Racial Justice. We want all those in our school community to feel represented and have opportunities to share and celebrate their background, culture and traditions.

Section 2: Auditing, review and action plan

We are currently in the process of completing an action plan, based on the Diocese of Westminster's Education Service RJED Whole-School Approach document. We have established a Racial Justice, Equality and Diversity working party made up of staff and governors, with the aim to invite parent/carer representatives in the Autumn term of 2024. The results of these working party meetings will feed into our action plan, which is an on-going, working document.

We are in the process of completing an audit to assess the impact of current policies. The results from this audit will be reported to the governing body and made available to other interested parties. This will then feed into the school development plan in due course. We have an established cultural working party who incorporate the aims of the RJED initiative into their action plan and are working towards ensuring our school is an inclusive environment for all. Results of the working party and our work in implementing the action plan will be regularly shared with the Governing body.

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.

RJED Governor: Michael Lacquiere

RJED Lead: Caroline McGivern (RE, Collective Worship and Catholic Life of the School Lead)

Racial Justice, Equality and Diversity Working party: Caroline McGivern (RE, Collective Worship and Catholic Life of the School Lead), Amy Garner (History Subject Lead), Sally Newman (Year 5 Class Teacher), Michael Lacquiere (Chair of Governors), Sarah Tiano (Foundation and Parent Governor) and Eamonn Ash (Foundation and Parent Governor) *

**We aim to have further representatives, as outlined in section 2 of this policy.*

3.2 Governance

The Governing body is there to support, encourage the whole school community and work with the Headteacher to safeguard all members, ensure continual school improvement and preserve the distinct Catholic ethos. The Governors are a critical friend to us and through their work, they understand how the school is run, current educational issues affecting our specific school context and wider educational issues in the country, the challenges we face and the achievements we make. Our Governors are frequent visitors to our school and participate in school events, such as Mass, Celebrations of the Word, music recitals, sport, debates and more. Our Governing body is not as culturally diverse as our school community, but this is something that we are aware of and will form part of our action plan.

Matters on RJED will be communicated at Curriculum committee meetings and Full Governing body meetings. Reports on RJED are sent to the Governing body using the Governor Hub platform.

3.3 Staff recruitment, retention and progression

We currently advertise for any teaching and non-teaching vacancies on the Enfield Council website <https://enfieldjobs-edu.engageats.co.uk/V2/Vacancy>. We primarily use Aquinas Foundation for our supply teacher needs, as they work in partnership with the Diocese of Westminster. We use an agency that specialises in staff to work with pupils with additional needs. Our Racial Justice, Equality and Diversity party have attended Diocesan Professional Development meetings in hearing and sharing good practice in this area, and this has helped us to think of ways in which we can broaden our search to ensure that our staff are more representative of the pupils in our school. We recognise that this is an area of need.

We have members of staff on our Senior Leadership Team who have received Safer Recruitment training and teaching staff have attended Diocesan Professional Development on Anti-racism training, including unconscious bias.

3.4 Continuing Professional Development

The RJED lead has ensured that that staff have received Professional Development in RJED and is dedicated to planning further learning opportunities, including sharing updates and training as and when appropriate. Our Induction Policy will be amended to include a section on any religious observances that staff may wish to follow, based on SLT monitoring in this area. This policy will also be shared with all new staff. Our work on this links to our Catholic faith through the principles of Catholic Social Teaching, namely Community and Participation, Dignity of the Human Person and Dignity of Workers.

Section: 4 Curriculum and quality of education

4.1 Curriculum

In the Summer term 2024, we moved away from a cross curricular based method of teaching and learning, to a subject specific curriculum. This is to provide a knowledge rich curriculum that best enables pupils to know more and remember more. During planning meetings, staff make every effort to identify opportunities to promote literature, artists, historical people and events which are culturally diverse. Our RJED working party is also looking at inviting individuals from our local community to speak to the pupils to ensure that our curriculum is also contextualised to meet the needs of our pupils. Planning is adapted in response to world events and matters are also addressed during Celebrations of the Word in school, such as Racial Justice Sunday.

The RJED lead, who also leads on RE, Collective Worship and Catholic Life and Mission, has worked with subject leads to help integrate Catholic Social Teaching so that it is the 'golden thread' that runs throughout our curriculum. Through doing this, issues of race and cultural diversity are looked at through the lens of the Catholic Faith, with the underlying principle that everyone is made in the image of God and is born with inherent dignity which should be respected and upheld at all time.

Our RJED working party are looking at ways in which we can ensure that learning about cultural diversity includes personal encounters with other cultures. Our feedback from our Parent/Carer questionnaire Summer 2024 will help greatly with this.

4.2 Representation

Using our motto of 'I see me!' as our driving force for change, we want to ensure that our pupils see themselves in the curriculum all year round which is why not only is our subject curriculum regularly reviewed, but also the learning environment. In the Spring and Summer term 2024, a learning walk took place to see where how well our community is represented in the learning environment, such as imagery and iconography. We looked at display materials on boards and particularly in EYFS, the toys and play resources. When choosing books for our new school library, we ensured that the texts chosen were representative of our school community in terms of cultural and religious backgrounds.

The RJED working party knows how important it is that pupils see adults from ethnically diverse backgrounds speak at school, as it is often said that in order to be it, you have to see it. Therefore, we are looking at inviting speakers from diverse backgrounds and ideally from our local community, to speak to our pupils. This also adds greatly to the cultural capital that our pupils receive.

4.3 Monitoring and Assessment

At St. George's School, we use Scholar Pack to collect data on attainment and progress 3 times a year, in the Autumn, Spring and Summer term. Data is analysed as part of our termly pupil progress meetings and barriers to learning and actions points are identified. Our class handover sheets were adapted in the Summer term of 2024 to clearly identify pupils with English as an Additional Language and also Religion, to ensure that staff can effectively meet the needs of all pupils in their class. The RE, Collective Worship and Catholic Life of the School lead looks at the data for disadvantaged pupils to ensure that strategies are put in place to help reduce any identified gaps in learning. A curriculum report is distributed to Governors on a termly basis which outlines the data for pupils in RE, Maths, Reading and Writing. We have identified that we need to look further at looking at what the data is telling us in terms of pupils who fall into specific groups, for examples, girls, boys, SEND, EAL, Ethnicity, disadvantaged and age. This is currently being largely done for RE, but now need to extend to the other curriculum areas.

Section 5: Supporting Personal Development

5.1 Personal development and pastoral care

The pastoral support at St. George's ensures that staff take into account religious and cultural concerns and the experiences and needs of particular groups of pupils, such as Travellers of Irish heritage, Gypsy/Roma, refugees and asylum seekers. We foster and nurture an 'open door' policy at school where parents/carers feel comfortable speaking to us about any

pastoral concerns. Our SENCo liaises with a number of external agencies to help support the needs of particular groups of pupils outlined above, and their families.

5.2 Racism, racial harassment and school ethos

At St. George's, we encourage all pupils to understanding what race, racism and anti-racism area and to begin to understand the harms that discrimination causes. This is taught through lessons, Celebrations of the Word and informal class discussions. We promote good personal and community relations through highlighting our work on RJED in our school and RE newsletters.

Racial incidents are recorded on CPOMS. In accordance with our Safeguarding Policy and the DfE Keeping Children Safe in Education guidance, all staff are aware that they have a responsibility to record any racial incidents. When a racial incident does occur, the pupils involved are spoken to and parents contacted. Letters are also sent to parents to inform them that their child has been involved in a racial incident or has been a victim of a racial incident. In accordance with our Positive Behaviour Policy, which focuses on restorative practices and reconciliation, pupils involved in racial incidents are spoken to in order to help educate them on these matters to ensure that repeat incidences do not occur. The number of racial incidents are monitored by the Assistant Headteacher. The SLT are aware that more can be done to help educate our pupils on anti-racism and are looking at suitable programmes and speakers to help address this, all rooted in the Catholic tradition.

5.3 Behaviour, discipline and exclusions

All staff are responsible for addressing behaviour for all pupils in school. Behaviour incidents are also recorded on CPOMS and where appropriate, pupils fill out a behaviour reflection sheet with a member of staff. The purpose of the behaviour reflection sheets are to allow for an open dialogue between pupil and adult to help uncover the root of any negative behaviour, to reflect on the impact their actions have on themselves and others and what the adult in school can do to help them to make good choices in the future. In accordance with our Catholic ethos, the purpose of the behaviour reflection sheet is reconciliatory in nature. Pupils are also invited to respond to behavioural incidents with prayer. Our Behaviour policy, which is shared and understood by all staff, help to ensure that staff operate consistent systems of rewards and sanctions. The Assistant Headteacher monitor for any trends and patterns in behaviour.

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:

- Relationship and Sex Education
- Pupil Premium
- Positive Behaviour
- Anti-Bullying
- Exclusions
- SEND
- Religious Education
- Prayer and Liturgy

Section 6: Parental Partnerships and the community

6.1 Parental Partnerships

We value the relationship with have between home, school and parish and recognise that ‘parents have the first responsibility for the education of their children’ (CCC, 2223). We aim to keep parents fully up to date with what is happening in school and one way in which we do this is through our weekly newsletters and half-termly RE newsletters. We hold parent curriculum meetings in the Autumn term and for Years 4, 5 and 6, hold RSE meetings to discuss sensitive topics that parents may wish to discuss with their child prior to any learning in class. Our action plan will look at ways in which we can ensure that parents are able to access information that we send, whether that be in their home language or spoken on a 1:1 basis via a member of staff. We have a number of staff who can communicate to parents in their native language. If needed, the school can access an external interpreter.

Parental attendance is always welcome when year groups lead the 10am Mass at Our Lady of Mount Carmel and St. George, Enfield and for other celebrations in school, such as Celebrations of the Word and Christmas productions. As part of our Annual Plan of Provision, we will be inviting parents to attend class-based Celebrations of the Word. We hold curriculum-based sessions, such as our Story Cafes and phonic information workshops. Our parental feedback books shows that opportunities for parents/carers to see their child in school is always appreciated. We have an active Parent Association, ‘Helping Hands’ who provide valuable support in helping to provide enrichment opportunities for our pupils. The Helping Hands team also provide another source of communication between home and school. They hold a number of parent coffee mornings where second-hand uniform is offered, as well as an opportunity to talk informally with other parents and build bonds and friendships. The Helping Hands team have also raised funds to build a sensory room that can be used by any pupil in school, but is particularly useful for our pupils with additional needs. The Deputy Headteachers meet with the Helping Hands team on a termly basis to discuss

plans for the year. Our RJED working party is planning on holding a coffee morning where parents/carers will be invited to talk to us about ways in which we can further implement RJED initiatives in school, so that all voices and stories are heard.

6.2 Wider Community

Our school facilities are open to hire by local groups, such as Scout groups and have been used by parents to hold First Holy Communion parties. The hiring of our school facilities has also helped to increase our offer of extra-curricular clubs from external businesses, such as Drama and Cooking clubs. We recognise that due to financial pressures, that families may find it difficult to pay for educational visits and other resources required for learning. Our communication to parents ensures that they are made aware that they can contact school for support and that we are always willing to help financially where possible, or offer payment plans where appropriate. We have good links with local charities and support groups, including Grief Encounter, the North Enfield Foodbank and parent support services. A lot of the charities we support throughout our fundraising efforts relate to our work on Catholic Social Teaching. We also display leaflets and posters for external groups that we believe may be of use to parents. We support the Catholic Children Society and have been grateful for the financial support they have provided via their crisis grant to some of our families in times of difficulty and urgent circumstances.

Our Caritas Ambassadors have spoken at Sunday Mass to update parishioners on their social action projects to help raise awareness and bring about a collective change. We also welcome external speakers who talk to the pupils about the work that they do to help our brothers and sisters, particularly the most disadvantaged, in society.

Monitoring and Evaluation of this policy

The Governing Body and RJED working party will, in consultation with the Headteacher, monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice and the current cohort of pupils and families at our school.