

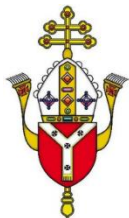
Excellence Together with Christ at the Centre

St. Anne's and Guardian Angels Primary School

Whole School Approach for Racial Justice, Equality and Diversity



Updated: February 2023



RJED – Whole School Approach (working document)

This document is intended to complement the Policy document and give some reflection points on how to progress on this journey.

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

Draw up a statement about the composition of the school by ethnicity, home language and religion, and about the nature of the community that the school serves. Refer to the climate of opinion in the school and in the community on issues relating to race equality and cultural diversity, and to the school's priorities over the next 12 months

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Statement of Intent - Recognise & Respect the composition of your school</p> <p><i>Questionnaire, data, surveys, discussion groups</i></p> <ul style="list-style-type: none"> EAL, Ethnic groups, cultural history and celebrations, home language, religions, Diversity of staff, pupils, parents & community How do we reflect our school's diverse community and celebrate our differences? 	<p>Spring 2023</p> <p>8.3% children with EHCP 33% High needs 37% EAL 42% Pupil Premium</p> <p>Pupils</p> <p>36% White British 11% Black African 8% Bangladeshi 7% White Other 38% Other ethnic groups There are 28 ethnic groups in total.</p> <p>Staff</p> <p>2/12 teachers are from the ethnic communities – 16% 4/17 TA's are from ethnic communities – 23% 3/3 office staff are from ethnic communities – 100% 0/3 SLT from ethnic communities. Total 9/35 =26% 1/12 governors is from ethnic community 2/12 teachers are male - 16% 2/17 TA's are male - 12%</p>	<p>Draw up statement of intent – parents, pupils, governors, staff</p> <p>EYF's cultural lunch celebration – have as a whole school celebration - summer 2023</p> <p>Make efforts to Encourage more governors from ethnic communities to join FGB.</p> <p>Displays Teaching in RE Assemblies/liturgies BHM celebrations World language/RE day Refugee families - cooking</p>	<p>All children, families and staff feel included and valued, continue to see very low incidence of race, homophobic and any bullying.</p> <p>Statement is created to reflect the ethnicity and diversity of your school community – Recognise, Reflect, Respect</p>		

Section 2: Auditing, review and action plan

Assess the impact of current policies through consultation, evaluation and auditing tools. Identify and auditing tool that was (see appendix for examples of auditing tools). Detail how and when the results of auditing are reported to the governing body and made available as appropriate, to other interested parties. This may include sharing action plan with relevant parties and making specific reference to this as part of the school development plan

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Baseline/audit/background knowledge Audit carried out</p> <ul style="list-style-type: none"> • Share & discuss findings • Develop a working party – Champions/Leads • What are key priorities for <u>your</u> school community (we will all be at different starting points) • Create an action/strategic plan • Share with the school community (parents, pupils, staff & Governors - website) 	<p>Spring 2023</p> <p>School RJED lead is Pamela Harrison</p> <p>Draft action plan shared with FGB 16.03.23 SLT 23.02.23</p> <p>Application for Phoenix school provision project in place</p>	<ul style="list-style-type: none"> • Share with all staff and agree actions • Share with parents – website • Children – how? <p>Unconscious Bias training all staff – 07.03.23</p> <ul style="list-style-type: none"> • Whole school celebration event “cultures” summer 2023 • Update accessibility plan • Apply for Autism Inclusion award summer 2023 • Re - apply to LA for Autism specialist class spring 2023 (Phoenix school provision project) <p>Action plan on website and shared/discussed with parents in parent focus group meetings</p>	<p>Staff, parent, children’s input lead to actions that the whole community support so that the school remains a calm, happy and inclusive environment</p>		

Section 3: Leadership and Management

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.

Name key members of staff here (**Governors**/TLR Post Holder) - Pamela Harrison

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Roles & Responsibilities</p> <ul style="list-style-type: none"> Action plan Role models Promoting Admissions Approaches to Behaviour Curriculum and teaching Safeguarding Team leads – Leadership <p>How are allegations recorded & restoration process</p>	<p>Spring 2023</p> <p>Equalities policy updated February 2023 Action plan updated March 2023</p> <p>Cpoms audit on racist incidents completed and no further training needed - Feb 2023.</p> <p>Role models – Careers Breakfast: Computing, 20.11.22, 06.02.23</p> <p>Admissions - DOW policy</p> <p>Behaviour policy updated autumn term 2022 with involvement of all stakeholders – restorative approaches for all, follows the Gospel values Low incident of homophobic and racist behaviour.</p> <p>Safeguarding – Cpoms The small number of race and homophobic incidents are recorded and dealt with appropriately.</p> <p>Allegations – secure file, no evidence of bias</p>	<p>School to investigate CPOMs staff section to streamline recording of any allegations.</p> <p>Parent focus group to review RJED across the school spring/summer 2023</p> <p>Children to input their thoughts on representation in summer 2023</p>	<p>All stakeholders are aware of policies and procedures so that the school community is a safe and secure environment for all.</p>	<p>Links to audits/ speakers Create a steering group/ team (represent Governors, parents, staff & pupils)</p>	

<p>Governance What is the role of the GB?</p> <ul style="list-style-type: none"> • Audits & Self-reflections • CPD • Commitment <p>Monitoring of Leadership roles & responsibilities</p>	<p>Spring 2023 Governors attend training from DoW and the LA, training is logged on Governor hub</p> <p>Governor audit of skills carried out at the beginning of each year.</p>	<p>Encourage governors to attend Safeguarding and Unconscious Bias training, March 2023 and July 2023</p>	<p>Because all staff and governors have participated in unconscious bias training there is very low incidence of bias.</p>		
<p>Staff recruitment, retention & progression</p> <ul style="list-style-type: none"> • Audits – where we are now & what needs to change/ improve? • Monitoring of staff diversity & inclusion • Equal rights & opportunities for all – monitoring of recruitment & progression • Challenge discrimination <p>Raising concerns/whistleblowing</p>	<p>Spring 2023 See staff – above</p> <p>Stable staffing retention is very good Staff survey show wellbeing and workload is well managed</p> <p>Whistleblowing policy updated spring 2023, shared on staff Teams, staff made aware in safeguarding training September and July Inset 2022/23.</p>	<p>Encourage and support our BAME teachers to apply for middle and senior leadership roles, provide opportunities for training and shadowing – appraisal reviews and targets.</p> <p>Encourage and support our BAME office and support staff to progress in their careers through training and shadowing - appraisal reviews and targets.</p> <p>Update staff survey spring/summer 2023</p>	<p>There is a strong succession plan in place which includes opportunities for all to move up in their career.</p> <p>There is a safe environment where staff feel confident to use the Whistleblowing policy if they have concerns.</p>		

<p>Professional Development</p> <ul style="list-style-type: none"> • Self-education – Self-reflection • Leadership team • Governors • Staff • Pupils 	<p>Spring 2023</p> <p>Staff provided with equal opportunity to develop:</p> <p>2 TA's training as teachers</p> <p>2TA's studying child development</p> <p>1 teacher on NPQSL</p> <p>2 teachers on NPQH</p> <p>1 completed SENCo training</p> <p>2 teachers on middle leader training</p> <p>All given paid leave to attend.</p> <p>CPD throughout school is high standard and available to all</p>	<p>Provide more whole staff training on Unconscious Bias and RJED – DoW</p> <p>Continue to encourage all staff to progress in their career</p>	<p>Program of training</p> <p>Commitment to training and educating ourselves (agreement)</p> <p>Training/ input to all – staff & Governors, parents and children</p> <p>Focus on promotion/training for all staff.</p>	<p>Research papers</p> <p>Booklist to share</p> <p>Pupil, staff, parent voice (now)</p> <p>Data knowledge – Ethnic, cultural & gender groups in the school community</p> <p>Local history knowledge</p>	
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Section: 4 Curriculum and quality of education

In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?

In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism? In which areas of the curriculum are pupils challenged to consider issues of prejudice, racism and negative stereotypes of all kinds?

In which areas of the curriculum do pupils study global issues and the interdependence of the modern world?

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Curriculum</p> <ul style="list-style-type: none"> Review & reflect on current curriculum Does it reflect pupils and community? Does it represent and respect the Black, African, Minority, Ethnic community? Pupil/Parent/staff voice Good practice – shared in LA/Diocese Revise the curriculum to reflect diversity – decolonialise topics Review teaching resources – eliminate racial slurs, discriminatory language or stereotyping Seek expert support 	<p>Spring 2023</p> <ul style="list-style-type: none"> Curriculum reviewed and updated in Summer ‘22 in consultation with staff and pupil feedback Key English texts changed to include: more BAME authors and characters; more gender equality/challenge gender stereotypes KS2 topics changed to reflect our local/school community, to acknowledge the diversity of our local area and to be more relevant to learners. This includes: Y2 learning about the role women play in space exploration. Y5 learning about Jewish immigration; Generation Windrush, British Empire and Commonwealth; UNICEF Rights of the Child; demographics of population of Tower Hamlets. Y6 learning about: democracy, Fascism and The Battle of Cable Street; Civil Rights and the Brixton Uprising of ‘81; workers’ rights, children’s rights and equality in Victorian Britain; empire and The British Empire Art curriculum changed to include more female artists and artists from BAME backgrounds Curriculum lead produces Subject Knowledge Organisers for each topic which explicitly include ‘Equality, Inclusion and Diversity’ links which 	<ul style="list-style-type: none"> Review whole school curriculum overview and explicitly record where content promotes RJE and CST Complete audit/pupil survey to gather feedback of pupil’s perceptions of the curriculum in relation to equality and diversity – Summer 23 Complete audit/parent survey to gather feedback on parent’s perceptions of the curriculum in relation to equality and diversity – Summer 23 Work with RE Coordinator & KS2 colleagues to ensure Catholic 	<p>To inform, guide and equip ourselves with knowledge in approaching the concept of a diverse curriculum and how high-quality, high expectation, anti-bias education can be delivered. It is ambitious in developing and creating anti-racist leaders of the future.</p> <p>The curriculum we teach must highlight the significance of the Black, African, Minority, Ethnic contribution as part of the</p>	<p>Curriculum resource bank PSHE/Citizenship curriculum</p>	<p>Summer 23</p>

	<p>provides opportunities to look at elements of the topic through marginalised lenses</p> <ul style="list-style-type: none"> • RE Curriculum audited to ensure it meets requirements for teaching other faiths: Islam, Judaism, Hinduism, Sikhism • Teachers supported by BAME member of staff to plan and teach high-quality lessons for Black History Month. A showcase of learning then took place across the school and was shared with parents • Ten:Ten Life to the Full RHE scheme of work used in school which addresses themes of equality, diversity and inclusion • Librarian has created displays, sessions and resources to promote RJED 	<p>Social Teaching is happening and that this is used as an opportunity to teach about equality and diversity – Summer 23</p> <ul style="list-style-type: none"> • Audit curriculum resources and materials including books to ensure they are diverse in terms of race, gender, disabilities and that they do not promote stereotypes – Summer 23 	<p>history of Britain. This matters for every child and every adult. A true reflective curriculum builds <u>belonging</u> and actively challenges racism.</p>		
<p>Monitoring and Assessment</p> <ul style="list-style-type: none"> • How does the school monitor the curriculum content? • Data analysis – gender, ethnicity areas for development and successes • Team Leads, Leadership, Governors • Pupil, staff, parent voice (later) look for positive changes 	<p>Spring 2023</p> <ul style="list-style-type: none"> • Most significant ethnic minority groups in the school are monitored and reported on in terms of attainment and progress at the end of each term. Their results are compared to ‘all’ • This data is shared with teaching staff and governing body • SEND pupils are monitored and reported on each term • SLT and SENCOs have developed a means for tracking SEND progress more closely 	<ul style="list-style-type: none"> • Embed and refine SEND progress tracking tools – Summer 23/Autumn 23 • Ensure a diverse group of pupils are chosen when monitoring books / pupil conferencing (BAME, SEND etc.) - Spring 23 	<p>Evaluation report</p> <p>Next steps – Planning forward</p>		

Section 5: Supporting Personal development

How do we ensure that pastoral support takes account of religious and cultural concerns, and the experiences and needs of particular groups of pupils, for example Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?

How do we publicly promote good personal and community relations?

Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?

How do we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds? Do all staff operate consistent systems of rewards and sanctions?

What does the school do improve diversity and representation across the curriculum?

Links with other policies

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Personal development and pastoral care</p> <ul style="list-style-type: none"> Pastoral/Mentoring support represents or are culturally aware of the community. Opportunities to see positive role models Unconscious bias training 	<p>Spring 2023</p> <p>School learning mentor</p> <p>Reading partners</p> <p>School has a fully trained Mental Health First Aider</p> <p>Tower Hamlets Mental health support for parents (THEWS)</p> <p>Y5, Y4 Brain Buddies with THEWS (supporting children's mental health)</p>	<p>Unconscious Bias training held spring 2023</p> <p>Continue to book careers breakfasts to include role models from BAME, male, female etc. spring and summer 2023</p> <p>Children in different year groups across the school to have brain Buddies with THEWS summer 2023</p>	<p>Through high quality personal development and pastoral care, children understand the important role all communities play towards a fair and equal society and the school ethos reflects this.</p>	<p>Training from DoW</p> <p>Volunteers, breakfast</p>	
<p>Racism, racial harassment and school ethos</p> <ul style="list-style-type: none"> Audit/monitoring of racist incidents in school and report to Governors and LA Opportunities to discuss in PSHE lessons and whole school focus – 	<p>Spring 2023</p> <p>Very low incidents of - Racist/homophobic/SEND incidents reported in HT report to governors every term.</p> <p>PSHCE/RSE/P4C teaching include topics on racism, bullying, homophobia</p> <p>Behaviour and anti-bullying policy updated autumn 2022, includes restorative practice.</p>	<p>Invite more visiting speakers – Margaret Mizen, Saint Giles, Chinwag theatre, Equal-teach-spring/summer/autumn 2023</p>	<p>The culture of the school's non tolerance towards racist, homophobic and all bullying is well established so that all children feel safe and secure in a calm</p>	<p>School fund to pay for visiting theatre groups.</p>	

<p>assemblies, speakers etc.</p> <ul style="list-style-type: none"> • Behaviour policy and other relevant policies revisited and revised if necessary • Restorative justice practice • Community are aware of the importance of creating and living an anti-racist ethos 			and supportive environment		
<p>Behaviour, discipline and exclusions</p> <ul style="list-style-type: none"> • Audit/monitoring of racist/behaviour incidents in school and report to Governors and LA by HT/SLT • Opportunities to discuss behaviour in PSHE lessons and whole school focus – assemblies, speakers etc. • Behaviour policy and other relevant policies revisited and revised if necessary • Ensure consistency of approach across the school. • Exclusions are recorded and reported to Governors and LA 	<p><u>Spring 2023</u></p> <p>Three half day exclusions since September 2022 – all for assault against staff and other children – measures have been put in place to avoid further exclusions – parent meetings, behaviour plans, targets, moved hub classroom.</p> <p>All exclusions reported to LA and governors every half term and in HT report to governors.</p> <p>Behaviour policy updated autumn 2022 with all stakeholder's involvement.</p> <p>Monitoring of updated behaviour policy sees fewer incidents of negative behaviour, fewer parental complaints.</p>	<p>As above re visiting speakers, theatre groups.</p>			

<p>Representation</p> <ul style="list-style-type: none"> • Display audit – <ul style="list-style-type: none"> • Are all cultures represented? • Are ethnicity groups stereotyped? • Are all groups represented in a positive light? • Acceptance and tolerance workshops/ national awareness days – ASD day, women’s week 	<p>Spring 2023</p> <ul style="list-style-type: none"> • High quality Black History Month learning planned for and outcomes shared with school community • Ten Ten Life to the Full scheme of work promotes acceptance and tolerance. Materials represent a variety of cultures • Wider curriculum and curriculum resources represent a variety of cultures • Refugee week <ul style="list-style-type: none"> • Displays reflect diversity • Books in library • Curriculum • Teaching other religions – Hinduism, Judaism, Islam • Celebration events – BHM, world religion day, refugee day 	<ul style="list-style-type: none"> • Extra-curricular activities to be timetabled in yearly plan • Audit which national awareness days are currently observed and which to include for academic year 2023/24 - Spring 23 • RJED lead and SLT to complete display audit to ensure variety of cultures and ethnicity groups significant to our community are represented – Summer 23 			
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Section 6: Parental Partnerships and the community

What action do we take to encourage the involvement and participation of all parents in the school?

How do we ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?

Do we have any native speakers amongst the staff? If so who are they and which languages do they speak? Does the school have access to external interpreter services

Diocesan Recommendations	School Updates	Actions	Impact/Intended Outcomes	Resources	Timescale
<p>Parental Partnerships</p> <ul style="list-style-type: none"> • Parent voice • How do parents feel about the school? • What role do they play in supporting the school? 	<p>Spring 2023</p> <ul style="list-style-type: none"> • Home/School focus group established Autumn 22. Parent voice was captured in relation to their priorities of the child's education. This was shared with staff and wider school community. Feedback regarding workshops was actioned • School have worked to organise more events to raise parental engagement: English open afternoon, maths open afternoon, science day, school assemblies • Refugee families are supported through cooking sessions • Dual language staff are deployed as needed to support parents/families 	<ul style="list-style-type: none"> • Work with librarian to buy/source books for the library in most common home languages so that parents can support their child with reading at home in their first language – Spring/Summer 23 • Follow up home/school focus group work with second meeting. Establish focus for the meeting with SLT first – RJED focus • Complete audit/parent survey to gather feedback on parent's perceptions of the school in relation to equality and diversity – Summer 23 • Establish whether there is the need or demand for school materials to be printed in alternative languages – Summer 23 			
<p>Wider Community</p> <ul style="list-style-type: none"> • Accessibility audit • Links with Parish 	<p>Spring 2023</p>	<ul style="list-style-type: none"> • Accessibility audit and any resulting actions completed – Summer 23 			

<ul style="list-style-type: none"> • Links with charities – local & worldwide • Rich diversity of community links – opportunities to see Black, African, Minority, Ethnic groups in social justice and outreach work 	<ul style="list-style-type: none"> • Strong links have been made with: St Vincent de Paul Society, Caritas, Cafod and Catholic Children’s Society • Strong link with Parish Priest who visits the school regularly • Links with St Giles Trust, the Jimmy Mizen foundation, Caritas, Providence Row and Whitechapel mission to support teaching of RJED and CST 	<ul style="list-style-type: none"> • Accessilby Plan updated and on website – summer 2023 <p>Parent survey completed spring 2023</p>			
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