Policy for
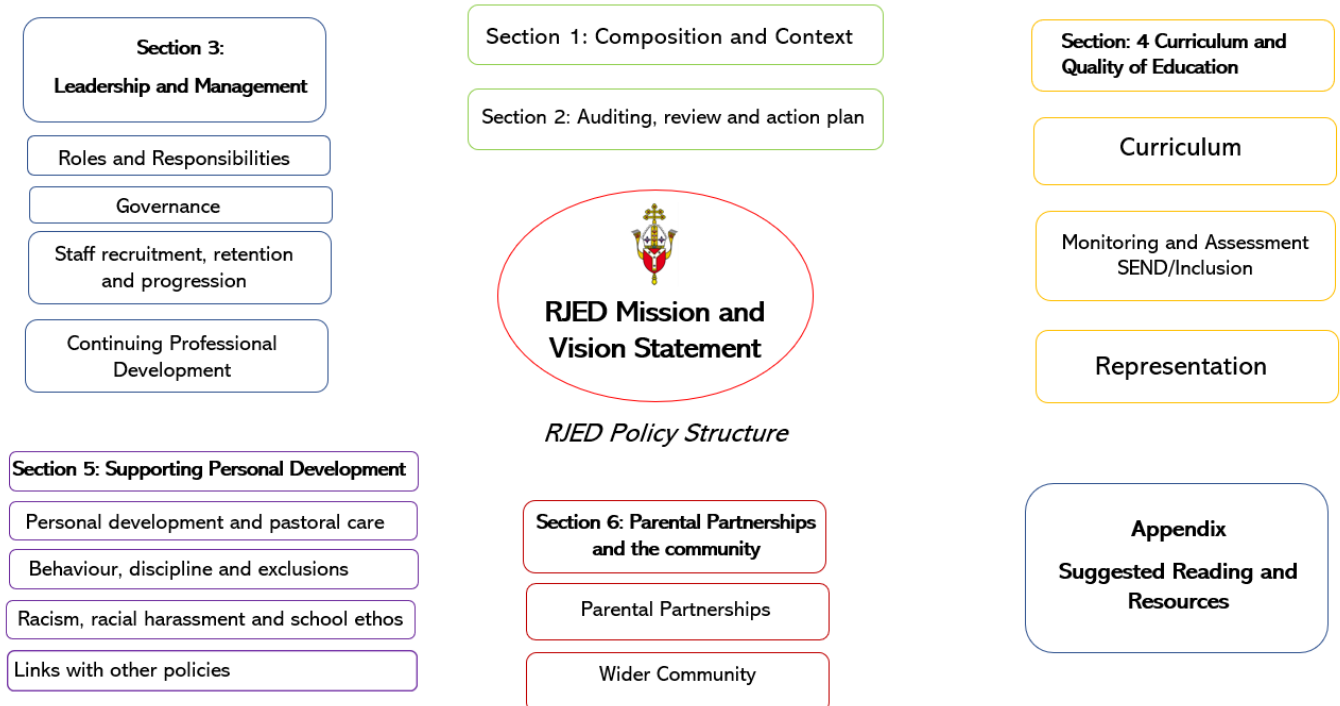# Racial Justice, Equality and Diversity

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. While work in this area is already underpinned by each school's Single Equality Policy, the RJED policy has been designed to bring into sharper focus the work schools are currently doing to tackle racial justice, equality and diversity.

How to use this policy

Diocese of Westminster schools are inclusive places where leaders focus on the well-being and progress of every child and where all members of our community are of equal worth. Stemming from the working party, this policy was developed to support schools to identify and describe all they do to in their commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

By reviewing and auditing the current practices in relation to the following core areas, the policy will provide an opportunity for schools to pinpoint exactly where they are in their journey:
· Leadership and Management
· Curriculum and Quality of education
· Mental Health and Well Being
· Supporting Personal Development
· Parental Partnerships and the wider community

Section 3: Leadership and Management	Section 1: Composition and Context	Section: 4 Curriculum and Quality of Education
Roles and Responsibilities	Section 2: Auditing, review and action plan	Curriculum
Governance		
Staff recruitment, retention and progression	RJED Mission and Vision Statement	Monitoring and Assessment SEND/Inclusion
Continuing Professional Development		Representation

RJED Policy Structure

Section 5: Supporting Personal Development	Section 6: Parental Partnerships and the community	Appendix
Personal development and pastoral care		Suggested Reading and Resources
Behaviour, discipline and exclusions	Parental Partnerships	
Racism, racial harassment and school ethos	Wider Community	
Links with other policies		

This document should be used in conjunction with the RJED – Whole School Approach (WSA)

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.

Section 2: Auditing, review and action plan
Assess the impact of current policies through consultation, evaluation and auditing tools. Identify an auditing tool that could be used (see appendix 1 for details). 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 refence to this as part of the school development plan

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.
Ensure key members of staff are named here for example Governors/TLR Post Holder.

3.2 Governance
What is the role of the Governing Body?
How representative is the Governing Body of the community it serves?
How do we governors ensure the contents of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents?
Do governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail? How do they ensure staff have access also?
How do they promote and preserve RJED character of the school?
How do leaders report this to the Governors? Is it assigned to committee or referenced at full governing body? Long standing agenda item?

3.3 Staff recruitment, retention and progression
Where are vacancies including those administrative, support staff and governors advertised to ensure a diverse pool of candidates can be reached?
Are all posts open to the widest possible pool of applicants?
What does the school do to ensure recruitment practices are non-discriminatory?
How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious bias and racial discrimination?
How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?
Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?
Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion?

How well represented are staff from Black and Minority Ethnic (BME) groups across the different tiers within the school? How do leaders plan to tackle this?
What support is there to ensure BME staff progress?

3.4 Continuing Professional Development
Ensure that there are references to race equality and cultural diversity issues in the school's programmes and plans for induction and staff training, both of teaching staff and support staff, and also for the governing body. Consider the methods and content of staff training on race equality and cultural diversity issues, and how such training is appropriately evaluated.
What CPD does the school offer around racism, diversity, unconscious bias? How often?
Who can attend? How does this link to our Catholic faith e.g. Catholic Social Teaching?

Section: 4 Curriculum and quality of education

4.1 Curriculum
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?
How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and respects the backgrounds of all pupils present within our school and wider community?
How do we ensure that learning about cultural diversity includes personal encounter with other cultures?
How does the school ensure the curriculum is representative of the community it serves?
Can pupils see themselves in the curriculum all year round?
Are historical events presented through a minority lens? (i.e. can you see history through the eyes of minorities as well as through the dominant narrative?)

4.2 Representation
What does the school do to improve diversity and representation across the curriculum?
What is the school's approach to imagery and iconography?
Are resources such as literature, authors and main characters, poets/urban artists, visiting speakers from ethnically diverse backgrounds?
Are national events presented from a range of perspectives?

4.3 Monitoring and Assessment
How does school use data on attainment?
Is it broken down by both ethnicity and gender?
How is this used? (to review the school's progress over time and in comparison with local/national picture)
How is data used to identify areas for improvement and development?
How do these processes help the school to fulfil the duties to make available annually the results of assessments and monitoring?
Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?
What action have we taken and are we taking to reduce and remove disparities between pupils from different communities and backgrounds?

Section 5: Supporting Personal development

5.1 Personal development and pastoral care

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 much do people understand of the needs of pupils/parents from ethnic minorities?

Secondary schools/Sixth Forms should consider:
- ✓ How are all pupils encouraged to consider a wide range of career and post-16 options?
- ✓ Are work experience opportunities monitored by ethnicity to ensure that there is no stereotyping in placements?

5.2 Racism, racial harassment and school ethos

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?

What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying?

How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?

How do we work with the local authority and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local community?

5.3 Behaviour, discipline and exclusions

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?

How are exclusions of all kinds monitored to establish patterns and trends?

Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all backgrounds?

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
· teaching and learning
 · admissions and attendance
· the content of the curriculum
· staff recruitment and professional development
· partnerships with parents and communities

Section 6: Parental Partnerships and the community

6.1 Parental Partnerships
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?

6.2 Wider Community
How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?
How well is the school/parish used as a community hub?
How can we support pupils/families with issues such as immigration, money advice support, navigating benefits system?
Does the school have links with any local charities who support parish/school members? Eg
- ✓ Catholic Association for Racial Justice
- ✓ Caritas Westminster
- ✓ Catholic Children's Society

Links with ethnic chaplains?
Which speakers do you invite to the school to speak with parents/pupils?

APPENDIX 1: Suggested Reading and Resources

Refer to *the RJED – Whole School Approach (WSA)* document for support in planning how best to proceed.

Section 2: Auditing, review and action plan

Haringey BME Achievement Self-Evaluation Tool
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.haringeyeducationpartnership.co.uk%2Fwp-content%2Fuploads%2F2019%2F09%2FBAME-Achievement-Self-Evaluation-Tool.xls%3Fmsclkid%3Dc95f5593cf0b11ecbcaee6e7f2e513a8&wdOrigin=BROWSELINK

Anti-racism curriculum review for primary and/or secondary school (The Key - subscription required)

Section 3: Leadership and Management

Reading
Miller, P. (2016) 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in England, Power & Education, 8(3), 205-221. https://doi.org/10.1177%2F1757743816672880

Audio
BAME leadership: How do we make it more representative in schools? - BAMEd
https://www.bameednetwork.com/resources/audio/bame-leadership-how-do-we-make-it-more-representative-in-schools-2/

In Conversations with...Professor Paul Miller - BAMEd
https://www.bameednetwork.com/resources/audio/in-conversations-with-professor-paul-miller/

Section: 4 Curriculum and quality of education

Anti-racism: how to review and re-frame your curriculum (The Key - subscription required)

The Curriculum as Window and Mirror – Emily Style
https://www.nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror?msclkid=83dd005acf0f11ecb3e5009cbf04af2e

Why schools should teach students about hidden and marginalised figures – Shalina Patel
https://www.teachwire.net/news/british-history-why-schools-should-teach-students-about-hidden-and-marginalised-figures

Section 5: Supporting Personal Development

Advice for being an ally – Dr Muna Abdi
https://www.bameednetwork.com/resources/bameed-resources/advice-for-being-an-ally/

Catholic Social Teaching (CST) and Racism by Fred Kammer, SJ, JD, Adapted by Thomas Massaro, SJ
https://faith-justice.org/catholic-social-teaching-cst-and-racism/

Diocese of Westminster Education Service Publications
- ✓ Racial Justice Equality and Diversity Resources

https://education.rcdow.org.uk/re-catholic-life/racial-justice-equality-and-diversity/resources/

- ✓ Racial Justice, Equality and Diversity in the Church
  https://education.rcdow.org.uk/re-catholic-life/racial-justice-equality-and-diversity/church/

- ✓ Catholicism Unpacked Racial Justice, Equality and Diversity
  https://education.rcdow.org.uk/re-catholic-life/racial-justice-equality-and-diversity/resources/