



# Whole-school Approach for Racial Justice, Equality and Diversity



## 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.*

<b>Section 1: Statement about the school's composition and context</b>				
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				
Priority	Actions	Impact/Intended Outcomes	Resources	Timescale/cost
1	<p><b>Statement of Intent - Recognise &amp; Respect the composition of your school</b></p> <p><i>Questionnaire, data, surveys, discussion groups</i></p> <ul style="list-style-type: none"> <li>• EAL, Ethnic groups, cultural history and celebrations, home language, religions,</li> <li>• Diversity of staff, pupils, parents &amp; community</li> <li>• how do we reflect our school's diverse community and celebrate our differences?</li> </ul>	<p>This will be different for all schools as they may be at different stages of this journey.</p> <p><b>Statement is created to reflect the ethnicity and diversity of your school community – Recognise, Reflect, Respect</b></p>		
<b>Section 2: Auditing, review and action plan</b>				
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 refence to this as part of the school development plan				
Priority	Actions	Impact/Intended Outcomes	Resources	Timescale/cost
2	<p><b>Baseline/audit/background knowledge</b> (include audit in appendix including suggested actions)</p> <ul style="list-style-type: none"> <li>• Audit carried out</li> <li>• Share &amp; discuss findings</li> <li>• Develop a working party – Champions/Leads</li> <li>• What are key priorities for <u>your</u> school community (we will all be at different starting points)</li> <li>• Create an action/strategic plan</li> <li>• Share with the school community (parents, pupils, staff &amp; Governors - website)</li> </ul>			

### 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)

Priority	Actions	Impact/Intended Outcomes	Resources	Timescale/cost
3	<b>Roles &amp; Responsibilities</b> <ul style="list-style-type: none"> <li>Action plan</li> <li>Role models</li> <li>Promoting</li> <li>Admissions</li> <li>Approaches to Behaviour</li> <li>Curriculum and teaching</li> <li>Safeguarding</li> <li>Team leads – Leadership</li> <li>How are allegations recorded &amp; restoration process</li> </ul>	Use EDI questions to start discussions with teams to tackle discrimination or practices that need to change. Share ideas with/from other schools on their practices, curriculum content & community interaction to ensure inclusion.	Links to audits/ speakers Create a steering group/ team (represent Governors, parents, staff & pupils)	
	<b>Governance</b> What is the role of the GB? <ul style="list-style-type: none"> <li>Audits &amp; Self reflections</li> <li>CPD</li> <li>Commitment</li> <li>Monitoring of Leadership roles &amp; responsibilities</li> </ul>			
	<b>Staff recruitment, retention &amp; progression</b> <ul style="list-style-type: none"> <li>Audits – where we are now &amp; what needs to change/ improve?</li> <li>Monitoring of staff diversity &amp; inclusion</li> <li>Equal rights &amp; opportunities for all – monitoring of recruitment &amp; progression</li> <li>Challenge discrimination</li> </ul>			

	<ul style="list-style-type: none"> <li>Raising concerns/whistleblowing</li> </ul>			
	<b>Professional Development</b> <ul style="list-style-type: none"> <li>Self-education – Self-reflection</li> <li>Leadership team</li> <li>Governors</li> <li>Staff</li> <li>Pupils</li> </ul>	Program of training Commitment to training and educating ourselves (agreement) Training/ input to all – staff & Governors, parents and children Focus on promotion	Research papers Booklist to share Pupil, staff, parent voice (now) Data knowledge – Ethnic, cultural & gender groups in the school community Local history knowledge	
4	<b>Section: 4 Curriculum and quality of education</b> 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?			
<b>Priority</b>	<b>Actions</b>	<b>Impact/Intended Outcomes</b>	<b>Resources</b>	<b>Timescale/cost</b>
4	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Review &amp; reflect on current curriculum</li> <li>Does it reflect pupils and community?</li> <li>Does it represent and respect the Black, African, Minority, Ethnic community?</li> <li>Pupil/Parent/staff voice</li> <li>Good practice – shared in LA/Diocese</li> <li>Revise the curriculum to reflect diversity – decolonialise topics</li> <li>Review teaching resources – eliminate racial slurs, discriminatory language or stereotyping</li> <li>Seek expert support</li> </ul>	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.  The curriculum we teach must highlight the significance of the Black, African, Minority, Ethnic contribution as part of the history of Britain. This matters for <b>every</b> child and <b>every</b> adult. A true reflective curriculum builds <u>belonging</u> and actively challenges racism.	Curriculum resource bank PSHE/Citizenship curriculum	
	<b>Monitoring and Assessment</b> <ul style="list-style-type: none"> <li>How does the school monitor the curriculum content?</li> </ul>	Evaluation report  Next steps – Planning forward		

	<ul style="list-style-type: none"> <li>• Data analysis – gender, ethnicity areas for development and successes</li> <li>• Team Leads, Leadership, Governors</li> <li>• Pupil, staff, parent voice (later) look for positive changes</li> </ul>			
5	<p><b>Section 5: Supporting Personal development</b></p> <p>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?</p> <p>How do we publicly promote good personal and community relations?</p> <p>Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?</p> <p>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?</p> <p>What does the school do improve diversity and representation across the curriculum?</p> <p><b>Links with other policies</b></p>			
<b>Priority</b>	<b>Actions</b>	<b>Impact/Intended Outcomes</b>	<b>Resources</b>	<b>Timescale/cost</b>
	<p><b>Personal development and pastoral care</b></p> <ul style="list-style-type: none"> <li>• Pastoral/Mentoring support represents or are culturally aware of the community.</li> <li>• Opportunities to see positive role models</li> <li>• Unconscious bias training</li> </ul>			
	<p><b>Racism, racial harassment and school ethos</b></p> <ul style="list-style-type: none"> <li>• Audit/monitoring of racist incidents in school and report to Governors and LA</li> <li>• Opportunities to discuss in PSHE lessons and whole school focus – assemblies, speakers etc</li> <li>• Behaviour policy and other relevant policies revisited and revised if necessary</li> <li>• Restorative justice practice</li> <li>• Community are aware of the importance of creating and living an anti-racist ethos</li> </ul>			
	<p><b>Behaviour, discipline and exclusions</b></p> <ul style="list-style-type: none"> <li>• Audit/monitoring of racist/behaviour incidents in school and report to Governors and LA by HT/SLT</li> <li>• Opportunities to discuss behaviour in PSHE lessons and whole school focus – assemblies, speakers etc</li> </ul>			

	<ul style="list-style-type: none"> <li>Behaviour policy and other relevant policies revisited and revised if necessary</li> <li>Ensure consistency of approach across the school.</li> <li>Exclusions are recorded and reported to Governors and LA</li> <li></li> </ul>			
	<b>Representation</b> <ul style="list-style-type: none"> <li>Display audit – <ul style="list-style-type: none"> <li>Are all cultures represented?</li> <li>Are ethnicity groups stereotyped?</li> <li>Are all groups represented in a positive light?</li> </ul> </li> <li>Acceptance and tolerance workshops/ national awareness days – ASD day, women’s week</li> </ul>			
6	<b>Section 6: Parental Partnerships and the community</b> 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?			
<b>Priority</b>	<b>Actions</b>	<b>Impact/Intended Outcomes</b>	<b>Resources</b>	<b>Timescale/cost</b>
1.	<b>Parental Partnerships</b> <ul style="list-style-type: none"> <li>Parent voice</li> <li>How do parents feel about the school?</li> <li>What role do they play in supporting the school?</li> </ul>			
2.	<b>Wider Community</b> <ul style="list-style-type: none"> <li>Accessibility audit</li> <li>Links with Parish</li> <li>Links with charities – local &amp; worldwide <ul style="list-style-type: none"> <li>Rich diversity of community links – opportunities to see Black, African, Minority, Ethnic groups in social justice and outreach work</li> </ul> </li> </ul>			