

**St Mary's Catholic Primary School**  
**Racial Justice, Equality and Diversity Policy**



This policy for Racial Justice, Equality and Diversity has been approved and adopted by the governing body in March 2026 and will be reviewed in March 2027.

Signed by the Chair of Governors:

Signed by the Interim Headteacher: R Martin

#### Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

#### **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 Equality and Community Cohesion Scheme, the RJED policy has been designed to bring into sharper focus the work schools are currently doing to tackle racial justice, equality and diversity.

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

St Mary's Catholic Primary is located in Ponders End, North London. With 326 pupils we are of quite average size. In recent years we have experienced lower pupil intake in our reception classes and we have some low cohort classes throughout our school. We have a morning nurse which feeds into our reception classes.

Overall attainment at St Marys is above the national and borough %, with 83% of Key stage 2 children achieving the expected standard in reading writing and maths combined and as individual subjects: Reading 87%, Writing 83% and Maths 83%. (23/24)

Attendance is above (96% 24/25) schools across England where the average is 93.5% (June 2025 Gov Data). Our school is currently in a period of transition - our previous headteacher 30+ years (22 as headteacher 8 as class teacher) retired in July 2025. Rosheen Martin is our interim headteacher. We are in position where our governors have supported the decision for our previous head to act as a mentor to the interim headteacher and SLT during this period of transition.

4.3% of our pupils are 'White British', 1.4% White Irish, 11.3% White Other, 2.6% travellers of Irish/Gypsy, Roma heritage, 13% mixed/dual background, 2.6% Asian/Asian British, 59% Black/ Black British, 4% other ethnic group.

In our February 2025 census 46 % of our pupils identified their faith as Catholic. 1% Buddhist, 0.2% Hindu, 4% Muslim 0.2% Sikh, 1.4% other and 0.5% stated they do not follow a faith.

We have recently reviewed our curriculum and have actively looked at ways in which we can ensure that all of the pupils at St. Mary's feel represented in our school – both in the school environment and the curriculum. It is key for us that our families feel represented and have opportunities to share and celebrate the varied backgrounds, cultures and traditions we have at St. Mary's.

## **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 aim to establish a Racial Justice, Equality and Diversity working party made up of staff and governors, with the aim to invite parent/carer representatives by Autumn Term 2026. The results of these working party meetings will feed into our action plan, which is an ongoing, working document. We aim to complete an audit to assess the impact of current policies by summer the end of the summer term 2026. 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.

## **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 Lead: Claire Brennan (RE Team, Prayer and Liturgy lead)

### **3.2 Governance**

The Governing body exists 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 Governing body is as culturally diverse as our school community, and therefore is representative of our own school community. Matters on RJED will be communicated at Curriculum committee meetings and Full Governing body meetings. Reports on RJED are able to be sent to the Governing body using the Governor Hub platform as/when is needed.

### **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>. Our Racial Justice, Equality and Diversity leads and class teachers 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 continue to be representative of the pupils in our school. We have members of staff on our Senior Leadership Team who have received Safer Recruitment training.

### **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. 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**

We updated our curriculum in 2022. During planning meetings, staff make every effort to identify opportunities to promote literature, artists, historical people and events which are culturally diverse. We continue to monitor and develop this. We are always looking for opportunities to invite 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/World Day of Religions.

The RJED lead has worked with subject leads to help map Catholic Social Teaching across the curriculum so that it is the 'golden thread' that runs throughout our teaching and learning here at St Mary's. 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.

### **4.2 Representation**

We believe that it is important for our children to see themselves represented within our school 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 school library and class book corners, we ensure that the texts chosen were representative of our school community in terms of cultural and religious backgrounds. We know 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. Mary's, we use I-Track 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. The RE lead looks at the data for disadvantaged pupils to ensure that strategies are put in place to help reduce any identified gaps in learning. We look further 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. A curriculum report is presented to Governors on a termly basis which outlines the data for pupils in RE, Maths, Reading and Writing.

## **Section 5: Supporting Personal development**

### **5.1 Personal development and pastoral care**

The pastoral support at St. Mary'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. Mary's, we encourage all pupils to understanding what race, racism and anti-racism are and to begin to understand the harms that discrimination causes. This is taught through lessons, Celebrations of the Word and informal class discussions. 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 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 recorded on CPOMS.

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 Headteachers, DSLs and SENco 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
- 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 monthly newsletters and termly RE newsletters. We hold parent curriculum meetings in the Autumn term and Pupil Progress meetings in the Spring term. 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 some 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 our children lead the 9:30 am mass at Mary Mother of God, Ponders End. Our children also have the opportunity to lead year group masses, these are either in church or our school hall. For other celebrations, such Carol Concerts we use our parish Mary Mother of God. We hold curriculum-based sessions, such as our Story Cafes and phonic/reading information workshops, and termly 'Bring your dad, mum, grandparent to school' – these are very popular and more often than not, oversubscribed. Our parental feedback books show that opportunities for parents/carers to see their child in school is always appreciated.

### **6.2 Wider Community**

Our school hall is used for breakfast club and for extra- curricular activities. 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's 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.

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.

We have made links with our local mosque and Hindu temple to support our teaching of other faiths and the RED and some year groups have been able to visit. The children take part in yearly workshops on the Jewish (led by Ruth Jampal) and Islamic (led by the Iman) faith.

## **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%3Fmsckid%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?msckid=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/>