ST PAUL'S CATHOLIC COLLEGE



Racial Justice, Equality and Diversity Policy

Reviewed	**Autumn Term 2026**
Approved By	**Headteacher**
Next Review Date	**Autumn Term 2030**

St Paul's Catholic College

Mission Statement

St Paul's is a community of faith, echoing St Paul's letter to Timothy where - as pillars of Christian living - he stresses "love, service and doing the best possible."

Rooted in Catholic tradition, our school is dedicated to faith formation, ensuring Christ is at the centre of our community and our learning.

We develop students' full potential so that they can achieve excellence and learn to serve, living out Catholic Social Teachings.

Achieving Excellence, Learning to Serve



Contents

1. Introduction statement about St Paul's Catholic College composition and context
2. Auditing, review and action plan
3. Leadership and Management
    i. Roles and Responsibilities
    ii. Governance
    iii. Staff recruitment, retention and progression
    iv. Continuing Professional Development
4. Curriculum and quality of education
    i. Curriculum
    ii. Representation
    iii. Monitoring and Assessment
5. Supporting Personal development
    i. Personal development and pastoral care
    ii. Racism, racial harassment and school ethos
    iii. Behaviour, discipline and exclusions
    iv. Links with Other Policies
6. Parental Partnerships and the community

1. Introduction statement about St Paul's Catholic College composition and context

St Paul's Catholic College has a long-standing commitment to equality. For as it states in Gaudium et Spes 29 "All human beings are endowed with a rational soul and are created in God's image … there is here a basic equality between all people and it must be given ever greater recognition … forms of social or cultural discrimination … on the grounds of sex, race colour, social conditions, language or religion, must be curbed as incompatible with God's design". St Paul's Catholic College Community is very diverse, and made up of many different ethnicities, cultures and home languages. Twenty-four percent of our pupils speak English as an additional language. More than 44 different home languages are spoken by our pupils. Fourteen percent of our pupils receive Free School Meals.

The school has created a broad, cohesive and engaging curriculum that enables children to feel included and represented. Pupils know, understand and appreciate the importance of their faith and flourish in an environment that promotes their academic, personal and spiritual development exceptionally well. St Paul's is a dynamic community where staff and pupils have a clear understanding of the call to human flourishing and excellent opportunities are provided for. We celebrate this diversity and the innate human dignity of every person.

Section 2: Auditing, review and action plan

St Paul's reviews our curriculum to ensure that it reflected a broad range of content from diverse backgrounds, as well as attending diocesan training focusing on opportunities across the wider school to celebrate and reflect the diverse make up of our school community. As part of our department review programme, we discuss ways that the Head of Department ensures that their curriculum offer reflects equality and diversity. These changes were implemented with the belief that education plays a crucial role in fostering understanding and empathy among pupils, ultimately contributing to a more equitable and just society. We have an audit of where race equality and cultural diversity, prejudice and negative stereotypes are covered within subject areas. We will continue to focus over the next two years on small changes in our curriculum in line with student voice.

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, homophobic incidents or any other incident that may be contrary to the equality act 2010, that may occur.

We have clear systems to report and take action when these incidents happen between pupils, or where they involve staff.

Staff are also required 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.

The deputy head teacher (Louisa Davies) is the RJED coordinator and there is a governor with responsibility for RJED (Fiona Russell)

3.2 Governance

The governing body plays a crucial role in promoting racial justice, equality, and diversity within the school community. The governing body is responsible for having oversight of the creation, review, and updating of school policies related to equality, diversity, and inclusion.

The Governing body offers guidance and support to the school leadership team, ensuring that they have the necessary resources and knowledge to address issues related to racial justice and equality effectively. The governing body acts as a bridge between the school and the local community, fostering open communication and collaboration on issues related to racial justice, equality, and diversity.

The governing body holds the school accountable for its actions and progress in addressing racial justice, equality, and diversity, ensuring that the school maintains a safe, inclusive, and supportive environment for all pupils, staff and families. The designated RJED Governor acts as a bridge between the staff, governors and parents.

3.3 Staff recruitment, retention and progression

At St Paul's Catholic College, we are committed to ensuring that our recruitment practices promote diversity and inclusivity. Vacancies, including administrative, support staff and governor positions are advertised through multiple platforms, such as local and national job boards, community organizations and social media, to reach a diverse pool of candidates. All posts are open to the widest possible pool of applicants. We ensure our recruitment practices are non-discriminatory by providing thorough training for all involved in recruitment and selection, focusing on avoiding unconscious bias and racial discrimination. We adhere to good equal opportunities practices throughout the selection process.

3.4 Continuing Professional Development

Our school is fully committed to adhering to all UK laws and procedures regarding discrimination and racial justice. We strictly follow the guidance provided in the Keeping Children Safe in Education (KCSIE) statutory document, ensuring that we create a safe and inclusive environment for all pupils. We maintain a zero tolerance policy towards any form of discrimination, and our staff receives regular training on promoting equality, diversity and inclusion.

By actively implementing the guidelines set forth by KCSIE and other relevant legislation, our school remains dedicated to the well-being and success of every pupil and staff member, regardless of their race, background or identity. New staff attend a thorough safeguarding induction led by the Deputy Head and Safeguarding Lead. Staff receive regular training and CPD on equality through our online training packages. The RJED Co-Ordinator attends regular RJED updates from the Diocese and feeds the information back to staff. The whole Senior Leadership Team attend Diocesan Training over the academic year 2025/2026.

Section: 4 Curriculum and quality of education

4.1 Curriculum

St Paul's Catholic College recognizes the importance of integrating the principles of Catholic Social Teaching (CST) in our approach to promoting racial equality and anti-discrimination. CST provides a foundation for fostering a culture of inclusivity, empathy and justice. By incorporating CST into our policies and practices, we emphasize the dignity of every human person, the call to community and

participation, and the pursuit of the common good. This framework strengthens our commitment to addressing racial disparities and creating a learning environment where pupils from diverse backgrounds can thrive. Moreover, CST supports our efforts to promote solidarity and subsidiarity, enabling us to cultivate a sense of shared responsibility and accountability for confronting systemic inequalities. By integrating these principles, we believe our school can play a crucial role in shaping a more equitable and inclusive society.

Our Heads of Department and Senior Leadership Team (SLT)annually audit our curriculum offering to ensure it is inclusive of a range of backgrounds. This is monitored each year through our Heads of Department training and departmental long-term plans. We ensure that our curriculum (including our programme of enrichment and extracurricular activities) actively is broad and balanced and provides opportunities for all students and promotes understanding between different groups of people, cultures and societies. Our curriculum includes an element of PSHE education that tackles stereotypes and challenges students' perceptions.

4.2 Representation

We actively work to improve diversity and representation across the curriculum. Our approach includes integrating diverse perspectives in all subjects, ensuring that pupils learn about the contributions of people from various ethnic backgrounds. Curriculum areas carefully select imagery and iconography to reflect our diverse community, showcasing a range of cultures and experiences. Our resources, including literature, authors, main characters, poets, global artists are chosen to represent diverse ethnic backgrounds. We also ensure that national events and historical topics are presented from multiple perspectives, allowing pupils to understand the rich tapestry of experiences that shape our world. This approach not only enhances pupils' learning experiences but also fosters an environment of inclusivity and respect for all cultures.

4.3 Monitoring and Assessment

Teachers formally assess all pupils across the curriculum at 3 points across the year. KPI data is produced at each data drop where we look for patterns between groups and discuss actions at SLT. Heads of Departments are asked to reflect on the group data and action any areas of concern. All of our minority ethnic backgrounds outperformed our white British cohort in GCSE results 2026.

Section 5: Supporting Personal development

5.1 Personal development and pastoral care

St Paul's Catholic College strives to provide comprehensive pastoral support that caters to the unique religious, cultural, and experiential needs of diverse pupil groups including those from ethnic minority backgrounds. School policies are regularly reviewed and updated to ensure that they effectively address the needs of diverse pupil groups and promote equal opportunities for all. We incorporate diverse materials and resources into the curriculum, ensuring that all pupils feel represented and engaged.
By implementing these strategies, we work towards providing inclusive and comprehensive pastoral support that addresses the diverse needs of our pupils, fostering an environment where every child feels valued, respected, and supported.

5.2 Racism, racial harassment and school ethos

Our school Mission motto is Achieving Excellence, Learning to serve through living out Catholic Social Teaching Principles. All children must feel safe, respected and cared for in order to be able to live out the motto and the mission statement.

We have a zero-tolerance policy towards any form of racism or discrimination. Any incident is reported using CPOMs and is dealt with in line with our behaviour policies. The deputy head analyses data recorded onto CPOMS to identify trends, consistency and performance against targets and to inform changes in policy and procedure.
Data is also monitored to ensure the school meets its statutory duties regarding the Single Equalities Scheme. Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

5.3 Behaviour, discipline and exclusions
We have a robust Behaviour Policy which ensures our procedures are fair and equitable to pupils of all backgrounds. Rewards and sanctions systems are consistent across the school, and all pupils know the expectations. Data from exclusions is analyzed by groups to ensure and actions are put into place where any trends may suggest processes are reviewed.

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
- Admissions
- Attendance
- The content of the curriculum
- Teaching and Learning
- Staff recruitment and professional development
- Partnerships with parents and communities

Section 6: Parental Partnerships and the community

At St Paul's Catholic College, we pride ourselves on forging strong relationships with our parents and local community. We keep our community fully abreast of school events through our website calendar and newsletters. We have several staff who speak different languages and can help communicate with parents if there is a language barrier. We also make good use of technology to support where required.