Aston St Mary's

Church of England (VA)
Primary School

ASTON ST MARY'S
CHURCH OF ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL

Every child is a treasure – small in size, growing in God's love.

The Diocese of St Albans

Policy for Racial Equality

Effective from:	October 2026
Review Date:	September 2028
Author:	Adapted from Herts model policy

At ASM school we believe all of God's children should feel safe at all times. Every child is a treasure – small in size, growing in God's love. In our school, our Christian values will support us to keep our children safe and to allow them to grow up surrounded by God's love. This policy, along with the others in school, will help us to do this.

Aston St Mary's Primary School Policy

Subject: Racial Equality	
Effective Date: October 2026	**Author: HT (adapted from Herts model policy)**
Next Review Date: September 2028	

1. Purpose

All of God's children should be treated with respect and kindness, regardless of background or needs. Every child is a treasure – small in size, growing in God's love. We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

Fostering respect for all groups and individuals, within the context of Human Rights
Promoting positive non-discriminatory behaviour
Ensuring appropriate support for isolated individuals of different ethnic groups within the school
Ensuring high expectations of all
Ensuring representation of a wide range of heritages within our curriculum and school community
Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

2. Scope

The policy is applicable to Governors, all staff, supply staff and pupils.

3. Policy

Implementation and Self- Evaluation:
Monitoring Pupil Achievements

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories, as used in Hertfordshire
(see appendix 1). We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

Pupils' Attitudes, Values and Personal Development

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- Diverse learning styles are catered for
- The skills to learn in a range of different styles and contexts are developed and encouraged
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All staff receive training on strategies for helping bilingual and multilingual pupils to improve their English
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

The Curriculum

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

Admissions and transfer procedures:
All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all pupils
- Teach pupils respect and value for diversity
- Teach pupils the nature of cultural diversity in Britain and globally
- Teach pupils the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

As a Voluntary Aided school we will strive to reflect the ethnic profile of the area we serve. In order to achieve this we will monitor pupils applications and admissions by ethnic group. (Please note that Church schools will be able to obtain further advice from Church bodies).

As a school we are conscious of the vulnerability of our pupils at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and pupils in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable pupils are nurtured and supported in a safe environment.

Leadership and Management

Staff recruitment and retention

- The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy
  - ✓ does not discriminate against minority ethnic groups
  - ✓ takes appropriate action to seek staff and governors from a diversity of backgrounds
- Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- A demonstrated commitment to race equality will be a criterion for the selection of all new staff.
- The school will seek to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on.
- The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.
- The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Staff career structure and development, guidance and support

- We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.
- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

Commitment

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

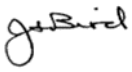
- All staff, governors, parents/carers and pupils will be actively involved in developing, implementing and evaluating the school race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy. Pupils' engagement in this process will be as full as appropriate with a clear development programme to progressively maximise their contribution.
- The perspectives of minority groups and isolated pupils/families will be a matter of particular concern in this process.

As a school with limited ethnic diversity:

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

AUTHORISATION

Signed by the Chair of the School Improvement Committee on behalf of the Governing Body, who approved this policy on 5th October 2026.



Signed: