



Racial Justice, Equality and Diversity (RJED) Action Plan 2026-27

We learn to love and love to learn with Jesus



Our Lady Catholic Primary School

Racial Justice, Equality and Diversity (RJED) Action Plan 2026–27

Mission:

We learn to love and love to learn with Jesus.

Vision:

At Our Lady Catholic Primary School, we believe that every person is created uniquely in the image and likeness of God and possesses equal dignity and worth. Our commitment to Racial Justice, Equality and Diversity (RJED) is therefore integral to our Catholic identity and mission.

We aim to ensure that every child, family and member of staff feels that they **belong, are represented, are listened to and are valued**. Through our curriculum, Catholic life and mission, policies, relationships and wider school culture, we seek to challenge prejudice and discrimination and enable pupils to become compassionate, informed and courageous advocates for justice.

Priority	Actions	Responsibility	Timescale	Success Criteria / Intended Impact	Monitoring & Evidence
1. Strengthen strategic leadership of RJED	Appoint an RJED Coordinator with responsibility for driving the school's work. Establish RJED as a regular element of SLT and governor monitoring. Produce and regularly review the RJED Action Plan.	Headteacher RJED Lead SLT Governors	Autumn 2026 and ongoing	RJED has clear leadership and accountability. Staff understand the school's priorities and governors can articulate how RJED supports Catholic life and mission.	SLT minutes Governor minutes Action-plan reviews Governor visits Staff/pupil voice

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2. Embed RJED within our Catholic identity and mission	Make explicit links between RJED, Scripture, Gospel values and Catholic Social Teaching, particularly Human Dignity, Solidarity and Peace, the Common Good, Preferential Option for the Poor and Community and Participation. Ensure racial justice and equality are reflected appropriately in prayer, Celebration of the Word and Catholic social action.	Headteacher REC RJED Lead Chaplaincy Team Mini Vinnies	Throughout 2026-27	Pupils increasingly understand that racial justice is rooted in the Catholic belief that every person is made in the image of God. Pupils can connect their faith with actions promoting justice and equality.	Pupil voice Worship monitoring Catholic Life displays Chaplaincy evidence CSED
3. Develop staff confidence and expertise	Provide dedicated RJED CPD for teaching and support staff. Develop understanding of unconscious bias, racial literacy, appropriate terminology, representation, tackling stereotypes and responding confidently to discriminatory incidents. Include RJED within induction for new staff.	Headteacher RJED Lead SLT	Autumn 2026 Revisit Spring/ Summer 2027	Staff report increased confidence in discussing race, identity and diversity and challenging inappropriate language or stereotypes. Consistency of practice increases across school.	CPD records Staff questionnaire Learning walks Incident monitoring on CPOMS

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4. Audit and strengthen curriculum representation	Complete an RJED curriculum audit across all subjects. Review texts, historical figures, artists, scientists, musicians, geographical case studies and other curriculum content to ensure children encounter diverse perspectives and achievements throughout the year rather than only during designated events.	RJED Lead Subject Leaders Class teachers	Autumn 2026 – Spring 2027	Curriculum documentation demonstrates authentic and meaningful representation. Pupils can identify diverse individuals, cultures and perspectives across different subjects.	Curriculum audit Planning scrutiny Book looks Learning walks Pupil voice
5. Develop diversity within reading and the school environment	Audit class libraries, the main library, displays and resources. Purchase high-quality literature featuring diverse protagonists, authors, cultures, families and experiences. Ensure resources avoid tokenism and stereotypes.	English Lead RJED Lead Class teachers	Autumn 2026 – Spring 2027	Children increasingly see themselves and others positively represented in literature and around the school. Diverse books become part of everyday reading provision.	Library audit Purchasing records Pupil surveys Photographs Reading records

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6. Strengthen pupil voice and agency	Establish regular RJED-focused pupil voice involving children across KS1 and KS2. Consider pupil RJED Ambassadors or incorporate responsibility within an existing pupil leadership group. Provide opportunities for pupils to identify improvements and lead activities promoting inclusion and belonging.	RJED Lead / SLT	From Autumn 2026	Pupils feel listened to and can identify ways in which they influence the school's approach to equality and inclusion. Older pupils increasingly articulate issues around fairness, prejudice and justice confidently and sensitively.	Pupil voice records Ambassador minutes Assemblies Pupil-led projects
7. Ensure children experience a strong sense of belonging	Conduct pupil voice specifically exploring: <i>Do I belong? Do I see people like me represented? Are differences respected? Do adults listen and respond when something is wrong?</i> Analyse responses by relevant pupil groups where appropriate and use findings to inform actions.	RJED Lead Inclusion Lead SLT	Baseline Autumn 2026 Reepeat Summer 2027	An increased proportion of pupils report feeling represented, respected, safe and that they belong within the school community. Identified concerns result in clear actions.	Baseline and follow-up survey Pupil interviews Case studies

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8. Respond consistently to racism and discriminatory behaviour	Review Behaviour, Anti-Bullying, Equality and Safeguarding procedures to ensure expectations regarding racist and discriminatory language/incidents are explicit. Ensure incidents are recorded consistently, followed up and analysed for patterns. Provide age-appropriate restorative education alongside appropriate consequences.	Headteacher DSL Team RJED Lead	Autumn 2026 and termly	Staff know how to identify, record and respond to discriminatory incidents. Pupils understand that racist language and behaviour are unacceptable and know whom to speak to if concerned. Patterns result in timely intervention.	CPOMS/incident analysis Behaviour records Pupil voice Policy review Governor reporting
9. Strengthen parent and community engagement	Communicate the school's RJED commitment to families. Provide opportunities for parents to share cultural knowledge, traditions, stories and experiences where appropriate. Seek parent views about representation, inclusion and belonging. Celebrate the diversity within the school community while emphasising shared Catholic values.	Headteacher RJED Lead	Spring 2027 - Summer 2027	Families understand the school's commitment to racial justice and diversity and have opportunities to contribute. Parent feedback demonstrates a strong sense of welcome and belonging.	Parent survey Newsletters Website Events Parent contributions

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10. Review equality within school policies and systems	Audit key policies and procedures through an equality and RJED lens, including Behaviour, Anti-Bullying, Curriculum, Recruitment, Admissions where applicable and Equality information/objectives. Consider whether systems unintentionally disadvantage particular groups.	Headteacher SLT Governors	Ongoing throughout the year	Policies explicitly reflect the school's commitment to equality and racial justice. Leaders can demonstrate that equality considerations inform decision-making.	Policy audit Governor minutes Equality Objectives Leadership monitoring
11. Develop links with the Diocese and wider RJED initiatives	Engage with Diocese of Westminster RJED training, resources and networks and work towards an appropriate RJED recognition/award where available. Share effective practice with other Catholic schools.	Headteacher RJED Lead REC	Ongoing throughout the year	School practice reflects diocesan expectations and leaders can demonstrate external engagement, challenge and professional development.	Training records Diocesan feedback Award evidence Network participation

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12. Measure impact rather than activity	Establish an RJED evidence portfolio and evaluate impact termly. Triangulate curriculum evidence, pupil voice, parent/staff voice, behaviour data and leadership monitoring. Report progress to governors and identify next steps.	RJED Lead Headteacher Link Governor	Termly	Leaders and governors can clearly explain what has changed for pupils as a result of RJED work rather than simply listing activities undertaken.	Termly impact report Governor challenge Data Surveys Case studies CSED evidence

Key Success Measures by July 2027

By the end of the academic year:

- 100% of staff will have received RJED professional development and will understand agreed procedures for challenging and recording discriminatory behaviour.
- 100% of curriculum subjects will have completed an RJED/representation audit and identified strengths and areas for development.
- Pupil voice will demonstrate that the large majority of pupils feel valued, represented and that they belong at Our Lady.
- Pupils will be increasingly able to explain the relationship between racial justice, human dignity, equality and Catholic Social Teaching.
- School literature and curriculum resources will demonstrate broader and more authentic representation of different ethnicities, cultures and experiences.
- Racist and discriminatory incidents will be consistently recorded, analysed and followed up, with termly oversight from leaders.
- Parents will have been given opportunities to contribute their views and experiences to the school's development of RJED.
- Governors will receive termly evidence of impact and be able to articulate the school's strengths and next steps.
- RJED will be clearly evidenced within the school's Catholic Self-Evaluation Document, curriculum documentation, policies and Catholic Life and Mission.
- The school will have engaged with relevant Diocesan RJED development and recognition opportunities.

Overall Intended Impact

RJED will not be regarded as a stand-alone initiative but as an integral part of who we are as a Catholic school. Through our curriculum, worship, relationships, policies and actions, children will learn that every human being has equal dignity because each person is created and loved by God.

Our pupils will leave Our Lady increasingly equipped to recognise injustice, challenge prejudice appropriately, celebrate diversity and contribute positively to a society in which the dignity of every person is respected.

In doing so, our RJED work directly fulfils our mission: *We learn to love and love to learn with Jesus.*

