Lancashire Equality and Inclusion Mark

Race Equality and Inclusion Badge Accreditation Proforma*

School Name: **St Thomas the Martyr CE Primary School**

LCC Number (or address for non-Lancashire school):

School Context: At St Thomas the Martyr CE Primary School we strive to provide a caring Christian community where everyone can enjoy growing and achieving together.
We seek to provide a school experience which is full of creativity, challenge, wonder and fun where achievement of all kinds is recognised and celebrated. Our school is a wonderful nurturing environment for all our children and they are placed at the centre of everything that we do.
Through a stimulating, challenging curriculum and working in partnership with parents, Governors, the church and wider community we work hard to ensure our children reach their full potential. We set the highest academic standards and we pride ourselves on developing the whole child, taking every opportunity to identify, encourage and celebrate their unique skills and abilities.

Christian values and spirituality are at the heart of all aspects of school life. Through them children learn to work well together and develop skills and attitudes to become confident, responsible individuals with a love of learning able to make a positive contribution to the world. The behaviour of our pupils is impeccable and they consistently demonstrate a kind, considerate attitude when dealing with others. Individuals feel respected and confident enough to encounter challenges and achieve success.

Equality Reference Group: *Carl Roscoe (Headteacher), Suzanne Christy (Deputy head), Nicki Taylor (MFL) and Jenny Whitehead (Governor)*
School council and Eco-council children

School Development Plan:

1 – Quality of Education

1.4 A broad and balanced curriculum with subject leaders ensuring that the curriculum is coherently planned and sequenced towards cumulative knowledge that will ensure success at the next stage and future learning.

2 – Behaviour and attitudes of our pupils

2.1 Consistent approach to our Positive Behaviour Policy to promote high expectations and a consistent approach.

4 – Personal development

4.1 Effective teaching in line with identified areas of safeguarding concerns relevant to our community. Engage other agencies to ensure quality learning from relevant professionals, which impacts and is inspiring.

5 – Special projects

5.1 Develop and promote opportunities to broaden horizons for our children

5.2 Whole school approach to implement and support the schools sustainability and climate action plan.

IMPACT - Relationships between pupils and staff are positive with a respectful culture evident.
By prioritising race equality throughout the School Development Plan, the school has continued to embed its inclusive ethos, ensured equitable access to learning, and embedded a curriculum that reflects and celebrates diversity. This has contributed to improved pupil engagement, consistent approaches to addressing discriminatory behaviour, and increased staff confidence in promoting equality, resulting in a more respectful and inclusive school community. There have only been 0.01% of discriminatory behaviours recorded on cpoms throughout the last few years, this has been dealt with swiftly and was a result of children being less informed and lack of understanding how certain vocabulary can be interpreted in a different way, even when no harm is intended.

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As we are a predominately white British school, we are aware that we need to further support, educate and develop our children's understanding of equality with the initial focus on race, culture and beliefs.

1.4 - Books evidence an ambitious and coherent curriculum which will give all children a high level of knowledge and cultural capital in line with intent.

Planning is clearly sequenced towards the acquisition of knowledge and skills. Each lesson has a clear intent with effective implementation.

Children able to talk confidently about their learning in each subject.

2.1 - Relationships between pupils and staff are positive with a respectful culture evident.

Children and adults report inappropriate behaviour and swift, appropriate action can be evidenced.

4.1 - Children have an awareness of the potential danger on and off line.

Children know where to seek help.

Children understand that they must look after their own mental health and find 'time to talk'.

5.1 & 5.2 **-** Greater understanding of the importance of school engagement leading to opportunities for pupil development.

Pupil Voice provides positive feedback.

Describe the process of achieving Race Equality and Inclusion in your school: (*acknowledge and celebrate*)

A: Initial audit:

Describe how the audit was carried out, by whom, and what results were found for the different elements in relation to this strand.

Mrs Christy completed the initial audit prior to September 2025 and then shared the outcomes with Mr Roscoe and Mrs Whitehead.

When looking at the equality strand of Race, we identified that whilst the majority of practice in our school is effective, there are some elements to be revisited and refreshed.

Statutory Requirements

Staff need to be reminded of their legal duties and be aware of the equality policy, public sector equality duty and protected characteristics by the equality act 2010.

Staff to ensure that when they renew their policies they have regard to the protected characteristics of the Equality Act 2010.

The school has equality and inclusion action plans within it's school development plan and these are embedded throughout the 5 different strands.

The school is in the process of updating it's accessibility plan and this is the responsibility for the SENDco ensuring that thought is given to the SEND code of practice and the equality act.

School ethos:

School effectively promotes inclusivity and diversity throughout everything that we do. All staff, children, their families and visitors are welcomed at all times. The school rules and behaviour policy are reflected upon to ensure there are no barriers to any group.

School has xxx% of EAL children and we strive to ensure that we celebrate all cultures and beliefs, but we do so in an accurate way as opposed to a stereotypical one. Through liaising with our families we ensure that we embrace a wide variety of cultures e.g. welly washing at the start of Christmas and Martisor at the start of March.

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All displays around school are used to support and reflect the children's learning as well as inspire them to achieve all that they dream of, highlighting that there are no restrictions apart from not believing in yourself.
Throughout the whole school, all staff have a zero tolerance of prejudice-based incidents. This reflected in everything that we do, both in school and within the community. Staff welcome and embrace inclusion and diversity and they want to learn more alongside the children. Staff recognise that children are educators too. Staff and children work together to ensure that they use accurate language for equality and diversity and explanations are given and challenged if this isn't the case.
Displays throughout the corridors in school and those within the classrooms reflect diversity from all different areas of the curriculum. The books within the library reflect diversity along with the books that are in the libraries in every class room.
Staff are aware of how to support and welcome children and their families from a range of diverse backgrounds.

Leadership and management
The school has an up to date equality policy which has been shared onto the school website. This has been shared with governors and parents.
The Deputy Head, SENDco and EAL co-ordinator is all the same person and as a result it is their responsibility alongside the head teacher, governing body and other staff to ensure that there are no equality and inclusion issues.

Pupil Achievement and attainment
Staff monitor pupils achievement and attainment in a variety of different ways, these include pupil premium children, SEND children, girls and boys, summer born, service children. Through regular progress meetings and evaluation of provision maps class teachers and SLT effectively monitor the progress that is being made and agree if additional support needs to be put in place.

Learning and teaching
All of our staff ensure that they model positive attitudes towards diversity as reflected in everything that we do.
There are a variety of resources throughout school for all curriculum areas that ensure we promote positive attitudes towards diversity.
Our display boards throughout school show a variety of good role-models and non-stereotypical images.
The Eco-council and school council meet regularly and discuss current affairs and share this information with their class.
We have a weekly 'Picture News' assembly which is led by our Year 6 children, the children from Year 1 – Year 6 really enjoy these sessions especially the opportunity to have a discussion about key events.
We celebrate festivals which are shared by our EAL families and this provides us with an opportunity to learn about different celebrations, cultures and beliefs.

Behaviour and Safety
We pride ourselves on being an inclusive school and we encourage friendships between diverse groups.
Our Year 6 children recently went to watch 'The boy at the back of the class' at The Lowry Theatre, following the reading of this book in Year 5. The children were so passionate throughout this play, they were moved to tears when Ahmit was being bullied because he was a refugee.
Bullying incidents in school are very low, staff and children are quick to report any incidents and these are swiftly resolved. Children and their families have opportunities throughout the year to complete questionnaires on how safe they feel.

Parent and community partnerships
We build up strong relationships with our families, we take the time to ensure that we are pronouncing children's names correctly and ensure that we adhere to any dietary requirements. When necessary we will use translation programmes and/or share key information in a written form so it can be understood easier. We provide an open door policy with staff, including SLT welcoming our families onto the playground in the morning. We hold SEN parenting groups who meet half termly and we have an effective PTA who run events throughout the school year including breakfast with Santa and school discos.
Within the Early Years we shared the Lancashire's Walk and Talk resources in a variety of different languages. We also display reading tips in different languages too.

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Pupil Involvement
We deliver a whole school PSHE assembly at the beginning of each half term to ensure that children are introduced to the topic being covered for that half term. Children are given a big question to think about such as How can you support those who have a different opinion? British values is embedded within the PSHE curriculum and is taught throughout the different topics across the year groups.
Each half term, the children deliver a class assembly which is linked to their class value such as hope, service, trust, forgiveness, kindness and caring.
Regular pupil questionnaires and pupil voice are carried out by the subject leaders.

Access and participation
We have an Inclusion Policy and we have recently updated our admissions policy.
We are lucky that we have a number of different entrances which means we can ensure easy access when needed.
We have made a number of reasonable adjustments to ensure that the curriculum is accessible to all e.g. children with EHCPs are welcome to join the after school clubs, additional staff will take part in these clubs to ensure they can have an active role.
Staff offer a number of after school clubs for each year group and these are open to all, there is no cost to these clubs and everyone is welcome.
Children are encouraged to take part in a variety of competitions throughout west Lancashire, the staff in school will take the children to these events so that they can take part.
When we have meetings or events in school we think carefully about the timing of these events to ensure we get as much parental participation as possible. We display our key events on our school website as well as on our weekly newsletters.

Staff
Although our staff is predominantly white British, we do our very best to ensure that we include diversity within the lessons we teach, the displays we put together, adverts that are advertised, school trips and visits. Staff are encouraged to develop their knowledge and understanding of equality and inclusion issues. Staff meetings and training are planned and relevant information is shared throughout school. Staff are very skilled and are very understanding, they seek to support children and their families. If they are not confident in managing a situation then they will liaise with someone who is.
Staff are aware of the school complaints and grievances policy, they are aware of who they can speak to and they are signposted to other agencies when/if needed.

B: Priorities for action:

List the actions you decided to prioritise and explain why you chose each of them.
Children's charter – display
Ensure we display and publish and embed public sector equality duty
Update accessibility plan
Evaluate curriculum to ensure it is effective
Review admission forms
Arrange a staff meeting so all staff are onboard – staff understanding of statutory requirements and their role; assemblies about national events, picture news, British values (half termly)
Liaise with MFL to ensure that we are celebrating a number of festivals and events throughout the year.
Complete audit
Decide on Race equality strand as a first focus
Create, share and display policy
Welcome display

C: Actions and obstacles

Describe the process of completing these actions mentioning any obstacles you met and explaining how you overcame them or how you changed your plans in response.

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Statutory requirements
A staff meeting was delivered by Sam Hobin and discussion took place around the statutory requirements for the equality duty and how this information needs to be displayed on the school website, updated regularly and embedded in all aspects of school life.
All staff were very active in ensuring this is embedded, but not all were fully aware of the statutory requirements prior to the staff meeting.
Although targets are embedded in the school development plan, we need to think carefully in the future to ensure they are easily identifiable.
The accessibility plan needs to be updated regularly as we need to continue to ensure we make reasonable adjustments to enable accessibility.

School ethos
Need to liaise with MFL co-ordinator and review the display in the main entrance to ensure everyone feels welcome.
Ensure that the Lancashire equality charter is on display in a prominent position
Support the school council to develop a children's equality charter which can be displayed
Need to identify a suitable space at the front of school for this display.

Leadership and management
The action plan on the equality policy needs to be updated and added to the school website
A link governor for Equality and Diversity needs to be agreed and they will work together to ensure robust measures are in place.
Need to ensure that minutes of SLT meeting indicate systematic consideration of equality and inclusion issues and need to ensure that this is on the regular agenda at staff meetings, especially when discussing changes to policy, procedure and curriculum.
Any incidents raised need to be recorded effectively on the school cpoms system and actions need to be agreed and implemented. Equality and Inclusion throughout school needs to be reviewed continuously.

Learning and Teaching
Staff were given time to review and evaluate the subject they co-ordinate. Below are some of the responses:

Positive attitudes towards diversity start with the youngest children in our school within the 2 year old provision. There are multicultural and diverse figures for the small world, dolls in the home corner have different skin tones and there are a variety of books with diverse families.

History

St Thomas the Martyr's primary history curriculum actively supports our continued commitment to equality, diversity and inclusion. Through carefully curated content and inclusive teaching approaches, history enables pupils to understand the diversity of human experience, challenge stereotypes/misconceptions and develop respect for others, in line with the Equality Act 2010 and the school's vision that "May all that we do be done with love" – Corinthians 16:14. Race and inclusion is embedded within the design of our bespoke history curriculum. Black British History is woven as a tight thread throughout both Key Stages. It is not merely a bolt- on completed in Black History Month. The curriculum aims to ensure that all pupils

· Learn that history is shaped by a wide range of people and perspectives

· Develop an understanding of fairness, power, inequality, race and social change

· Grow into respectful, inclusive and informed citizens prepared for life in modern Britain

Inclusion and race is reflected across the scheme and year groups through:

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· Study of diverse historical figures, including women and people from different backgrounds to challenge commonly held misconceptions

· Exploration of local, national and global histories

· Age-appropriate engagement with themes such as rights, justice and change over time

Black British History

· Y2 - The vital role of Mary Seacole in the Crimean War is compared to that of Florence Nightingale to challenge stereotypes

· Y3 – Cheddar Man challenges understanding of skin tone in Prehistoric Britain

· Y3 – St Hadrian of Canterbury – a North African living in Britain whose ideas of organising the early Christian Church are still used today

· Y4 – Walter Tull – the first Black African Caribbean man of mixed heritage to be commissioned as an officer in WW1

· Y5 – Julia Tertia was a Black Roman Citizen whose grave goods that she was buried with challenge the misconception that all Black African Romans were enslaved.

Global history challenges misconception and none more so than the Y6 unit of work about Baghdad. When Britain was in the Dark Ages, Baghdad was experiencing a Golden Age of Enlightenment through the discovery of invention and literature. This has largely been overlooked in favour of much later similar Euro-centric inventions.

History is taught through inclusive and accessible approaches that promote equality:

· Lessons encourage discussion, critical thinking and pupil voice

· A range of historical sources and images reflect diversity and challenge stereotypes

· Teaching is adapted and scaffolded so all pupils, including those with SEND and disadvantaged pupils, can access learning fully

As a result of this approach, pupils:

· Demonstrate secure historical knowledge informed by diverse perspectives

· Show respect and empathy when discussing people, events and differences

· Apply values of fairness and equality in both learning and behaviour

· Develop confidence in articulating views and listening to others

Science

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When celebrating British Science Week, each class were asked to visit the 'A scientist just like me' website which aims to promote diversity in science. Each class chose a scientist and found out more information about them, this activity enabled the children to challenge stereotypes.

Behaviour and safety

SLT and PSHE lead will look at the trauma Informed toolkit on Lancashire Website. As a school we make early identification for those children whom we are concerned about, we engage with a variety of services such as Compass Bloom, Specialist teachers, child action north west, CAHMs. A number of adults through school are trained in ACEs and we all use a positive behaviour approach.

Any prejudice-based incidents are dealt with immediately and consistently, children are educated along with their parents where necessary. Staff have an attitude of 'it can happen here' and as a result they report any concerns immediately.

Pupil involvement

Create a equality and inclusion champion group – The school council and the Eco-council will both be actively involved as a champion group. These groups get reviewed every year, this is to ensure that the groups are open to all. Our school council are going to focus on developing the charter to reflect their voice. These will be displayed around school.

Our Eco-council are focused on food for life and how we can try foods from around the world, maintain a healthy diet and support sustainability.

We have completed our pupil questionnaires within KS2 and these have been shared with staff. Feedback resulted in there being too many questions and children not always understanding the questions. Going forward we are going to devise our own pupil voice.

The main obstacle that we have found is the limited amount of time that we have to put our actions into place, we find that school is so busy that trying to get time together to discuss changes in great detail a real barrier. However when we have come together everyone recognises the importance of modelling diverse and inclusive behaviours. A lot of this is already embedded in everything that we do.

D: Outcome and impact

Describe the outcome of this process and evaluate what impact this has had for your school community

We feel as a staff that we have already implemented so many diverse and inclusive practice into our daily school life that we didn't even realise. We have been able to have discussions regarding the different aspects of the curriculum to ensure that we are not stereotyping people, and are providing our children with a breath of knowledge and understanding of diversity and inclusivity across the whole school.
However the process of identifying priority actions an working on them collectively as a staff has raised the profile of Cultural Diversity, Equality and Inclusion.
We will continue to support our children, families and staff to maintain and further develop a greater awareness of other cultures beyond pupils' experience in Upholland.
Our picture news assemblies which are delivered by our Year 6 children are supporting the children's knowledge and understanding to explore what life is like around the world, in turn their understanding of British values in improving too.
The children have been enthusiastic when thinking about developing their own version of the children's charter and have come up with some great ideas. The children are excited to be part of a welcome diversity display and have enjoyed sharing their ideas.

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Diverstiy, Equality and Inclusion texts in core and non-core subjects continue to be reviewed to ensure that they are relevant. The children have really enjoyed stories such as The boy at the back of the class and this has empowered the children to have a voice.
We continue to work with our parents to ensure that we are celebrating other cultures and traditions from our non-British families, these include the Romanian tradition of Martisor held in March and the Christmas welly washing tradition in our Early Years for our Hungarian families.
Our weekly celebration assembly provides us with an opportunity to share music from around the world and throughout the years which aims to encourage and celebrate our differences whilst also encouraging our children to strive to achieve.

E: Embedding and sustaining

Describe any measures you have put in place to ensure good practice will be embedded throughout your school now and in the future.
We are looking to plan whole school assembly themes annually so that we can build on the coverage of British Values, shared values, festival, stories from different cultures and significant figures which are revisited termly to help children embed this learning.
Class teachers will be encouraged to ensure that any displays reflect cultural diversity and that children take time to look at these displays and be aware of the information that is being shared.
We will continue to add to our school and class libraries to ensure that we continue to allow and encourage our children access to diversity texts.
We will continue to celebrate Black History Month and we will continue to ensure that this isn't taught as a stand alone topic, instead it is embedded throughout the school year.
The EAL lead and the MFL lead will work together to plan a series of events throughout the school year to ensure that we are celebrating languages from around the world, starting with those children who are bilingual in our school.