



School Policy 3a - Racial Equality

It should be read in conjunction with the overarching policy for **Equal Opportunities in Education**.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee. The person in the school who prepares the text of this policy for the Governors is the Headteacher. This policy was reviewed in November 2025 and is reviewed annually.

Introduction

This policy is based on a model found in the SDBE booklet "Colour and Spice", published in 2000 with a foreword by the Bishops of London and Southwark.

Rationale

This school is a Church of England school which is rooted as an institution in the Christian faith. Through its corporate life it attempts to glorify God in the development of the full human potential of each person, whether Governor, parent, pupil or member of staff. Its ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make a proper contribution to society.

Responsibilities - See those outlined in *School Policy 3 - Equal Opportunities in Education*.

Principles

The school is opposed to all forms of racism which seeks to disadvantage persons on the grounds of colour, culture or ethnic origin. It continues to re-appraise and develop its organisation and curriculum in order to create an ethos which meets the needs of all its pupils and provides the best possible environment in which they may achieve their full potential spiritually, morally, socially, intellectually, emotionally and physically. It does not tolerate racist behaviour such as name calling, stereotyping of any ethnic group, insulting remarks, offensive graffiti, undue pressure on individuals or any form of bullying. It will not use literature that is racially biased and dependent on stereotypes; it will not allow the distribution of racist literature or permit the wearing of racially offensive symbols. It takes immediate and positive action against any racist offences, whoever may be the perpetrator. Those responsible are made aware of the school's opposition to racism and the reasons for this is explained to them. Sanctions are applied in line with the school's published discipline policy as judged appropriate to the circumstances and most likely to achieve a positive outcome.

In the light of the above the school is aware of the need to publicise its racial equality policy and code of conduct. It keeps them under review and monitors their effectiveness. This critical openness should arise from the place of a church school within the living Christian community which itself should be critically open in response to the message of the Gospel.

Incidents: Any racist incidents amongst pupils are handled by pastoral staff in accordance with the school's Discipline Policy. The Headteacher is informed. Parents receive a letter about any such incident and are invited into the school, if appropriate. Strong support is given to any pupil subject to racial harassment of any kind. Occurrences of such incidents are recorded by the school and reported to the Local Authority. The PSD curriculum is modified in the light of such incidents, where necessary.

Exclusions: Data on exclusions are presented to Governors annually, together with an analysis of the ethnicity of excluded pupils. An internal exclusion and a Governor's Interview with Parents is used as an alternative to exclusion, where appropriate, so as to offer the opportunity for the pupil, parents and a Governor to meet with the school to identify the improvements needed in a pupil's behaviour and how these can be achieved. The School Council is consulted in any review of the Discipline Policy.

Religious Education and Worship: The RS curriculum has positive multi-faith and multidenominational dimensions. With reference to the Christian content of main school courses, there is a strong focus on global Christianity. Educational visits at all stages include those to other (non Christian) places of worship. Assemblies feature speakers, songs and prayers from different Christian traditions which reflect the diverse make-up of the school community. In the Sixth Form the school seeks to be sensitive to the fact that some students are from a different religious background and to acknowledge this publicly, whilst not being unfaithful to the school's Christian foundation. Occasions such as Black History Month, Remembrance Day, Holocaust Memorial Day and major Christian festivals are seen as opportunities for recognising our human diversity as well as our common nature and calling.

Raising the achievement of ethnic minority pupils: The curriculum in individual subjects is reviewed regularly to make sure that it adequately reflects the ethnicity, background, experiences and aspirations of all the pupils in the school – e.g. texts selected in English, topic covered in History. Setting is checked against NFER test scores to ensure that pupils' potential is fully recognised. The performance of individual pupils is monitored and tracked as they move through the school, so that any under-achievement is identified. This analysis also involves the performance of groups of pupils, including those from different ethnic minorities. Action taken by the school to prevent and reverse under-achievement includes a particular focus on pupils at risk of not achieving 5 Grade Cs and above at GCSE. Heads of Year and Tutors in other year groups employ similar strategies in relation to individuals in those years. The work of the SEN department includes targeted support for pupils experiencing difficulty accessing the curriculum for a variety of reasons; this support includes considering pupils in the context of their "home, language, culture and community", ensuring that both pupil and his/her parents /carers fully understand the measures the school is taking and using assessment tools which "may be culturally neutral and useful for a range of ethnic groups".

Admissions: The Admissions policy allows for pupils to be admitted from the whole range of churches belonging to both Churches Together in Britain and Ireland, the Evangelical Alliance and other umbrella organisations. The application and reference forms give opportunities for members of different types of churches to state their involvement fully.

Appointment of Staff and Governors: The school follows Equal Opportunities procedures in recruiting staff; a monitoring form is submitted to the Local Authority for each post filled. The Governing Body has over time been able to become more reflective of the school's ethnic balance.

Review, Monitoring and Evaluation

The Headteacher and the Senior Leadership Team are responsible for providing information relating to the policy and its evaluation to the Governing Body, for consulting on the policy with staff, pupils, students and parents and for publishing the policy and information relating to it on the school website and in statutory school documents.