



Issue Date	Jan2024
Next Review Date	Sept2025

Equality, Diversity and Anti-Racism Policy

"The richness, strength and beauty of life rests largely on the diversity of our gifts, the ideas and thoughts that we all bring together."

Mother Mabel Digby

This policy should be read in conjunction with the school's:

- Student Behaviour Policy
- Counter-Bullying Policy
- Safeguarding Children - Child Protection Policy and KCSIE
- ICT Acceptable Use Policy
- Student Code of Conduct
- Staff Code of Conduct
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- Special Educational Needs and Disability Policy
- Admissions Policy
- Accessibility Policy
- Complaints Policy
- Student Complaints Policy

all aims

We at Woldingham School understand and take seriously our responsibility as educators to ensure that we promote equality, embrace diversity and are actively anti-racist in our curriculum, our ethos, our recruitment and our teaching; we understand the need to address in meaningful and sensitive ways all of the issues that young people face in these areas.

Woldingham School will be proactive in implementing its duties described in the Race Amendment Act 2020 and the Equality Act 2010. The school will seek to eliminate racial discrimination and actively promote racial equality and positive race relations. We are also wholeheartedly committed to ensuring equality across each of the protected characteristics.

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Woldingham strives to be an inclusive and tolerant environment in which the wellbeing of every young person comes first. Should a student ever be worried about racism, or prejudice of any kind, or if they feel they have been the victim of any type of abuse, they should report it immediately as discrimination will not be tolerated.

1. The School Community

Woldingham School is an independent boarding school for girls aged 11-18 years and is a company limited by guarantee with charitable status. We welcome students from all faiths, cultures, races and backgrounds; we encourage all students to reflect on spiritual, moral and social questions and our approach is influenced by our Catholic ethos and tradition. The school community is made up of children, parents, legal guardians, teachers and other employees and governors from many different races, creeds and backgrounds.

2. Anti-Racism

We understand our position of privilege as an independent school. We are a community that has always sought to promote and support a deeper understanding of equality, diversity and anti-racism, but we also accept that we should regularly consider how we can do more. This includes, for example, a commitment to develop the racial diversity of our curriculum and the racial literacy of our staff. We must also equip our students with the knowledge and skills to meaningfully reflect on the most difficult concepts such as accepting diversity and countering entrenched racism. As educators, we want to work hard to better understand the issues at hand and make changes that will be genuinely impactful.

In summary we will endeavour to:

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- Verbal abuse and threats;
- Incitement of others to behave in a racist way;
- Racist comments within the context of lessons.

Alleged incidents of racism should be investigated in line with our Student Behaviour Policy.

- Students should report any incident to their Form Tutor/HOY or a member of staff they feel most comfortable raising this issue with
- The member of staff should alert the Deputy Head and a report on the incident should be completed by the initial member of staff
- If the Senior Deputy Head is not available, then a member of SLT should be alerted

If an incidence of racism is proven, the Head will need to be informed so that a thorough investigation can take place and an

a protected characteristic as set out below. Direct discrimination also occurs when a person is

proportionate, the school will take steps to improve access for disabled users of the premises. The school has an 'Accessibility Plan', which is kept under review and revised as necessary.

6. Inclusivity regarding Special Educational Needs and Disabilities and English as an Additional Language

Woldingham School is inclusive and opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty (SEND), or because English is an additional language (EAL).

The school maintains and promotes a positive culture towards inclusion of disabled people within the Equality Act 2010 and those with special educational needs according to the SEND Code of practice and will not treat students and their parents or legal guardians less favourably on these grounds without proper justification.

The School's Special Educational Needs and Disabilities policy includes details about the welfare and educational provision for students with special educational needs and is guided by the principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. The SENCO is available for consultation as appropriate. Children (tw012-1701-1801-1901-2001-2101-2201-2301-2401-2501-2601-2701-2801-2901-3001-3101-3201-3301-3401-3501-3601-3701-3801-3901-4001-4101-4201-4301-4401-4501-4601-4701-4801-4901-5001-5101-5201-5301-5401-5501-5601-5701-5801-5901-6001-6101-6201-6301-6401-6501-6601-6701-6801-6901-7001-7101-7201-7301-7401-7501-7601-7701-7801-7901-8001-8101-8201-8301-8401-8501-8601-8701-8801-8901-9001-9101-9201-9301-9401-9501-9601-9701-9801-9901-10001)

7. Bullying

Woldingham School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture,
- bullying related to SEND
- bullying related to appearance or health conditions,
- bullying relating to sexual orientation,
- bullying of young carers or looked after children, or otherwise related to home circumstances,
- sexist or sexual bullying.

The School's Counter-

9. Teaching and Learning

Efforts are made to recognise the possibility of bias (for example, gender or racial), so that this can be eliminated in both the school's teaching and learning.

14. Transgender Guidance

Every child has the right to feel safe, welcomed and valued as an individual. Our School is committed to working with families and other agencies to ensure that the needs of all children and young people in our care are met and that they can achieve their full potential. Woldingham School's approach to transgender identities is to minimise the distress and disruption to all students by:

- Ensuring staff and Governors are dealing with transgender matters inclusively and sensitively:
- Providing an inclusive environment for any transgender student:
- Ensuring all students are aware of, and educated on, issues of transgender.

The school will act in line with the Equality Act (2010) and current legislation to ensure that any trans process is implemented sensitively and effectively and to ensure that all students will be supported.

Transgender Policy

The school will not discriminate against any student by excluding her from the school, or by

Procedure:

- The Deputy Head Wellbeing and Head of Marden will lead on this.
- The lead Governors on Diversity and Inclusion will meet with the Deputy Head termly and review progress and monitor
- The Deputy Head will prepare a report each term for discussion with lead governors and then for the Head's report to the full board of Governors meeting

To ensure that this policy is operating effectively and encourages diversity in the school, all reported breaches of this policy will be recorded, and this record will be reviewed annually by the SLT through the complaints, behavior