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WREKIN COLLEGE
EQUALITY, DIVERSITY and INCLUSION (EDI) POLICY
ANTI-RACISM POLICY

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This policy and guidelines needs to be read alongside other school documentation including:

- Anti-Bullying and Child-on-Child Abuse Policies
- Behaviour, Rewards and Sanctions Policy (Pupils)
- Complaints Procedure
- Conducting Interviews, Searches and Confiscation Policy and Procedures (Pupils)
- Controlled Drugs (and Misuse of Substances) Policy
- Data Protection (Confidentiality of Information) Policy
- E-Safety and Online Safety Policies
- Games and Sporting Activities Policy and Guidelines
- Health and Safety Policy
- Health and Wellbeing Centre and First Aid Policy
- Grievance Procedure (Staff)
- Missing Pupil Policy
- Prefects' Policy
- PSHE Policy and Programme
- Recruitment Policy and Procedure
- Safeguarding and Child Protection Policy and Guidelines
- Code of Conduct for Staff and Governors
- SEND and Accessibility Policy and Accessibility Plan
- Welfare and Health Policies - Pupils (includes Alcohol and Smoking Policies)
- Wellbeing and Mental Health Policies and Guidelines - Pupils (includes depression, self-harm, eating disorders and suicide intervention)
- Whistleblowing Policy

Other relevant documentation:

- Boarding Mission Statement (available on the school's website and in the Parents' Handbook and Pupil Handbook)
- Boarding Schools National Minimum Standards - 2026
- Keeping Children Safe In Education - September 2026
- Parents' Handbook
- Pupil Handbook (accessible via Pupil Homepage (eLearning Hub))

Standard 3 of the Boarding Schools National Minimum Standards - Equality, Diversity and Inclusion, states:

3.1 Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.

Boarding Schools National Minimum Standards - the full document may be viewed at:
https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards

The Equality and Human Rights Commission (EHRC) monitors human rights, protecting equality across nine protected characteristics – age, disability, sex, race, religion or belief, pregnancy and maternity, marriage and civil partnership, sexual orientation and gender reassignment.
Legislation: https://www.legislation.gov.uk/ukpga/2010/15/contents
Website for the EHRC Commission: https://www.equalityhumanrights.com/en

The person responsible for this policy, in consultation with key personnel, is the Deputy Head (Pastoral)/Supervising Designated Safeguarding Lead (DSL).

Date document updated	Document updated by	Comments	Location of saved file	Date of next review
July 2013	SEC	Use of restraint now recorded on G Drive.	Google Drive	July 2014
July 2014	SEC	No changes made.	Google Drive	July 2015
July 2015	SEC	Added ref to protected characteristics, staff training and changes made elsewhere e.g. names of policies.	Google Drive	July 2016
July 2016	SEC	Ref to KCSIE September 2016	Google Drive	July 2017
July 2017	SEC	No changes made.	Google Drive	July 2018
July 2018	SEC	Ref to KCSIE September 2018 and other new policies e.g. Peer-on-Peer Abuse Policy.	Google Drive	July 2019
July 2019	SEC	Ref to KCSIE Sept 2019 and new policy: Staff Involved in Games and Sporting Activities Policy and Guidelines. Ref to TWIG added.	Google Drive	July 2020
August 2020	SEC	Routine changes made. This policy is under review - to be completed this academic year.	Google Drive	July 2021

April 2023	AWr	Ref to new NMS and KCSIE 2022.	Google Drive	April 2024
April 2024	AWr	Ref to KCSIE 2023	Google Drive	April 2025
April 2026	DBM	Ref to KCSIE 2025	Google Drive	September 2026
Sept. 2026	DBM	Annual Updates and September 2026 Statutory Compliance Review	Google Drive and Website	August 2027

PART 1: EQUALITY, DIVERSITY AND INCLUSION POLICY

Treating everyone equally does not mean treating everyone the same.

Treating people equally and appreciating their differences is the basis of being a good citizen.

Equality Act 2010 – effective from October 2010

This consolidated and streamlined a huge amount of existing legislation much of which had been developed over the previous 40 years.

As well as reforming discrimination law into a single Act, it also strengthened the law to support the country's programme on equality.

The Equality Act 2010 details a list of 'protected characteristics':

Age, marriage and civil partnership, sex, disability, race, sexual orientation, gender reassignment, religion or belief (or lack of religion or belief), pregnancy and maternity.

- These are the grounds upon which it is unlawful to discriminate against people.
- These are very important when issues of discrimination arise.

Introduction

Wrekin operates a complete Equality, Diversity and Inclusion policy in all aspects of school life. In accordance with Parts 1 and 2 of the Education (Independent School Standards) Regulations 2014, we provide a curriculum which is balanced and broad which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for adult life.

Staff and pupils are encouraged and expected to respect the rights of all people regardless of their academic or sporting ability, gender, age, marital status, pregnancy or maternity, race, religion or belief, cultural background, linguistic background, special educational needs, social class, sexual orientation, gender expression or reassignment or any specific disability that they might have. Positive steps are taken through the pastoral systems within the Houses, through PSHE lessons, and through assemblies and chapel services, as well as through occasional external speakers and events, to discourage prejudice and discrimination based upon any of these. Prejudice amongst pupils leads to bullying and we take a firm stand against this. As a school we seek, at all times,

to guide pupils to the same standards of behaviour, mutual respect and similar goals in life within our Christian foundation.

Equality of opportunity in all the senses mentioned above is considered in the appointment and promotion of members of the academic and support staff and the appointment of pupils to positions of authority.

What is the difference between Equality and Diversity?

Equality: everyone should be treated fairly. It recognises that everyone has individual needs and they have their needs respected.

Diversity: there are many definitions but they all embrace the notion that our background, knowledge, skills, aptitudes and experiences are all different and that our differences should be valued and appreciated.

Aims

- Building fairness into all that we do.
- Eliminating all forms of unlawful and unfair discrimination
- Listening, responding and working together with our pupils, their families, the staff team and outside agencies.
- Given the level of resources available to our school, we will provide services that are available to everyone who meets our eligibility criteria for entry into school.
- Continually improving all that we do, based on equality.
- Developing environments where everyone within the school community is valued and respected.
- Providing equality of opportunity in our employment practices.
- Providing learning and development opportunities for all our staff to enable the school to fulfil our commitment to equality.
- Working with other agencies to ensure our commitments to equality are delivered.
- Taking any complaints about the work of any department of the school seriously.

The Equality, Diversity and Inclusion Policy of the school expresses our commitment to Equality, Diversity and Inclusion and sets the standards that we aim to achieve in this important area of our work.

We believe this policy is not about:

- Being reactive
- Exclusivity

We believe our policy is about:

- Inclusion
- Managing change
- Building on good practice
- Developing trust
- Raising awareness
- Empowering everyone

- Defining expectations
- Ensuring clarity of principles and procedures

In contemporary society, promoting the right approach to equal opportunities is very much part of the residential and educational task of the school.

Many equality issues will come out in general discussion with children and the staff team. This may occur after watching a TV programme, seeing articles in the news or in debate during a staff meeting.

The main task of staff, however, will be as role models. Members of staff will understand that the way they react to events, their casual comments and jokes will be seen as part of the role model that children and young people build on.

The following guidance for all staff working with children may be found on Google Drive in the folder marked 'Child Protection and Safeguarding Children:
'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' – Safer Recruitment Consortium February 2022.
A hard copy of this document is kept in the Staff Common Room.
All staff must also read and adhere to **Part One of Keeping Children Safe in Education (September 2026)** in full, recognising that prejudice-based bullying, racism, faith-based abuse, and online or AI-generated discriminatory harassment (including deepfakes and non-consensual image sharing) constitute safeguarding and child-on-child abuse concerns.

What does Wrekin mean by equality?

In our work with the pupils and in our employment practices, equality of opportunity means:

- Providing fairness and equality of opportunity
- Recognising that everyone is different and that these differences must be equally respected
- Challenging discrimination, so that we demonstrate our commitments to equality and do not exclude people or make them feel isolated

What are unacceptable practices?

Discrimination is unacceptable and at Wrekin we believe it happens when someone is treated worse ('less favourably,' in legal terms) than someone else in the same situation.

A pupil or member of staff may suffer discrimination for a number of reasons.

At Wrekin we are fully committed to tackling all forms of unfair or unlawful discrimination including those on the grounds of academic or sporting ability, gender, age, marital status, pregnancy or maternity, nationality, race, religion or belief, cultural background, linguistic background, special educational need, social class, sexual orientation, gender expression or reassignment, HIV status, asylum or refugee status, caring responsibilities, part time working, trade union membership, or any specific disability (including physical, sensory impairment or mental health problems) that they might have.

At Wrekin we acknowledge that discrimination can be direct, indirect, intentional, unintentional or institutional, alongside harassment and victimisation under the Equality Act 2010.

The Main Types of Discrimination

- **Direct Discrimination (including perceptive and associative discrimination):** is when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (perceptive discrimination) or because they associate with someone who has a protected characteristic (associative discrimination).
    - **Perceptive Discrimination:** is direct discrimination against an individual because others THINK they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
    - **Associative Discrimination:** direct discrimination against someone because they associate with another person who possesses any one or more of the protected characteristics.
- **Indirect Discrimination:** can happen when there is a condition, rule, policy or even a practice in an organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. E.g. providing all female staff with uniforms that have a short skirt, which would discriminate against women whose religions and beliefs state they should dress modestly. Another example: imposing a minimum height restriction on a job. This would indirectly discriminate against people from some ethnic origins, as they tend to be smaller in stature.

- **Direct Discrimination Cannot Be Justified:** Direct discrimination is always unlawful, whether intentional or not, and cannot be objectively justified (save for narrow statutory exceptions relating to age under the Equality Act 2010).
- **Justification of Indirect Discrimination:** Indirect discrimination is unlawful, whether intentional or not, unless the school can objectively justify the provision, criterion, or practice as a proportionate means of achieving a legitimate aim.
- **Harassment (Section 26, Equality Act 2010):** Unwanted conduct related to a relevant protected characteristic (or unwanted conduct of a sexual nature) that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment.
- **Victimisation (Section 27, Equality Act 2010):** Treating a person detrimentally because they have made or supported a complaint, raised a grievance, or given evidence relating to discrimination or harassment, or are believed to have done so.

- **Institutional Discrimination** is where there is a collective failure of an organisation or individual school to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping that disadvantages people.

What does tackling discrimination mean for everyone at Wrekin?

- We can all make a contribution towards making our Equality, Diversity and Inclusion Policy a reality and making it real for individual pupils and staff.
- Overcoming our own prejudices and assumptions about others is a major step towards embracing Equality, Diversity and Inclusion within our school.

Assumptions are often based on appearances and are a part of how we, as individuals, view others.

- Recognising that assumptions are not necessarily an accurate assessment of a person or situation, will allow individuals to make decisions based on equality. We can then avoid the costly effect assumptions may have on others.
- Everyone within the school will need to reconsider what we do and how we behave to achieve equality, which is not about treating everyone the same, but recognising and respecting differences and treating each other with fairness and dignity.

Gender issues are addressed in many classroom and social situations.

- As many activities as practicable are open to all pupils; this extends to CCF, DofE and Charities.
- Rewards and sanctions are the same for all pupils in the sporting, academic, recreational and cultural activities.
- Competitions such as debating, music, drama and singing allow all pupils to compete on an equal footing.

Age is addressed in a number of ways:

- The youngest pupils are placed in Lancaster House for all pastoral care, but otherwise operate to the same systems and within the same buildings as the rest of the school.
- Members of staff are expected to be able to teach pupils from the age of 11 up to the age of 18 and positive steps are taken to ensure that all staff actually teach across the age ranges where possible/appropriate.
- Within senior Houses a great deal of emphasis is put upon the senior pupils treating the juniors with respect.
- Dining Hall rotas are arranged in such a way that all pupils, regardless of age, have equal amounts of time on each lunch sitting.
- Rules differ for pupils of different ages with regard to timings and freedom to leave the Houses after evening prep and the campus at other times, but this is based upon the desire to grant privileges and greater responsibility to senior pupils and the necessity to consider the safety of the younger ones.

Culture

- Pupils from all cultural, religious, and linguistic backgrounds are welcomed and valued for the diversity they bring to the school. While upholding our shared school values and community standards, we actively respect and celebrate the cultural and faith traditions of all pupils in accordance with Standard 3 of the Boarding Schools: National Minimum Standards.
- Morning Chapel is an important part of the school's Christian foundation and daily rhythm. While pupils are encouraged to participate in community gatherings, parents and pupils who hold religious or non-religious convictions that conflict with Christian worship may request withdrawal from acts of religious worship and will be provided with appropriate alternative arrangements or support to attend services of their own faith.
- The Wrekin International Group (TWIG) is made up of a group of pupils and staff and it does much to raise awareness and celebrate other cultures.
- As a boarding community we respect the cultural festivals and events of others. If possible we encourage the whole community to share in these particularly through events, for example a Chinese New Year celebration meal.
- Special dietary needs are catered for.

Academic ability is addressed in the following manner:

- We have a very wide range of attainment amongst the pupils who come to Wrekin. In the first three years the Year group does contain a top stream (decided on entrance tests and other indicators of ability) and either one or two parallel other sets/streams. In the two years leading up to GCSE **setting** by subject occurs in certain subjects, and in some A Level classes, such as Mathematics, setting also occurs. In this way we cater more easily for the needs of pupils of different levels of attainment within the classroom situation.
- For those pupils with a very **high level of attainment** extra work is set by individual subject teachers to stretch those individuals. In addition, there are tasks set via the Franklin Society (designed to challenge) that are available for all pupils to attempt in order to stretch their own skills. For those with a **low level of attainment,** extra help in English and Mathematics (and potentially other subjects, dependent upon staffing expertise) is available

from our Support for Learning Department. There is a charge for this, which is agreed by parents in the first instance. However, in accordance with Section 20(7) of the Equality Act 2010, no charge will ever be made to parents or pupils for additional support, auxiliary aids, or specialist teaching provided as a reasonable adjustment for a disability or special educational need.

- **All pupils are screened** when they enter the school for the possibility of suffering from dyslexia and other specific learning needs, and help is available to support specific learning difficulties.
- **Academic results are not announced in class or published for other pupils to see. Class positions are not used.**

Sport

All pupils are expected to take part in games and sporting activities. Pupils in the Fifth Form and below are expected to take part in the major sport of each term, but in exceptional circumstances a pupil may be moved to a different activity if it is in the best interests of that pupil. When teams are selected for practice sessions they are chosen by members of staff and not pupils to avoid the stigma of being last to be selected falling upon an individual. For Sixth Form pupils there is a choice of sports to choose from.

Disability

- Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible improve, the educational and general standards for all its pupils in keeping with the aims and ethos of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful career.
- The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.
- The school recognises the importance of having inclusive policies and a view to being inclusive within all reasonable adjustments. We accept the importance of inclusive policies but we also give equal importance to ensuring that no pupil's education is impaired. The school is responsible to the whole and the individual in equal measure.

Accessibility

One of the obvious difficulties in Wrekin is its layout, which is a spacious campus covering a wide area. The site consists of several separate buildings, some of which include several stories and are without lifts; these buildings have been present since the school was founded. The campus is not well-suited to those suffering from any sort of mobility disability, but we endeavour to react in a positive way to those who become temporarily immobilised by moving lessons to ground floor classrooms where possible and helping the individual to avoid queuing at any time.

The academic system, common to many schools, for organising lessons and subjects, is based on the valid grounds of having all facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs, in buildings without lifts. The boarding facilities pose similar considerations for mobility and accessibility. Every application from a prospective pupil with a disability or special educational need is assessed individually on its merits in consultation with parents, the pupil, and relevant specialists. While some historic buildings on our campus present physical constraints such as staircases without lifts, the school

actively explores and implements reasonable adjustments—such as timetabling classes on ground floors, adapting boarding accommodation where practicable, providing auxiliary aids and services, and modifying curriculum delivery—so that disabled pupils are not placed at a substantial disadvantage.

For those with other physical disabilities or medical conditions, the Housemaster/Housemistress informs staff on a regular basis of any special requirements which may be needed in the classroom, and the Health and Wellbeing Centre provides information regarding EpiPen-reliant allergies, asthma, diabetes, and individual healthcare plans. Our policy is to put together a package of reasonable physical recreation and curriculum access for all pupils, taking into account any permanent or temporary disability they might have. In compliance with Section 20(7) of the Equality Act 2010, the school never passes the cost of reasonable adjustments onto pupils or parents.

Further details of our phased improvements to physical, curriculum, and information access are set out in our three-year Accessibility Plan (Schedule 10, Equality Act 2010) and SEND and Accessibility Policy.

Admissions

The Admissions process includes a form allowing pupil applications (to be treated as confidential if the applicant or parents require) giving the details of the nature and effect of any disability, so the school can consider any reasonable adjustments it might need to make. Such things as extra time, access to computers and extra support can be provided by the school to those applying for a place.

Responsibilities

Role of the Governing Body

The Governing Body has:

- Responsibility to comply with all aspects of the Equality Act 2010
- Delegated powers and responsibilities to the Head to ensure that this policy is embedded into the culture of the school
- Delegated powers and responsibilities to the Head to ensure all school personnel and others connected with the school are aware of and comply with this policy
- Delegated responsibility to the Head to maintain and implement a written Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010 to progressively improve physical, curriculum, and information access for disabled pupils and visitors
- Responsibility for ensuring that the school complies with all equalities legislation
- Nominated a designated Equality, Diversity and Inclusion Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- Organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents

- Responsibility for ensuring that the nominated Equality, Diversity and Inclusion (EDI) Governor visits the school regularly, to liaise with the Head and the Pastoral Deputy Head/DSL and to report back to the Governing Body

Role of the Head and Senior Management Team

The Head and the Senior Management Team will:

- Ensure that this policy is embedded into the culture of the school
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work closely with the nominated EDI Governor and the Pastoral Deputy Head/DSL
- Provide leadership and vision in respect of equality, inclusion and community cohesion
- Record and deal with incidents of racism, bullying and other inappropriate behaviour
- Seek advice from appropriate agencies in order to ensure that this policy is kept up to date
- Have high expectations of all pupils from across the ability range
- Provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning
- Ensure the curriculum is broad, balanced, differentiated, relevant and exciting
- Monitor the progress of all pupils in order for them to achieve their expected targets
- Ensure equal opportunities are covered in the school's strategic plan, in all subject policies and curriculum plans
- Monitor and analyse the performance of different groups of pupils within the school
- Regularly report to the Governing Body on the standards achieved by different groups within the school
- Highlight and share positive activities that help to tackle educational disadvantage
- Ensure the accessibility plan is carefully monitored and reviewed annually
- Record, report and address all incidents of racism, homophobia, and other bigotry
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy by:
    - Scrutinising teachers' planning
    - Scrutinising pupils' work
    - Observing pupils throughout the school day
    - Classroom monitoring of pupil progress
    - Analysis of questionnaires and surveys with pupils, parents/carers and school personnel
    - Analysis of pupil data

Role of the Nominated Equality, Diversity and Inclusion (EDI) Governor

The Nominated EDI Governor will:

- Work closely with the Head and the Pastoral Deputy Head/DSL
- Ensure this policy and other linked policies are up-to-date
- Ensure that everyone connected with the school is aware of this policy
- Attend training related to this policy
- Report to the Governing Body every term

Staff

All staff general responsibilities

- Act as positive role models in order to promote equality throughout the school community

- Abide by and adhere to this policy
- Implement the school's Equality, Diversity and Inclusion Policy
- Report and deal with all incidents of discrimination and unequal treatment to the SMT
- Maintain an overall school ethos of respect and tolerance for one another
- Promote equality, inclusion and good community relations
- Challenge inappropriate language and/or behaviour
- Tackle bias and stereotyping
- Insist on good pupil conduct
- Be alert to signs of racial harassment and bullying, and other signs of bigoted behaviour
- Have high expectations of all pupils

Teaching staff responsibilities

- Carefully monitor all groups of pupils to ensure that they make progress and achieve their targets
- Provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all pupils
- Use a variety of teaching methods to ensure effective learning takes place for all pupils
- Provide challenge for all pupils
- Promote equality through curriculum planning
- Ensure planning is differentiated in order to provide full access for all pupils
- Provide specialised resources/differentiated strategies as appropriate for pupils with disabilities
- Create a positive classroom ethos and is welcoming to all pupils
- Ensure all pupils feel valued and have individual targets

Pupil Responsibilities

- Be aware of and comply with this policy
- Recognise that they have a role and responsibility to promote equality, inclusion and good community relations
- Challenge inappropriate language and/or behaviour
- Tackle bias and stereotyping
- Work to promote anti-bullying strategies
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- Learn to take pride in their work
- Produce work of a high standard
- Listen carefully to all instructions given by the teacher
- Ask for further help if they do not understand
- Participate fully in all lessons
- Participate in discussions concerning progress and attainment
- Treat others, their work and equipment with respect
- Support the school's Code of Conduct and guidance necessary to ensure the smooth running of the school
- Talk to others without shouting and use language which is neither abusive or offensive
- Hand in prep/homework properly completed and on time
- Wear correct uniform
- Liaise with the school council via their Year group representatives
- Take part in questionnaires and surveys

The School Council and other pupil groups will be involved in:

- Discussing improvements to this policy during the school year
- Organising surveys to gauge the thoughts of all pupils;

Role of Parents

- Be aware of and comply with this policy
- Be encouraged to take an active role in the life of the school by attending:
    - Parents' (Challenge Grade Review and other) evenings
    - Parents' Forums
    - School events, such as concerts, plays, sports matches, House competitions, etc.
    - Fundraising and social events
- Be asked periodically to take part in surveys conducted by the school

Recruitment Process

Wrekin is an equal opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender expression or reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

Staff Grievances and Complaints: Any member of staff who experiences or witnesses discrimination, harassment, or victimisation may raise the matter under the Staff Grievance Procedure or the Whistleblowing Policy. Complaints from parents, pupils, or external parties are handled under the school's Complaints Procedure. Proven acts of discrimination or harassment by staff or pupils will be addressed under the relevant disciplinary policy.

Proactive Duty to Prevent Workplace Harassment: As an employer, Wrekin College complies with its proactive statutory duty under the Equality Act 2010 (as amended by the Worker Protection (Amendment of Equality Act 2010) Act 2023, and strengthened by the Employment Rights Act 2025 from October 2026) to take proactive reasonable steps—and all reasonable steps regarding sexual harassment—to prevent harassment of staff in the course of their employment. This includes maintaining sexual harassment risk assessments, providing mandatory staff training, and taking active steps to protect staff from harassment by third parties (including parents, visitors, contractors, and members of the public).

Raising Awareness of this Policy

The school will raise awareness of this policy via:

- The Parent Handbook
- The school's website
- The Staff Handbook

- Meetings with parents such as introductory, parent-teacher meetings and periodic parent forums
- School events
- Communications with home such as newsletters and end of term letters
- Information displays around school
- Discussions with groups of pupils

Training

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on this policy during induction, which specifically covers:
    - School's Code of Conduct/ethos
    - Anti-Bullying and Child-on-Child Abuse Policies
    - Assessment
    - Curriculum
    - Pupil Behaviour, Rewards and Sanctions
    - Relationships and Sex Education
    - Teaching and Learning
- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Staff Training:

All staff complete mandatory induction and annual refresher training covering the Equality Act 2010, anti-racism, prevention of workplace sexual harassment, and Keeping Children Safe in Education (September 2026), alongside termly safeguarding updates. All staff training records are maintained centrally on SMARTLOG.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head (Pastoral), the Head and the nominated EDI Governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

PART 2: ANTI-RACISM POLICY

Wrekin operates an Equality, Diversity and Inclusion Policy.

This Anti-Racism Policy forms Part 2 of Wrekin College's Equality, Diversity and Inclusion Policy and must be read alongside Part 1, **Keeping Children Safe in Education (September 2026)**, and **Standard 3 of the Boarding Schools: National Minimum Standards**. It sets out the school's specific commitment to eliminating direct, indirect, and institutional racism and fostering an anti-racist culture across day and boarding life.

This policy focuses on race relations.

Aims

To ensure that all pupils achieve their full potential and all decisions are taken without reference to irrelevant or discriminatory criteria.

Wrekin takes combating racism very seriously. The policies and guidance reflect the commitment that the school has made into building fairness into all that we do.

We believe that we combat racism within the school in the following ways:

- Eliminating all forms of unlawful and unfair racial discrimination
- Listening, responding, and working together with all staff and pupils, parents/guardians and outside agencies

- Admission decisions will be made on the basis of fair and objective criteria. The school's selection procedures are reviewed from time to time to ensure that they are appropriate for achieving our objectives and for avoiding unlawful discrimination
- Continually improving all that we do based on equality
- Developing environments where young people from ethnic groups are valued and respected
- Providing equality of opportunity in our employment practices
- Providing learning and development opportunities for all our staff to enable them to fulfil our commitments to equality
- Work with other agencies to ensure that our commitments to equality are delivered
- Taking any complaints about inequality seriously

Good boarding practices will recognise any particular needs of young people from Black, Asian, and Minority Ethnic (Global Majority) backgrounds. Because there are fewer ethnic minority staff, staff need to be sensitive to this fact when prospective Black, Asian, and Minority Ethnic pupils are shown around the school.

The school welcomes all referred pupils with professionalism and integrity regardless of ethnic origin.

The school will actively seek to address issues of direct and indirect racism so that all childcare is offered in an anti-discriminating manner.

Staff should read the relevant Individual Healthcare Plan for particular care needs of children from minority ethnic groups, as applicable, e.g. those who may fast during Ramadan.

Reporting and Recording Racist Incidents: All members of staff have a mandatory duty to challenge, intervene in, and record any witnessed or reported racist incident, racial slur, or racial microaggression immediately on the school's safeguarding and pastoral logging system (CPOMS/MyConcern) for review by the Designated Safeguarding Lead (DSL) and Senior Management Team. In accordance with Keeping Children Safe in Education (September 2026), racist incidents are treated as safeguarding and child-on-child harm issues, tracked for patterns by the SLT and Nominated EDI Governor, and met with appropriate pastoral support for the target and sanctions/educational intervention for the perpetrator.

The policy asks all staff to take a stand against discrimination by showing personal responsibility, e.g. speak out against discriminatory jokes and remarks.

Within the school's policy statement on the needs of young people from Black, Asian, and Minority Ethnic backgrounds, members of staff are asked to consider the following:

- The physical care given to pupils e.g. skin and hair care
- The food offered via the menus and kitchen, and that is bought on shopping trips
- The range of leisure and recreational activities on offer
- The manner in which we celebrate key festivals and holidays
- How information is presented to others whose first language is not English
- The type of TV programmes that pupils have an opportunity to watch
- The décor of individual's rooms and the type of posters displayed on walls
- The use of positive and affirming images of difference within the school

It is hoped that this guidance enables staff to take personal responsibility for taking forward anti-racism policy and practice.

Pupils' Responsibility

All pupils should familiarise themselves with this policy. Any breach of this policy or any action by a pupil, which might amount to unlawful discrimination on the grounds of race, ethnic or national origin, religion or belief may result in disciplinary action being taken against the pupil.