



PRIORY SCHOOL
EDGBASTON

WHOLE SCHOOL RACIAL EQUALITY POLICY

STATUTORY

Trustee Committee:	Risk & Compliance	
Date Approved:	September 2025	
Next of Review:	September 2028	
Member of Staff Responsible:	Mrs P. Uppal - Assistant Head	
Trustee Overseer:	Mrs D. Matterson and Mrs Shernice Watts- Rai Members of the Governing Council and Risk and Compliance Committee.	
Intended Audience:	Employees, Volunteers, Parents, Pupils and Visitors	
Relevance:	Whole School	Yes
	Early Years	Yes
	Preparatory	Yes
	Seniors	Yes
Access:	Website	Yes
	Internal	Yes
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

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1.0 Whole-School Commitment to Racial Equality

- 1.1 The Governors and staff of Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.
- 1.2 The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.
- 1.3 To meet the needs of our school community, all policies—including this one—can be made available in alternative formats (e.g., larger font, different styles or colours, and translated versions).

2.0 Legal and Regulatory Framework

This policy is underpinned by the Equality Act 2010 (including the protected characteristic of race), the Independent School Standards (Education – Independent School Standards) Regulations as amended, and relevant inspection requirements. We comply with duties to prevent discrimination, harassment and victimisation; to make reasonable adjustments; and to foster good relations across different racial groups.

Leaders are responsible for ensuring policies and practice actively promote equality of opportunity and respect for all, and that prejudice-related incidents are robustly addressed and evaluated.

3.0 General School Statement

We believe we are fortunate to live in a society rich in different cultures, ethnic backgrounds and religions. Therefore, each member of our school community should:

- feel happy and secure;
- feel able to work and achieve to their fullest capacity;
- feel respected as an individual who contributes positively to school life.

This is in line with our Mission Statement, which emphasises that we are a Catholic-heritage school which welcomes all faiths and none.

4.0 Definitions

Racism: Behaviour, language or institutional structures that express, reproduce or permit prejudice, discrimination, stereotyping or hostility on the grounds of race, colour, nationality, or ethnic or national origins.

Racist incident: Any incident which is perceived to be racist by the victim or any other person (Macpherson, 1999). The school records and addresses all prejudice-related incidents accordingly.

5.0 Behaviour, Anti-Bullying and Conduct

We do not allow any verbal or physical abuse. Pupils must not fight, swear or use offensive language likely to cause anger or hurt. Incidents of abuse are monitored—see our Anti-Bullying and Behaviour policies. We continually monitor behaviour in all school spaces and promote a safe, respectful environment.

Staff model inclusive language and challenge racist, discriminatory or derogatory language immediately. Sanctions and support are applied in line with the Behaviour Policy.

6.0 Curriculum, Teaching and Learning

We ensure each pupil has access to a broad and balanced curriculum and is able to achieve at the highest possible level through effective differentiation and high expectations. The curriculum avoids stereotyping

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and promotes racial equality. All pupils have opportunities to experience a full range of activities with additional support where needed. Differences are treated sensitively and diversity is positively promoted.

Curriculum planning, resources and displays reflect diverse voices, histories and perspectives across subjects (e.g., English, History, RE, PSHEE), including contributions from minority ethnic groups and individuals.

7.0 Racism: Reporting, Recording and Responding

Our school does not tolerate racist behaviour. All members of the community are expected to take positive steps to address racism, prejudice and intolerance. Our aim is to ensure all pupils do their best, feel safe and are happy.

How to report: Concerns should be raised with the Deputy Head of Prep, the Assistant Head (Pastoral) of Seniors, or directly with the Head. Where behaviour may constitute abuse or create safeguarding risk, staff follow the Safeguarding and Child Protection Policy and inform the DSL.

Recording and follow-up (updated): All prejudice-related incidents—including racist incidents—are recorded, investigated and outcomes tracked. We analyse trends at least termly; anonymised summaries are reported to the senior leadership team and to governors. Allegations about staff are handled under the Managing Allegations procedures, with LADO consultation where appropriate.

8.0 Language

We view linguistic diversity positively and are aware of the languages and dialects spoken by our community. Language used in school should be acceptable and understandable to the community. Staff reflect on language and resources to avoid racist connotations. Pupils, families and staff should feel their language and dialect are valued; pupils are encouraged to use home languages appropriately while ensuring language is not used to exclude others.

9.0 Environment and Resources

We are committed to a welcoming environment reflective of our multicultural society and to the use of resources inclusive of diverse perspectives. We raise awareness of the unfairness and injustice of stereotyping through curriculum, assemblies, resources and displays. Resources that demonstrate prejudice may be used to prompt discussion and build critical thinking.

Displays and communications are periodically reviewed to ensure representation, accuracy and respectful portrayal of diverse groups.

10.0 Staff Recruitment and Professional Development

We expect all staff to promote racial equality in accordance with this and related policies. We work to ensure fair, non-discriminatory recruitment and consider steps—consistent with equalities law—that support a workforce reflective of the communities we serve.

Professional development includes training on equality, anti-racism, cultural competence and addressing prejudice-based bullying. We foster strong links with families and the wider community to inform curriculum and practice.

11.0 Admissions and Pupil Registration

The school does not permit race, colour, nationality or ethnic or national origins to be used as criteria for admission. Names are recorded accurately and pronounced correctly. Pupils are encouraged to accept and respect names from all cultures.

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Admissions decisions and marketing materials are reviewed to ensure inclusive language and equitable access.

12.0 TIDE Committee (Team for Inclusion, Diversity and Equality)

The TIDE Committee comprises staff and students with the objective of ensuring fairness and equity for all, and promoting and celebrating our multicultural community.

Appendix 1 – Priory School’s Statement on Racism and Discrimination

Priory School condemns discrimination in all its forms and is committed to opposing institutional and systemic racism. We actively celebrate diversity, equality and equity within our community, educating students about cultural, ethnic and religious diversity, and encouraging empathetic, inclusive engagement with sensitive topics.

Guided by our Catholic heritage and values, we work in collaboration with families and community leaders to uphold respect and tolerance and to challenge ideologies that perpetuate inequity.

We provide safe platforms for students to express views and anxieties and to build solidarity across cultural groups. The curriculum incorporates Black history and the achievements of minority ethnic groups and individuals across subjects. In History, students study slavery, empire and decolonisation alongside diverse sources and narratives. In English, literature represents a range of cultures and periods. In PSHEE, mutual respect, equality and anti-bullying are taught explicitly. In RE, students study and appreciate other faiths.

Associated Policies

Safeguarding and Child Protection; Behaviour; Anti-Bullying; SEND; Complaints; Online Safety; Staff Code of Conduct; Safer Recruitment; Equality (Whole School).

Monitoring, Governance and Review

The DSL and senior leaders collate, review and analyse prejudice-related incident data at least termly, identifying themes and actions. Anonymised summaries are shared with governors. Impact measures include pupil voice, behaviour data, attendance and exclusions, and feedback from families and staff.

This policy is monitored by the Deputy Head and Assistant Head (Prep) and the Assistant Head (Pastoral) of Senior School, who report to the Head on implementation.

Reviewed: Sept 2025 Next review: Sept 2028

Reviewed and Revised by P.Uppal – September 2025