



**Charter for Race and Equality
Holy Trinity C of E Primary
School Wimbledon**



Growing Together as Children of God

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Getting started: Rooted in Faith: Why We Embrace a Bold Anti-Racist & Inclusive Approach

At Holy Trinity, our vision of "Growing Together as Children of God" compels us to act. We believe that every individual—staff and pupil alike—is a unique reflection of the Divine. For every soul to truly flourish, we must intentionally dismantle the barriers of racism, sexism, and exclusion that hinder the "fullness of life" (John 10:10) promised to all.

While "race" is a social construct often used to denote difference or hierarchy, we recognise that every human being is created in the image of God. We move beyond labels to honour the sacred dignity of every person.

Although the global majority is not white, ideologies of superiority remain influential. As a school, we seek to reflect the true diversity of God's kingdom—a multitude from every nation, tribe, and language.

We recognise that Black and Global Majority (BGM) individuals, as well as those marginalised by gender or disability, face systemic hurdles in recruitment, pay, and progression. We are committed to a covenant of fairness, ensuring our staffroom reflects the equity we teach in our classrooms.

Education is a holy space for transformation. We embrace an anti-racist and inclusive approach because we have the power to change lives. By providing an explicitly supportive and inclusive approach, we ensure that a child's background, gender, or SEND profile never limits their potential.

We provide a space through our various junior leaders such as the JLT (Junior Leadership Team) and GTiST (Growing Together in Spirit Team) for Courageous Conversation. We believe that young people's ideas about race, gender, and identity must be explored within the safety of our faith community.

We are committed to provide our staff with quality training to support their development, but we recognise training alone is not enough. We are building a culture of open, honest dialogue where staff and young people are empowered as co-creators of a more just and equitable world.

"He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." — Micah 6:8

Our vision - A Charter for Inclusion: Growing Together as Children of God

At Holy Trinity, we acknowledge the profound significance of feeling like you belong. We want every pupil to grow in confidence, knowledge, and a love for learning. This sense of belonging is only possible when we intentionally embrace the diversity of the world around us. We understand the vital importance of exposing our children to different "corridors of conversation," where they can develop race-conscious language and navigate the complexities of neurodiversity and physical ability with grace and empathy.

It is vital to identify the gaps in our curriculum and ensure it actively represents every individual in our school. Through our Race, Equality, and SEND commitments, we aim to work alongside our families and the Holy Trinity community to model positive relationships. We believe that we are truly "stronger together," recognising that a community is only complete when we all work together, flourishing one another, building together. This means that individuals of our community are not just present, but are respected, valued participants in the life of the school.

We strive to provide equal opportunities that recognise each child as unique, loved, and cherished. To achieve this:

- **Racial Literacy & Equality:** We weave equality and race through the curriculum, establishing natural links across subjects and providing dedicated time for class discussions.
- **Inclusive Accessibility (SEND):** We ensure that our teaching is "woven" to be accessible to all learners. We recognise that different minds and bodies learn in different ways, and we are committed to removing barriers to learning so that every child can flourish according to their potential.

The Race and Equality Charter, outlines the pledges we make to drive a positive difference. This is not just a policy; it is a framework for strengthening our practices, deeply embedded in our school vision: "Growing together as Children of God."

We celebrate the work already implemented and look forward to further supporting the diverse needs of our community—ensuring that those with disabilities and learning differences are supported with the same enthusiasm as we fight for racial justice.

"A new commandment I give to you, that you love one another: just as I have loved you."

John 13:34–35

Introduction - A Charter for Inclusion: Grounded in Faith and Justice

This charter will address the protected characteristics of race, ethnicity and Special Educational Needs and Disabilities (SEND).

Social exclusion, in its many forms, is a direct challenge to the biblical truth that every person is created in the image of God (Genesis 1:27). Scripture reminds us that "God does not show favouritism" (Acts 10:34), yet we recognise that social identities deeply influence how individuals navigate our schools, organisations and society. We must acknowledge the overlapping nature of these experiences, remembering that we are called to a unity.

This charter for Holy Trinity focuses specifically on race/ethnicity and special educational needs & disability (SEND), but it extends its protection and celebration to all protected characteristics. Inequalities and disadvantages for individuals are in society, we must work hard together to address this; as followers of justice, we must "learn to do right and seek justice" (Isaiah 1:17). We believe in the fundamental equality of sex and gender, recognising that both staff and pupils must be free from stereotypes and discrimination to reach their God-given potential. Whether in the classroom or the staffroom, we strive for a culture where:

- Gender and Sex are respected, ensuring equal opportunities for leadership, learning, and professional growth.
- Race and Heritage are celebrated as a reflection of the global Body of Christ.
- Diversity of Ability (SEND) is met with the support required for true spiritual and academic flourishing.

Miller (2019) noted that racism in the English education system is a stark reality, affecting how students and staff interact with the world around them. We extend this observation to include all forms of bias, including those based on sex or disability. This systemic struggle mirrors the biblical warning that "when one part suffers, every part suffers with it" (1 Corinthians 12:26). When our systems fail certain groups - be they pupils or the staff who guide them—the entire community is impacted, the entire community is impacted.

True inclusion requires us to "love your neighbour as yourself" (Mark 12:31) without exception. We must recognise and confront the specific forms of discrimination faced by our faith communities, ethnic minority groups, and those marginalised due to their sex or gender identity.

Through these lenses, Holy Trinity commits to a considered, compassionate approach across the whole settings. We are dedicated to ensuring that every child and every member of staff is seen, valued, and given the opportunity to flourish as God intended: Growing Together as Children of God.

Reflective Framework: A Covenant for Anti-Racism and Spiritual Flourishing

At Holy Trinity, we use this framework to audit our hearts, our classrooms, and our leadership. We ask these questions to ensure that every member of our "body" is nurtured to flourish in the fullness of life.

1. Leadership & Modelling: The Heart of the Body

- **A Commitment to Grace:** Does our leadership model a radical commitment to anti-racist values? Is our "whole-school" approach a reflection of our spiritual calling to act justly and walk humbly?
- **The Imago Dei in Governance:** Does our leadership reflect the diverse beauty of God's kingdom? Are we intentionally creating pathways for BGM (Black & Global Majority) leaders to rise and flourish?

2. Teaching and Learning: The Seeds of Inclusion

Is our curriculum being used as a tool for spiritual and intellectual transformation to:

- **Challenge Inequity:** Do we courageously address race inequality, teaching children that every person is "fearfully and wonderfully made"?
- **Achieve Cultural Abundance:** Does our curriculum offer a "great multitude" of perspectives, celebrating the diverse heritages that make up our global family?
- **Respond to Lived Reality:** How do we adapt our teaching to acknowledge the barriers of racism, poverty, and discrimination?
- **The Voice of the Child:** *Whose voice is truly heard in our halls? Are we amplifying the voices of the marginalized as a priority?*

3. Belonging and Voice: Creating a Sanctuary

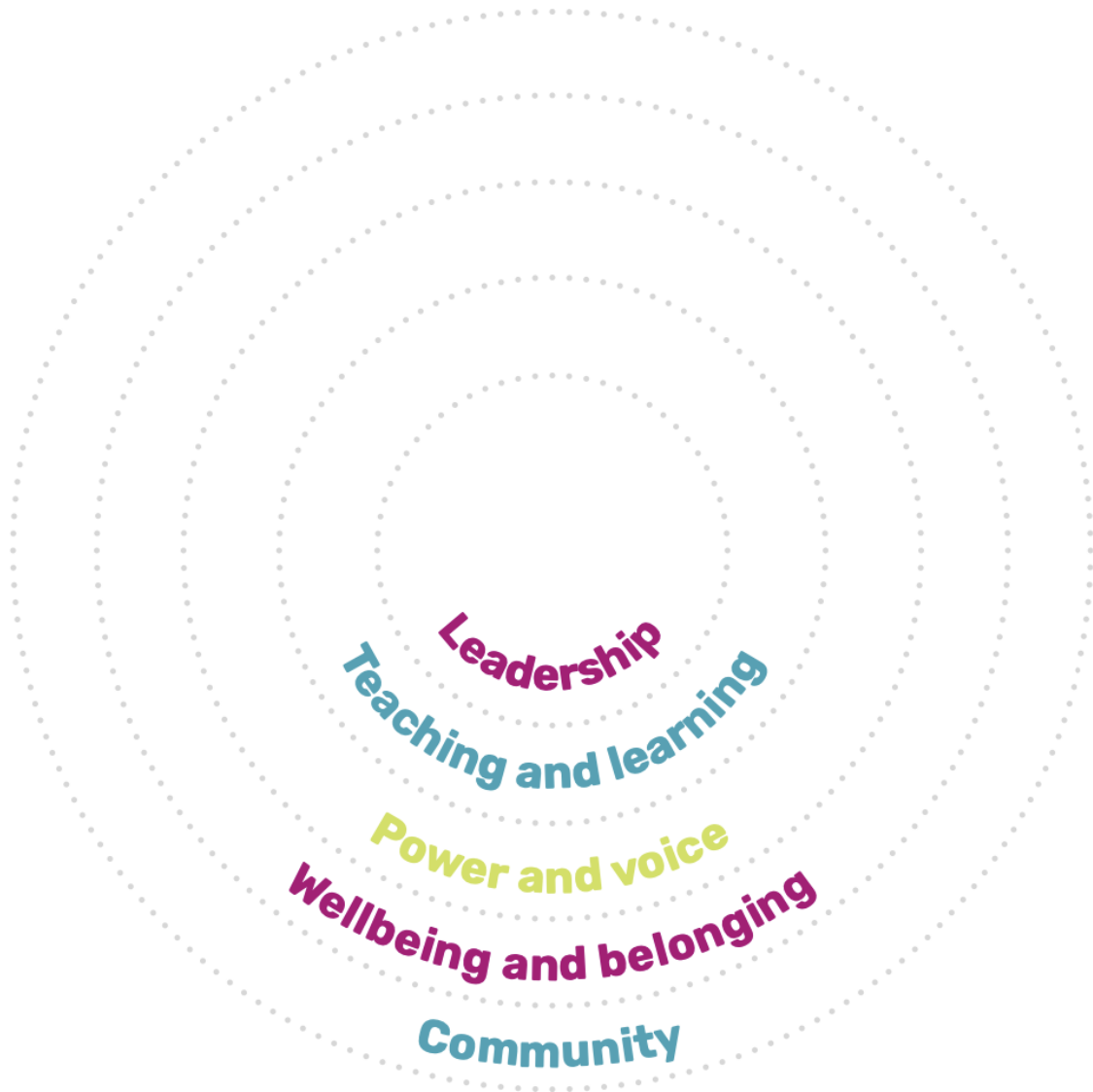
- **Valuing Our Staff:** Do our Black and Global Majority staff feel not just "included," but deeply valued, spiritually safe, and supported to grow?
- **Respecting the Family Unit:** Do our parents from minoritised backgrounds feel a sacred respect within our school gates? Do they see themselves as essential partners in our "Growing Together" vision?
- **A Sense of Home:** Which pupils feel a true sense of belonging? Are we ensuring that children with SEND and those from BGM backgrounds feel as though this school was built specifically for them?

4. Wellbeing and Local Heritage: Honouring the Journey

- **The Spirit and the Mind:** Is student wellbeing seen as a sacred priority? Do we understand that spiritual flourishing is impossible without addressing the psychological "thorns" of racism?
- **The Link to Justice:** How are we teaching the connection between racial justice and emotional peace?

5. The Holy Trinity Community: A sense of belonging

- What is the local history of our local area? How can we use the stories of Wimbledon to teach our children how to be "repairers of the breach"?



"If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it." (1 Corinthians 12:26).

How will we embed this charter and who is it for? A Vision for Spiritual Flourishing: Equity, Diversity, and Inclusion at Holy Trinity

This charter serves as a commitment to the holistic flourishing of every individual within our school. It is more than a policy; it is a shared vision that unifies our educational settings in the belief that every child is a unique reflection of the divine, deserving of an environment where their spirit can soar. By promoting equity and inclusion, we seek to cultivate "fertile soil" where the seeds of potential in every student—regardless of background or ability—can grow into a life of purpose and abundance.

The nine principles of this charter offer a clear and actionable framework for schools to honour the essential self-worth of every individual, as protected by the Equality Act.

Holy Trinity intends to use this charter as a tool for deep reflection, supporting not just our policies, but the very "heart" of our school – delving into reflective practice throughout the school. We also aim to use this charter as a scaffold for self-evaluation, allowing for a redirection toward growth and communal well-being promoting and striving for spiritual alignment.

Recognising that we are part of a wider community, this charter celebrates the work we, as Holy Trinity do with external partners. Just as a forest thrives through an interconnected root system, our school flourishes when our community aligns with broader goals of justice. This underpinning ensures that while our school preserves its unique spirit, we continue to move together with a consistent and integrated vision towards collective change.

Our commitment to capturing best practices across our school is rooted in the belief that wisdom should be shared. Holy Trinity strive to promote a culture of continuous spiritual and academic progress, ensuring that the "light" of innovation in our setting can illuminate the path for another.

By seeking to create a culture where Race and SEND are not simply managed but wholeheartedly embraced, we reflect a commitment to the "fullness of life."

To foster true flourishing, we must seek to understand the unique challenges and daily lived experiences of these groups. This empathetic lens ensures that our actions are grounded in the reality of those we serve.

We aim to challenge beliefs that limit a child's sense of self-worth. Through open dialogue and "courageous conversations," we empower staff, parents, and children to challenge beliefs. This process is essential for raising awareness and promoting the empathy required for a truly inclusive culture.

As a development tool, this charter ensures our school can engage in a process of constant inclusion. It helps identify gaps where growth is needed, ensuring that every effort to

address racial inequity and support students with SEND is an act of building to create a more welcoming educational community.

"Speak up for those who cannot speak for themselves, for the rights of all. Speak up and judge fairly."

Proverbs 31:8-9

Our Pledge for Flourishing: Nine Principles of Inclusion

As a school, we are determined that all our children should have the best possible start in life. We believe that an individual's ethnic background, physical or neurodiverse profile, or any aspect of their identity must not negatively influence their experience of school or their future outcomes. Our curriculum and community must celebrate the divine diversity of our school family.

Holy Trinity embraces our role in making these values a reality through these nine principles:

1. Race & Ethnicity: Justice and Representation

We provide strong leadership for racial justice, consistently auditing how our school addresses race and ethnicity. We ensure our staff and governors represent the global majority communities we serve, honouring the truth that we are all made in the image of God.

2. Disability & SEND: Removing Barriers to Flourishing

We are committed to equitable access for all abilities. We proactively remove physical, sensory, and cognitive barriers, ensuring that children with Special Educational Needs and Disabilities (SEND) are not just "included," but are enabled to flourish with the right resources and specialized support.

3. Religion or Belief: Honouring Spiritual Journeys

Through a broad and extensive Religious Education curriculum, we explicitly symbolise and honour the diversity of faith and beliefs incorporated within our school. We foster an environment of mutual respect where every child's spiritual heritage is a source of pride.

4. Gender: Challenging Stereotypes

We endeavour to build a culture of gender equality, ensuring that expectations and opportunities are never limited by gender. We empower all children to pursue their interests and talents—whether in STEM, the arts, or leadership—free from traditional stereotypes.

5. Sexual Orientation: A Culture of Compassion and Respect

Rooted in the commandment to "love one another," we ensure our school is a safe, welcoming space for all families and individuals. We teach empathy and kindness, ensuring that every individual feels comfortable and respected regardless of sexual orientation.

6. Age: Valuing Every Stage of Life

We foster intergenerational links, recognising the wisdom of our staff and the potential of our pupils. We ensure that age is never a barrier to staff progression or a reason for the exclusion of any community member's voice.

7. Pregnancy & Maternity: Support for New Beginnings

We maintain fair and balanced pathways for staff and families experiencing pregnancy or maternity. We offer a supportive environment that recognises the sanctity of family life and ensures that career or educational progression remains uninterrupted.

8. Gender Reassignment: Dignity and Identity

We are committed to the dignity of the individual, ensuring that any person undergoing gender reassignment is treated with the utmost respect, empathy, and protection from discrimination, reflecting our vision of "Growing Together as children of God."

9. Marriage & Civil Partnership: Inclusive Community Links

We establish strong links with our wider community, acknowledging and celebrating all legal marital and partnership statuses. We ensure our school policies and social interactions reflect the diverse family structures that make up our diverse community.

"For the body is not one member, but many... there should be no schism in the body; but that the members should have the same care one for another."

1 Corinthians 12:14, 25

Illuminating Every Path: A Strategic Vision for Racial Equity and the Fullness of Life

Alongside our core principles, the Holy Trinity community is committed to fulfil the following priorities to ensure every member of our community—regardless of their heritage or neurodiversity—can experience the "fullness of life" (John 10:10). We do this not merely as a matter of policy, but as a spiritual calling to nurture the flourishing and wellbeing of every staff member and pupil within our diverse family.

Our priorities are designed to ensure that no part of our school body is overlooked, and that the unique light of every individual is allowed to shine.

To support our community in reaching its God-given potential, we commit to the following:

We believe that justice is a collective calling. We will foster an environment where every leader and staff member take active responsibility for dismantling barriers.

Priority 1: Embedding Shared Responsibility for Race and SEND Equality

- **Inclusive Policies:** Supporting all areas of our school to develop and uphold policies that are both racially inclusive and SEND-accessible, ensuring no child is "left behind" (Matthew 18:12).
- **Restorative Justice:** Strengthening our internal processes for addressing grievances or bias in every interaction between staff, pupils, and families.

Priority 2: Enhancing Representation and Governance for BGM and SEND

We strive for a leadership and governance structure that reflects the divine diversity of our community.

- **Removing Recruitment Barriers:** Identifying and addressing the systemic obstacles that limit Black and Global Majority (BGM) applicants and individuals with disabilities from entering senior leadership and governance roles.
- **Diverse Wisdom:** Ensuring that our decision-makers reflect the lived experiences of our community, remembering that "the body is not one member, but many" (1 Corinthians 12:14).

Priority 3: Cultivating Staff Belonging, Equity, and Growth

We are committed to a workplace where every staff member feels valued as a unique Child of God.

- **Closing Equity Gaps:** Actively working to reduce pay and progression disparities, ensuring that staff from minoritised backgrounds and those with disabilities receive equal honour and reward for their work.

- **Security and Stability:** Investigating and addressing inconsistencies in contract types (fixed-term vs. permanent) to ensure that all staff, particularly those from underrepresented groups, have the security needed to flourish in their career.

Priority 4: Transforming the Pupil Journey: From Admission to Flourishing

Our ultimate goal is to ensure that race, ethnicity, and SEND status are never predictors of a child's success.

- **Equitable Access:** Addressing race and SEND-related inequalities in admissions and transitions, ensuring that the "rough places are made smooth" (Isaiah 40:4) for every child entering our doors.
- **Closing the Awarding Gap:** Using evidence-based and research-led strategies to understand and eliminate the ethnicity and SEND awarding gaps, ensuring that every student is "like a tree planted by streams of water, yielding fruit in its season" (Psalm 1:3).

"Let us not love with words or speech but with actions and in truth."

1 John 3:18

Our Promise to Each Other: Growing Together as Children of God

PENDING