



CHANNING

Report from the  
Diversity,  
Equality and  
Inclusion  
Steering Group



June 2021

# Executive Summary

Racism has been undeniably prevalent throughout history and continues to have a direct impact in contemporary society. This has been witnessed through the fatal shooting of Breonna Taylor (13/03/20) and murder of George Floyd (25/05/20), alongside numerous black individuals in recent years. White policemen were involved in both of these incidents. Floyd, a 46-year-old black male was murdered in Minneapolis, (Minnesota, USA), when being arrested by Derek Chauvin, a white Police Officer. During the arrest, Chauvin knelt on Floyd's neck, whilst he was handcuffed and lying face down, for 9 minutes and 29 seconds, leading to his suffocation. The effects of this incident shocked the world and, along with multiple other murders of black individuals, thrust Racism, and the lack of Diversity, Equality and Inclusion (DEI) in society, into the global arena. Floyd's murder instigated worldwide protests, spearheaded by the Black Lives Matter movement, which demonstrated against Police brutality, systemic and widespread racism and the lack of accountability taken by organisations.

On the 11th of June 2020, a student petition was received by Mrs Elliott (then Headmistress of Channing School) from Esther Corby et al, highlighting 'the biases present in the school's curriculum with regards to both white privilege and Britain's colonial history' (Appendix 1).

Mrs Elliott, was unequivocal in her response, that these issues stretched beyond the curriculum, and hence the Channing Diversity, Equality and Inclusion Steering Group (DEISG) was formed in July 2020.

The role of the DEISG was to lead the review of existing policies, procedures, and practices at Channing School, to ensure that the presence of Diversity, Equality, and Inclusion was supported at all levels. This was with a view of creating a community of well-educated, young women, who are responsible, community-minded citizens, with well-balanced views and the confidence to challenge injustice in all its guises.

The DEISG was composed of Anjula Thompson [Chair and Former Parent], Rev Daniel Costley [Governor], Drew Underwood [Deputy Head], Roy Hill [Bursar], Karon Ornadell [Parent], Alison Hough [Parent], Imogen Phillips [Alumna], Georgia Walsh [Head Girl] and Maeve Gallagher [Head Girl]. Following the inaugural DEISG meeting in July 2020, a Terms of Reference Document (TOR) was approved by the Headmistress and Chair of Governors (Appendix 2).

To meet the Aims and Responsibilities outlined in the TOR, the DEISG formed subgroups called Work Streams [WS]. The Channing DEI Work Streams document was approved in August 2020 (Appendix 3). Members of the WS included parents, staff and student body representatives. The existing policies, procedures and practices that were considered in this review were: Qualitative Data Collection, Quantitative Data Review, Curriculum, Unconscious Bias Awareness Training and the consideration of the Atmosphere and Ethos of the School.

*Flair* was commissioned by the school to carry out an Independent Review, to help understand the levels of racial inclusion and awareness within Channing. *Flair* conducted an in-depth, online survey with students, academic staff and support Staff in February 2021.

This report outlines the key conclusions, recommendations and methodology from each of the Work Streams.

Our remit was limited in that we did not consider the legal framework under *The Equality Act 2010*, with respect to the policies, procedures, practices and DEI issues. This will be an ongoing piece of work for the Board of Governors, Senior Management and Leadership Teams to consider.

This report is only the beginning of a 'work in progress' for the school. It is evident that there are gaps in the collection and analysis of Data in many areas, and this would make it difficult to target DEI policies, practices and procedures unless this information is collected, collated and analysed. The lack of a clear policy to report racial issues is one that requires urgent attention from the Board of Governors.

The progress that has been made this academic year on the issues of DEI has been incredibly encouraging. Channing, through the work of the Work Streams, has embraced the review of practices and procedures. The school has been open and transparent with the information sought by the SG. There have been many changes that have been implemented, prior to the completion of this report, that demonstrates the ethos of the school in putting in place changes that will benefit the students and staff body. Namely, changes have been made to the curriculum in both the SS and JS, and training has been commissioned for all the staff commencing in September 2021.

**DEI must continue to be in the forefront of the minds of the Head and the Board of Governors when considering future policies, procedures and practices.**

**Anjula Thompson, DEI Steering Group Chair**

# Acknowledgements

I cannot express enough thanks to the Steering Group for their time, effort and enthusiasm throughout the past 12 months:

Mr Drew Underwood

Rev. Daniel Costley

Mr Roy Hill

Dr Karon Ornadell

Ms Alison Hough

Imogen Phillips

Maeve Gallagher

Georgia Walsh

Special thanks also to Seetle Kaur for her administrative help.

My gratitude is extended to all staff, parents and students who have been members of the Work Streams.

## Recommendations

### Data Work Stream Recommendations:

- Development of comprehensive and anonymous diversity data recording and storage of both prospective and accepted students.
- An annual review of pupils' ethnicity data to monitor the school's pupil diversity levels and determine the success of any diversity initiatives undertaken.
- Development of comprehensive and anonymous diversity data recording and storage relating to staff applications and selections for staff positions, both teaching and non-teaching.
- Support staff progression for underrepresented groups.
- Periodic surveys of staff (every 2 years) to monitor staff diversity levels and determine the success of any initiatives undertaken to broaden diversity.
- A review of advertising policy to assist in attracting a wider range of staff and pupils to the school, taking into account diversity and socio-economic issues. Inclusion of data group members in future advertising discussion.
- A review of the current Bursary Policy, alongside legal advice on how we might be permitted to target our support in different ways, to help to deepen the pool of talent from which we draw our pupils.
- Any work by Governors to review Bursary Policy or access

to the school should explicitly consider DEI issues.

- Regular, consistent and comprehensive data monitoring of Demographic data, student outcome data, student survey data, racist incident and bullying data.
- Regular audit of resources and monitoring of data.

### Curriculum Work Stream Recommendations:

#### Senior School

- Introduce the Race Equality Code of Conduct into PSHE lessons across all key stages: [Race Equality Code](#)
- The Sixth Form Leadership Team to review and consider implementing the suggestions for 6th Form PSHE. Particular attention should be given to the sessions on Islamophobia and antisemitism. 6th Form PSHE Working Party suggestions in KS3 and KS4 PSHE, specific modules on Islamophobia, antisemitism, transphobia and gender should be considered, especially at KS4.
- Consideration to be given to teaching some modules earlier in KS3 - e.g. 'What is racism?' and LGBTQ+ awareness.
- In English, the department should continue to review their excellent provision to further include diverse elements. A suggestion is to review materials from 'Iridescent Adolescent', the new English and Media Centre anthology of diverse literary short stories. A discussion could also be had at departmental level on the use of language in the classroom, specifically when teaching texts that contain inflammatory language.
- The History Department to continue to review their programmes of study on a regular basis and could review the extra curricular provision. A possibility could be to run a History Club, which could focus on the experiences of diverse peoples during different periods of history.
- The Head of Religious Studies could give help and advice to Heads of Year or other staff in planning assemblies that celebrate the major religious festivals.
- All departments should discuss the recommendations on their departmental audits. They should consider Show Racism the Card 'Race Equality Audit' suggestions and consider how all subjects could be further diversified at Channing
  - \* [Show Racism the Red Card Audit](#)
- Other diversity resources issued by the Independent Schools Council should also be considered. This could be built into the departmental planning cycle.
  - \* [ISC Diversity Resources](#)
- External advisors could be considered to help Heads Of Departments implement a more diversified curriculum

## Junior School

### The continued curriculum review and library audits will aid future recommendations:

- The Art Department could aim to highlight more work of minority ethnic artists and designers/engineers in everyday lessons. (This will be a suggested objective in next academic year's development plan).
- The Music Department could aim to teach a series of lessons each with a different country as a focus - Chinese, Japanese, Gamelans etc., as well as more female musicians/composers/conductors.
- Ideas around diversity could be challenged in Form Time and conversations encouraged in PSHE and through the curriculum to promote diversity discussion.
- Form Time will begin with watching NewsRound or First News to generate conversations around current affairs.
- In English, comprehensions could include a much more diverse range of topics, cultures and people of interest.
- The History and Geography curricula could continue to be reviewed to include more coverage of people from different cultures, socio economic backgrounds, race, religions, disability and genders.
- The new RE Curriculum could be reviewed to ascertain if any further changes or additions need to be made
- Form captains will meet with the Deputy Head and the Head through the year to bring pupil voice to the forefront and open up discussions around diversity, equality and inclusion.

### Unconscious Bias Awareness/Training Work Stream Recommendations:

#### Staff:

- To consider the training providers listed below to lead annual training or awareness raising. The training should ideally be built into the CPD schedule for all staff.
  - \* Inclusive Practice
  - \* TED Learning Inclusion Training
  - \* Equaliteach Equality Training
  - \* Show Racism the Red Card
- Training: Some training providers (Equaliteach) offer 'stand alone' online diversity and equality training courses for teachers and pastoral staff. These could be offered to staff as part of their individualised CPD offer or for staff who have not had annual training.
- DEI training to be part of the new staff induction programme.
- To regularly review the specific DEI staff training focuses depending on the needs of the school and society. It is

worthy to note that some of the training providers also do courses for parents.

- The school could also schedule a programme of diversity and equality awareness for interested parents

#### Students

- To consider some of the training providers listed below to do regular training or awareness raising for students (PSHE lessons, assemblies, Form Time), especially in relation to racism, Islamophobia, antisemitism and LGBTQA+.
  - [Equaliteach Equality Training](#)
  - [Show Racism the Red Card Pupil Courses](#)
  - [The Mclellan Practice](#)
  - [Alliance for Learning](#)
  - [Educate and Celebrate](#)
- To give priority to diversity and equality awareness raising in the 6th Form.
- To consider that there is a planned programme of diversity, equality and inclusion speakers from a range of different communities in assemblies across all key stages.
- To encourage all staff and students (supported by a member of staff) to lead and facilitate DEI sessions to supplement external speakers.
- To ensure staff attend a library DEI resource training module to be aware of what resources are available.
- To ensure that the library diversity resources are promoted to parents.

#### General Recommendations:

- To conduct an annual survey, similar to that which was conducted by *Flair* to obtain more Data from staff and students on the issues of DEI.
- The Board Of Governors to undertake updated training focusing on DEI.
- To ensure that a member of the Senior Management and Leadership Teams and a Governor are tasked with overseeing and coordinating future DEI work.
- Ensure that there is a clear procedure for reporting, dealing with and recording racist incidents and that the staff and students are aware of this. Racist incidents and racist bullying is communicated to all staff and students. All staff know how to support a student who reports a racist incident or racist bullying.
- Consider the appointment of Diversity, Equality and Inclusion Officers on the Officer Team.
- Audit the library collections in both junior and senior school and continue the promotion of DEI resources through reading lists and displays.
- Consider that there is a planned programme of Diversity, Equality and Inclusion speakers in assemblies across all key stages.

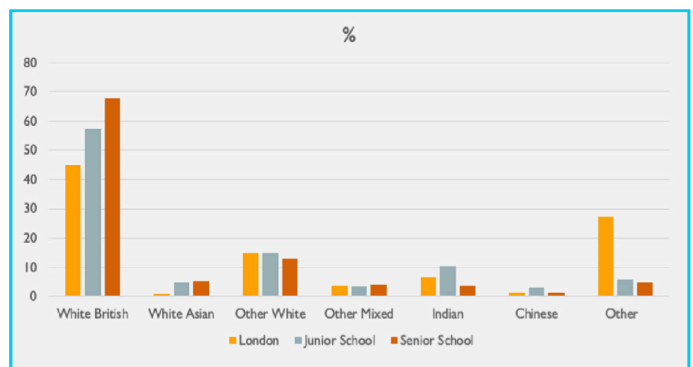
- Ensure that significant events are marked in the school calendar and are highlighted in assemblies, discussed in Form Time and are given appropriate planning and coverage - e.g. Holocaust Memorial Day, Black History Month, LGBT History Month, Cultural Awareness Week.
- Ensure that the school marks Anti Bullying Week and ensures that racism and transphobia are highlighted across all key stages.
- Ensure in assemblies and Form Time activities that students know how to report racist and other incidents and are given specific advice on 'calling people out'.
- To consider that a simplified flowchart is available to all students and staff to report racist incidents and that it is displayed throughout the school.
- Consider ways in which there can be more linkage between the JS and SS in organising and raising awareness of diversity matters.
- The setting up of a Student Diversity and Inclusion Group (under the leadership of Diversity and Inclusion Officers) who would make further suggestions on the curriculum and other DEI events.
- To consider a DEI Information area (virtual/actual) that could be used to highlight forthcoming events and provide information for students and staff.
- To consider a DEI area on the school website to publicise the work we are doing as a school.
- To consider a school specific DEI logo and accompanying maxim that sums up the ethos of the initiative.
- To consider holding an annual DEI Awareness Week to increase knowledge, understanding and cohesion. (September/October?).
- To consider that a mission statement be provided to external speakers, trainers and providers to highlight the school's commitment to DEI and provide a shared ethos with partners in education.
- To consider regular revision of the mission statement on the website in the light of the recommendations.
- To consider pupils from the JS completing a survey on DEI issues.
- Alumnae to complete an online survey to obtain views on their experiences at the school in connection to DEI issues. This should be actioned as soon as possible and consideration to be given to engaging *Flair* to carry out the survey.

# Methodology

## The Data Work Stream

The Data work stream consisted of Daniel Costley (Governor), Roy Hill (Bursar) and Rebecca White (Bursar's Assistant). The group focused its work on collation of data regarding ethnicity of the staff and pupils in the JS and SS. The Group has made several recommendations based on the data, including development of robust data collection plans for the future.

- The Data work stream was established to investigate, collect and analyse data regarding a range of diversity categories. Although the focus was on race, they also looked at holdings and the possibility of collecting data on gender and sexuality (staff only).
- From data already held, they were able to compare ethnicity data of pupils and staff to census data for London from 2011.



- It can be seen that the proportion of pupils and staff identifying as White British is significantly higher than the proportion of London as a whole. Aside from one group, the proportion of pupils identifying as other than White British is close to the London average and the proportion of pupils identifying as Black is significantly lower than the proportion of the London population. Interestingly, the proportion of White British in the SS is higher than the JS.
- Although we have been able to analyse data relating to current staff and pupils, we have not been able to assess how the diversity of applicants to places at the school (staff and pupils) matches the diversity of the successful candidates. The Bursar will look at how this data might be requested and stored (anonymously), following best practice guidance from outside the school.
- More widely, the Data work stream made several recommendations to increase data collection and storage in a legally compliant, and data protected way. The Group also made recommendations on how advertising places at the school and vacancies in a more diverse range of publications and social media might help attract a more broad range of candidates.
- It was recognised that catchment and external societal issues will place some limits on diversity at a fee-paying

school such as Channing, and the Group asked that DEI issues be considered as part of any future review of bursaries or other support to disadvantaged pupils. It was also recognised that a more diverse staffing pool, at all levels, would promote a more broad range of role models for pupils.

### **The Curriculum Work Stream:**

This work stream consisted of Drew Underwood (Chair), Maeve Gallagher and Georgia Walsh (Head Girls), Ria Menon, Rebekah Treganna and Sameeha Velmi (Students), Karon Orndel (Parent), Zara Lindsay, Helen Kanmwaa, Kate Kavanagh, Thea Cooper, Lucy Williams (teachers), Isobel Ramsden (Support staff) .

- In the Spring Term, *Flair* was commissioned to conduct a staff and student survey and it is worthy to note that in the *Flair* report, 62.7% of the 287 senior school students felt that the school's curriculum should be more diverse.
- The DEI Curriculum Work Stream was set up by the DEI Steering Group and since September 2020, the Work stream has met 6 times. It has consisted of SS students and parents, and SS and JS staff.
- The Work Stream has reviewed the curriculum in the JS as well as looking into details at the SS with representatives of the PSHE, English, History and RE Departments to review the programmes of study across all key stages.
- A curriculum diversity audit has also been conducted across all SS departments. In the JS, the Deputy Head spoke to all staff at a staff meeting about the DEI Curriculum Review and asked them to carry out a review of their curriculum and reflect on what we are covering across the subjects, in assemblies, in the Library, through Form Time and other events as well as reviewing the resources we use.
- The librarian is also undertaking a comprehensive audit of all stock and will present findings in September 2021. Following the staff audit, staff were then asked to review areas improvements could be made and to make suggestions which will be reviewed later this term.
- It is worthy to note that significant work has been done this academic year in the Diversity, Equality and Inclusion realm and particular praise should be given to the History, English and PSHE departments in the SS and the Music and English departments in the JS for the excellent work that they have already done. Special mention also to the PSHE coordinators for implementing the new PSHE curriculum.

### **The Unconscious Bias Awareness/Training Work Stream**

- The DEI Training/Unconscious Bias Work Stream was set up by the DEI Steering Group and since September 2020, the Work Stream has met 4 times. The group consisted of Drew Underwood (Chair), Anjula Thompson (Chair of the SG), Imogen Phillips (Alumna), Judith Hibbert, Isobel Ramsden (Support staff), Yang En Hume, Lisa Wilkinson (Staff), Saskia Kierkegaard, Shruti Borundia, Lara Dailey (Students). The Work Stream has researched various

companies and organisations that will be able to provide training and awareness raising for staff, students and parents.

- In the Spring Term, *Flair* was commissioned to conduct a staff and student survey and it is worthy to note that in the *Flair* report, 46% of the 92 SS staff felt that their ethnicity made it harder to be themselves.
- Clarity on how to deal with and report racist incidents was also highlighted as an improvement area by the *Flair* report.
- The Working Party suggested Equality and Diversity Awareness training for the staff body to be scheduled for September 2021. In January, the Working Party suggested an INSET course run by Inclusive Practice:
  - [Inclusive Practice INSET course](#)
- This course on '*Inclusive practice in education*' has been arranged for September 2nd and 3rd 2021, and will be a major part of the September INSET programme. It is worthy to note that the *Flair* report also recommended this course.

Unfortunately, due to time constraints, the review of the DEI policies, procedures and practices in connection to the Atmosphere and Ethos of the school was not undertaken. This is a work stream that will benefit most from input from Alumnae and the Student body.

# Appendix 1

From: Esther Corby Date: Thu, 11 Jun 2020 at 12:56 Subject: BLM and Channing's curriculum

To: Dear Mrs Elliott, In light of the death of George Floyd on the 25th May, a number of Channing alumnae have united to address the biases present in the school's curriculum with regard to both white privilege and Britain's colonial history. The national curriculum states that whilst students should "gain and deploy a historically grounded understanding of abstract terms" including "empire", it is nonstatutory to teach about the British Empire specifically (2013). During our time at Channing (cohort leaving school in 2016), racism in the UK in the 1960s was discussed in GCSE history, however, it was covered briefly and we received no teaching on the British Empire. Additionally, many pupils choose to end their study of History before GCSE level, threatening a significant ignorance and understanding of what has shaped present-day racial tensions both nationally and globally. We believe, therefore, that all students should be educated on Britain's colonial past in lower school – whether this is a part of history lessons, or even more general education about race. An insufficient understanding of British colonial history bears the potential to further the normalisation of white privilege. Indeed, in his analysis of the British education system, *Racism and Education: Coincidence or Conspiracy?*, Gillborn suggests that "education policy is not designed to eliminate racial inequality but to sustain it at manageable levels" (2008: 1). The silencing of non-white epistemologies and the narrowing of the educational focus to ignore abortive white action plays a key role in rendering white privilege invisible. The first step towards dismantling individual privileges is a recognition of how whiteness has shaped knowledge production; we must incorporate an awareness of racial biases and an in-depth understanding of Britain's colonial legacy into education today to take a stand against persisting inequalities. There have been calls to include these colonial histories within the national curriculum. However, we write this letter to you in the hope that you will implement change more locally. Similarly, we call for greater representation of authors, playwrights, and historians of colour. During our time at school (cohort leaving in 2016), we did not study one book in English class that was written by a black author. Although we recognise that things may have moved on since our time at Channing, we ask you to strive for the study of literature written by people of colour to become a norm rather than an exception. To our memories, Channing School allows for learning and discussion to take place in safe and compassionate environments. Moreover, as an independent school, Channing School enjoys relative freedom with regard to the direction of teaching. We have a responsibility to ensure that these critical discussions are taking place. To introduce topics such as white privilege is often a difficult, and even uncomfortable task – particularly when minority students are themselves underrepresented – yet we feel it is necessary to engage with this discomfort to better educate young people about the racial biases and privileges that they are likely to encounter as they get older. We urge you to consider our suggestions. We have all been shocked by the

events occurring in America this past week, yet we know that the UK must also be held accountable for the perpetuation of racial biases. We must act now to educate ourselves and younger generations on the role that Britain plays in (re) producing racial inequality. Yours sincerely, Esther Corby, Amelia Stewart, Elsa Osman, Lily Osman, Skye Langmuir, Lili Fletcher, Sophie Jones, Rachel Brittain and Charlotte Taylor.

## Appendix 2

Channing Diversity, Equality and Inclusion Steering Group Terms of Reference

### Rationale and Purpose for the Group:

The Diversity, Equality and Inclusion (DEI) Steering Group was established in July 2020 at the request of the Headmistress, Senior Leadership Team and Chair of Governors. This was triggered by the death of George Floyd in the United States in May 2020 and the subsequent surge of the Black Lives Matter campaign in the UK.

Alumnae and current pupils asked the School to address issues of racism, bias, diversity and equality, mainly through consideration of reviewing the curriculum, and by recognising and addressing issues amongst pupils and staff from under-represented minority groups.

The ultimate purpose of the DEI is to create a community of well-educated young women who are responsible, community-minded citizens with well-balanced views and the confidence to challenge injustice in all its guises.

### Role of the Group

To lead the review of existing policies, procedures and practices at Channing School to ensure that diversity, equality and inclusion is supported at all levels.

### Aims and Responsibilities

1. To provide a detailed review and any necessary recommendations to the Head and Chair of Governors focused on:
  - 1.1. Leadership and management of a school committed to diversity, equality and inclusion
  - 1.2. Attracting and recruiting a diverse staff, student and governor population
  - 1.3. Removing barriers and increasing opportunities for all staff and pupils
  - 1.4. Consolidating the current documented 'Aims and Ethos' of Channing School by reviewing the curriculum, acknowledging and celebrating multiculturalism, and providing a depth of understanding of the issues faced by pupils and staff with protected characteristics
  - 1.5. Staff and Governor training focussing on unconscious bias and equality
  - 1.6. Monitor, share and seek feedback from groups about

progress towards the areas above.

## Definitions

**Diversity:** is a relational concept measured on a collective whole. At Channing, this relates to the composition of a school (pupils, staff, parents and governors) that includes, and values, individuals with different identities and characteristics and, between them, brings a diverse range of experiences. Diversity includes protected characteristics, working and thinking styles, experiences and technical skills.

**Equality:** is the outcome of providing equity and fairness to all pupils and staff. Equality ensures that individuals have an equal opportunity to make the most of their lives and talents. This is the product of Equity, which is the process by which individuals are given input proportionate to their needs to ensure fairness and is a necessary consideration for each Work Stream.

**Inclusion:** is the sense of value and belonging within a group or society, here Channing, where an individual feels comfortable to contribute and be heard. Inclusion is not a natural consequence of diversity and requires active input to ensure that individuals feel valued.

# Appendix 3

## Channing Diversity, Equality and Inclusion Work Streams

### Aims and Responsibilities

1. To provide a detailed review and any necessary recommendations to the Head (responsibility for DEI) and Chair of Governors focused on:

- 1.1. A school committed to diversity, equality and inclusion
- 1.2. Attracting and recruiting a diverse staff, student and governor population
- 1.3. Removing barriers and increasing opportunities for staff and pupils from underrepresented groups
- 1.4. Consolidating the current documented 'Aims and Ethos' of Channing School by reviewing the curriculum, acknowledging and integrating multiculturalism, and providing a depth of understanding of the issues faced by pupils and staff with protected characteristics
- 1.5. Staff and Governor training focussing on bias and equality
- 1.6. Measuring, sharing and benchmarking results Work Streams Next to each work stream, the corresponding Aims and Responsibilities are denoted.

### Quantitative Data Review (1.6, leading to 1.2)

Analysing admissions, student and staff data to benchmark how diverse the school has been in terms of declared protected characteristics, and make recommendations.

Main areas of focus should be on hiring practices and admissions.

After this analysis has been undertaken, the Steering Group's Aim 1.2 ('Attracting and recruiting a diverse staff, student and

governor population') can be focused on.

### Qualitative Data Collection (1.6, leading to 1.3)

- In order to remove barriers and increase opportunities for staff and pupils, experiential data should be collected. This work stream's focus is on consulting with students, alumnae and staff. This could take the shape of contacting pre-existing groups, anonymous google forms, or an open call for meetings with a member of the Steering group or specialist.
- This data may also lend itself to the work streams focused on, for example, reviewing the curriculum, or on hiring practices (Curriculum (1.4))
- Working with Heads of Department to review the curriculum to ensure diversity and inclusivity.
- This can be split into subject sub-committees (i.e. History and English; PSHE; Geography; Drama and Art; Languages) or on a Junior and Senior school divide.
- Whilst History and English are the most cited subjects to be reviewed, Arts, Languages and other Humanities can be as well.
- For Senior education, since most subjects become optional after Year 9, the focus must primarily be on the Middle School (Year 7 – 9).
- PSHE could have its own work stream as entire units can be devoted to racial, sexual, LGBT+ education and it is a subject that is taught throughout the Senior school.

### Unconscious Bias Awareness/Training (1.5)

This work stream's focus will begin on unconscious bias awareness/training, initially for staff and governors.

It will grow to include workshops for students and parents who want to be involved.

They can also collate and circulate relevant learning and educational materials so that the wider Channing community can self-educate.

### Atmosphere and Ethos of the School (1.4)

- This is a more general work stream focused on the atmosphere of the school.
- Areas of focus include ordering relevant books for the Library and making them visible; including the Charities Officers to help promote charities fighting for racial justice or in related areas; suggesting school trips, subject trips, or suggesting additions to current school trips (eg. Battlefields trip including education about African, Caribbean, Asian soldiers); focusing on the Channing website. The Head or her appointed representative/s will have an overview of any DEI strategy and policies and will report back to governors accordingly.





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INDEPENDENT DAY SCHOOL FOR GIRLS AGED 4-18



Although all statements in this prospectus are believed correct at the time of going to press, details may naturally change from time to time.