



St John
Bosco
College

Equality and Diversity Policy

Reviewed: February 2025

Next review: February 2026

Mission Statement

As a Roman Catholic school community guided by the Spirit of God (RUAH), the life and teaching of Jesus Christ, and following the example of St John Bosco, our aim is to meet the needs of each child in our care and give them an education that enables them to fully develop and mature as individuals, as students, and as members of a faith community. This will help them achieve academic and personal success and understand how their education contributes to and supports society as a whole.

Core Values

- **Respect:** To show respect for ourselves, for others, and towards God. Our tolerance is key to living out our respect for the choices made by others and their deeply held beliefs. To respect the value of education.
- **Understanding:** To understand that we have all been created in the image of God and how that shapes the way we treat each other. To develop lively, enquiring minds that are continually challenged to seek knowledge and develop our skills and talents for our own benefit and that of the wider community.
- **Affection:** To strive to develop a deep affection for all of God's creation and to learn to recognize His Hand in it all and His Face in everyone. To ensure that our school community is built on positive relationships.
- **Humour:** To serve the Lord with holy cheerfulness and to share the joy and optimism of the Gospel in our daily lives.

Statement

St John Bosco College is a Roman Catholic school founded on the values of the Christian Gospel. We believe that every individual is created in the image and likeness of God. Therefore, as a multi-cultural, multi-racial school community, we believe that everyone in our school is of equal value and should be treated as such so that they have equal opportunities in school, the community, and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or lack thereof, language, gender, sexuality, class, or disability. This is not acceptable in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and the community. The staff and governors strive

to give unconditional trust and ask of students that they endeavour to be honest and give respect to other people and their property.

Equal opportunities are not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. This is a value intrinsic to the school ethos of RUAH. Everything that follows in this statement is to help everyone involved make St John Bosco College a real equal opportunities and inclusive school.

Introduction

St John Bosco College is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by students, staff, parents, and governors.

The school recognizes the benefit of having a diverse community and is committed to equal treatment for all students, regardless of their 'protected characteristic': race, sex, disability, religion or belief, sexual orientation, gender reassignment, and pregnancy and maternity, subject to our reasonable adjustments, duty and considerations of safety and welfare. The school will not discriminate against a student or staff member on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment. The school will:

- Treat all members of the school community with respect and dignity and seek to provide a positive learning environment free from discrimination.
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.
- Ensure that students with English as an additional language and students with an Education Health Care Plan (EHCP) receive necessary educational and welfare support.
- Monitor the admission and progress of students from different backgrounds.
- Promote equality of opportunity for all members of the school community and challenge inappropriate discriminatory behaviour by students and staff.
- Offer all students access to all areas of the curriculum and a full range of extra-curricular activities (subject to our reasonable adjustments duty and consideration of safety and welfare).
- Work with parents and external agencies where appropriate to combat and prevent discrimination in school.
- Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices.
- Use the curriculum, assemblies, the RUAH ethos, and Personal Development curriculum (PD) to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Promote positive images and role models to avoid prejudice and raise awareness of related issues.

The school recognizes that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms are unacceptable and will be dealt with in accordance with the school's Behaviour policy which includes a section on anti-bullying.

Aims

St John Bosco College aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Recognize intersectionality exists between the protected characteristics.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and Responsibilities

The Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students, and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor is the Chair of Governors. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

The school staff is expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g., students with disabilities, or gay students who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling female Muslim students to wear the hijab should they wish).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all students to be involved in the full range of school activities/clubs).

In fulfilling this aspect of the duty, the school will:

- Share attainment data each academic year showing how students with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement; implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying).
- Share data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- In line with the school ethos of RUAH, promoting tolerance, friendship, and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in restorative practices, and personal development (PD) education and also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and external speakers will be invited in to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organizing school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Continuing to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to students with disabilities.
- Has equivalent facilities for all students regardless of gender.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organizing the activity and is stored electronically with the completed risk assessment.

Equality Objectives

- **Objective 1:** Promote consciously and encourage a school ethos that has respect for every individual at its centre and seizes every opportunity to celebrate the achievements of all members of our community.
- **Objective 2:** Provide planned opportunities within the curriculum for students to learn about the diversity of our society. To equip students with the skills to identify and challenge negative stereotyping wherever it is found and so eliminate prejudice-related incidents.
- **Objective 3:** Encourage collaborative planning across subject departments and involving both teaching and educational support staff so that the classroom experience is enhanced for all students.

- **Objective 4:** Provide appropriate additional support and resources to individual students who may experience significant barriers to learning and so minimize attainment gaps in terms of external examination results.
- **Objective 5:** Actively encourage student involvement in enrichment activities and monitor the response to such activities by vulnerable and “hard-to-reach” groups.
- **Objective 6:** Assure equality of opportunity when recruiting staff by frequently reviewing and updating our Recruitment and Selection policy and procedures in the light of current legislation.

Monitoring Arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governing body at least every 4 years. This document will be approved by the governing body.

Links with Other Policies

This document links to the following policies:

- Accessibility plan
- Behaviour policy