

# Diversity and Inclusion progress report for Bolton School Foundation

## Academic Year 2021-2022

After the death of George Floyd in May 2020 and the subsequent international awareness of the Black Lives Matter (BLM) movement, many institutions were catalysed to examine their approach to diversity and inclusion. At Bolton School, this was encouraged by Alumni, who wrote to the School and then helpfully and constructively engaged with us in examining the past, assessing the present and making sustainable changes for the future to school life.

This report summarises the activity and change in School since our last report in June 2021. Similar reports will be produced in the summer of every year for five years to ensure a sustained approach to the issues and in order to systematically change habits within school life.

### 1. Researching Pupil Voice

Student Voice has been further sought across both BD and GD through a project undertaken by two members of staff as part of their development in leadership. They have captured views in the Bolton School Diversity, Equity and Inclusion Student Survey this year, which received over 1000 responses across both Divisions. The survey was comprehensive, with pupils once again responding insightfully to free response questions. Having captured pupil's voice in this way, each Division is establishing a *Diversity, Equity and Inclusion Working Group*. These working groups will meet regularly to evaluate the outcomes of the survey and develop targets which will have a tangible impact on student wellbeing and improve further how inclusion is supported in School.

Building on the themes identified in last year's pupil voice questionnaire, progress has been made in a range of areas:

1. The establishment of a Foundation-wide Cultural Calendar to acknowledge and celebrate all faiths (including no faith), cultures and diversity within the school.
2. This year, across the whole Foundation, we have made use of assemblies to highlight important cultural events and religious celebrations as well as marking other important EDI events. These assemblies have been followed up with tailored pastoral activities in form time and in extra-curricular activities.
3. In response to last year's pupil voice, a wider range of strategies have been used to celebrate and acknowledge culture and diversity in the School.

In the *GD Senior School*, as part of the review and restructuring of the Head Girl Team, a Deputy Head Girl post was given the responsibility for Equality, Diversity and Inclusion. This was designed to elevate the importance of this area of school life for both pupils and staff and to ensure a continued dialogue between all stakeholders, particularly giving voice to pupil concerns or interests. Discussions were ongoing throughout the year but have created clear themes for school development. The roles will be succeeded by the new team of HGs and Prefects.

In the *BD Senior School*, in response to last year's pupil voice, a wider range of strategies have been used to celebrate and acknowledge culture and diversity in the School. Through the work of our proctors, there has been a focus on increased visibility in our physical environment linked to LGBTQ+ History Month, Black History Month (BHM) and Neurodiversity; increased visibility and education around what it means to be an ally, which has also been addressed, in our pastoral lessons.

## 2. Researching Staff Voice

Building on the Boys' Division survey from last year, we continue to seek Teacher voice around EDI and the EDI project mirrored across both Divisions will, in its next phase, survey staff and involve them in working groups.

In response to Teacher voice from last year, there has also been a Foundation-wide attendance at an EDI training event, which has been one of our INSET training priorities this year.

Since 2020 focussed phases of staff training have taken place:

- Autumn 2020: Connect Futures: Racial Justice Workshop
- Autumn 2021: Role of the form Tutor in supporting the Pastoral Team
- Spring 2021: Gendered Intelligence: "Trans Awareness: The Basics"
- Spring 2022: Nelson Training: EDI and Language Bias
- Spring 2022: RSE inset supporting staff in identifying and delivering RSE content

## 3. Curriculum Modifications

In *Beech House*, curriculum developments have focussed on introducing very young children to ideas around diversity through several themed schemes of work including BHM, Cultural Festivals, diverse families and the exploration of Gender Stereotypes through texts such as "The Paper Bag Princess" and "Pirate Mums".

In *Hesketh House*, the English coordinator conducted a review of available written materials and books, including the digital library. Resources focussing on figures such as Mae Jennison, Maya Angelou, Michelle Obama and Katherine Johnson are now used across the curriculum.

In *Park Road*, an audit of the provision of a diverse range of books in the library has taken place and this has resulted in a wide range of neuro-diverse and ethnically diverse titles being made available.

In the *GD Senior School*, curriculum reviews have recognised the need to diversify the curriculum, particularly in response to the BLM movement. At A level, in particular, choices have been made to challenge the dominant white perspective in much subject discourse. For example, in A level English Literature there was a change of text to include "Beloved" by Toni Morrison which explores the returning trauma of an escaped slave woman and deliberately subverts the authorial gaze while in Psychology, a change in focus has been to "Challenge the White narrative in Psychology". This continues to be a focus for review and some significant changes have taken place in 2021-22.

Texts such as Maya Angelou's "I Know Why the Caged Bird Sings" now have prominence in the KS3 English curriculum and units of work have been devised to explore issues of equality, diversity and inclusion e.g. Language and Power (analysis of how language is used to present ideas about power and control) and Protest Poetry (exploration of poetry that has been used to protest injustice drawing on BAME poets and LGBTQ+ poets).

In History, curriculum changes have brought about both the introduction of new topics and a revision of focus in the teaching of established content. The department has participated in Greater Manchester hub meetings each term to discuss equality and diversity in the History curriculum where there has been a focus on how to prepare students when using primary sources that contain de-humanising language and when teaching European exploration and Empire. Currently the group is placing focus on consequences as opposed to causes which leads to a less colonial and pro-European view of History.

In the *BD Senior School* further changes have been made since last year which build on aspects of Diversity and Inclusion in order to shape pupil experience.

In Music, there has been a full review of the KS3 curriculum with EDI in mind. A pilot scheme to make music tuition more accessible is underway and there has been a focus on resourcing the department more effectively to allow the teaching of music from a more diverse range of cultures, most particularly African and Caribbean music traditions. In addition, a new scheme of work incorporating Blue music and linking this to Civil Rights has been developed. Review of the GCSE curriculum has also taken place with issues around diversity and inclusion in mind, with the selection of 'Graceland' by Paul Simon which is a fusion between Simon and South African musicians. The study of this work also allows pupil to examine the context surrounding the creation of the album.

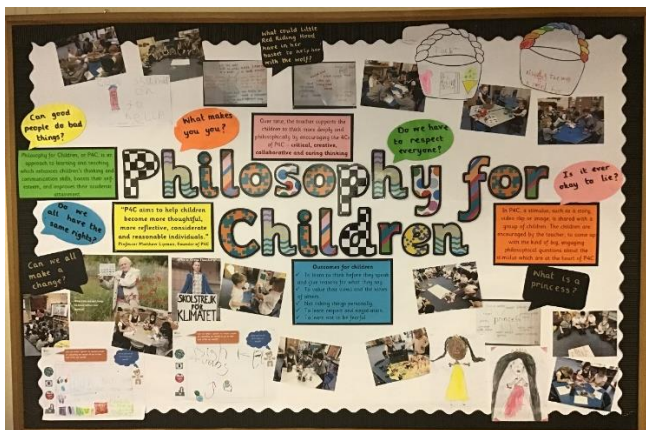
Alongside last year's changes to the IGCSE curriculum, in History the Year 9 curriculum has also been modified to introduce more explicitly work around the issues of Empire including a unit of study on the Slave Trade.

In Geography, a Year 8 unit has been introduced to challenge perceptions around the political and socio-economic challenges in Africa.

In English, building on the curriculum modifications made last year, there will be a review next year seeking pupil voice in response to these changes.

#### 4. The Pastoral Curriculum

Primary Division continues to deliver a high quality PSHE curriculum that recognises diversity and inclusion across the spectrum. In *Beech House* focus on inclusion and diversity has been delivered through philosophy for children. This year's display can be seen below:



The Head of PSHEE in *GD* audited the provision for EDI. The audit (see Appendix B) shows a spiral curriculum which gives students opportunity to engage with diversity, discrimination and understanding of themselves and others, as appropriate to age and stage, throughout their school career. Significant developments include modules on:

- knowing and understanding what discrimination is and why it is unacceptable
- diverse sexual relationships
- gender and language
- The Black Lives Matter Movement

The RSE curriculum has been fully audited this year and the staff received further training in the delivery of content related to RSE. One member of staff was tasked with coordinating the school's approach to RSE. The resulting displays have been particularly impactful in raising awareness of content and issues for both pupils and staff

In *BD*, the RSE curriculum has been fully audited this year and the timetable of study planned to reflect the need to revisit topics around EDI regularly as pupils move through the School.

This year, both in *Park Road* and the *Boys Division Senior School*, we have made use of assemblies to highlight important cultural events and religious celebrations as well as marking other important EDI events such as Black History Month, LGBTQ+ History Month and International Women's Day. These assemblies have been followed up within the pastoral curriculum, with tailored activities in form time and in extra-curricular activities.

## **5. Review of Co- Curricular activity**

**Across the Foundation there continues to be much opportunity in our Extra Curricular Activity for developing our engagement with equality, diversity and inclusion.**

### **a. Authorial visits**

From Rob Biddulph (*Odd Dog Out*) to Baroness Floella Benjamin (*Coming to England – An Inspiring True Story about the Windrush Generation*), the *Primary Division* has invited a wide range of authors into school, exploring diverse heritage and backgrounds. Across the *Boys' and Girls' Divisions*, the library has invited a number of authors in who explore inclusion and portray diverse characters in their work. Several books on the Book Award shortlist this year featured characters who were had neurodiverse conditions. Two authors talked about their experiences in the publishing industry as neurodiverse women.

### **b. Culturally Themed events**

Religious and cultural occasions have been celebrated and explored by students across the Foundation either through assemblies and presentations or in activities and events. Across *Primary Division*, Diwali, Chinese New Year, Christmas and Eid have all been recognised, for example in the making of Diwali lamps and the use of role play and storytelling to learn the traditions of Chinese New Year.

### **c. Creative Arts**

A number of School Productions have provided opportunity to explore and celebrate diversity and inclusion, as well as to understand how theatre can be a vehicle for social change. In *GD*, "Emilia", Morgan Lloyd Malcolm's ground-breaking, Olivier Award-winning play, was specifically chosen because it was written to be performed by an all-female cast of diverse women. A studio production of "Little Women" later this year was cast upon the principle of integrated casting, opening up a wider perspective on both the novel's context, power dynamics and character relationships. In *BD* Pupils in year 7 to 9 devised their own play based on the blueprint of Ned Glaiser's *Brainstorm* and the Senior Production of "Clockwork" explored the social impact of suppression of youth agency and a narrow didactic curriculum.

### **d. Awareness Events**

- Both the *Boys' and Girls' Divisions* organised events to raise awareness for Neurodiversity Week and Autism Awareness Month. In *BD* a Neuro-divergent Superheroes Trail, in which the talents of diverse public figures and organisations were promoted around the School building, encouraged pupils to explore how the faculties of neuro-diverse people can lead to extraordinary achievements.

In *GD*, an assembly led by the Learning Support Coordinator was then followed up with displays along the English corridor and libraries. An Author talk celebrated the achievements and abilities of neuro-diverse people and the importance of representation through literature.

- LGBTQ History: In *GD* an assembly explored the History of the LGBT movement in the 20<sup>th</sup> and 21<sup>st</sup> Centuries. In response to the surging popularity of "Heartstopper" (book-based Netflix production), the Library curated a display for both the *Boys' and Girls' Divisions* on the author Alice Oseman and other novels with LGBTQ+ characters.
- Banned Books Week: In *BD*, there was a whole-School three week enrichment activity in which pupils were independently engaged in learning about the socio-historical contexts that seminal books were banned in.
- International Women's Day: A group of eighteen diversely talented speakers, many of whom were Alumnae, returned to the *Girls' Division* to help current pupils celebrate International Women's Day. The Keynote speaker was an Old Girl: a dentist, naval captain and Chief of Staff to Surgeon General, the highest-ranking medical officer in the UK. A range of speakers promoted the importance of choice and the need to be aware of the challenges, but also how to overcome them. In *BD*, displays and events aimed to break stereotypes of women's participation in sport and advanced achievements, beginning to contextualise this conversation as an intersectional rather than binary M-F matter. Old Girl Hannah Sutcliffe gave a recorded presentation used in form time about being a woman in the tech industry.

#### e. Gender in the workplace

- Perspectives Lectures and Women of Work (WoW) presentations: these virtual lectures and presentations focus on sharing the experiences of Alumni and friends of the *Girls' Division*. As well as giving insight into a wide range of careers, the focus is also on the experience of gender in the workplace.
- Platt Fisher Lecture: In *GD*, retiring Governor Dr Sheila Fisher delivered the inaugural Platt Fisher Lecture in April. She focussed on the importance of her Direct Grant in helping her to access education at Bolton School before exploring her experiences as a woman in a predominantly male profession. She directly addressed issues of work life balance, working motherhood and a woman's right to embrace opportunity.

A huge range of extra-curricular Creative Arts Projects are underway which link to EDI. Please see **Appendix A** for further details.

## 6. The Leverhulme Legacy

In his new role as Head of Foundation, Mr Philip Britton delivered an assembly to the *Girls' Division* alongside the Deputy Head Girl for Equality, Diversity and Inclusion, addressing the subject of Lord Leverhulme's colonial past in the Congo and why it was important for students of the school to be educated on this aspect of the School's history. The Deputy Head Girl stressed that this was not a "cancelling" of Leverhulme but an openness to discussion.

## 7. Recruitment of Staff

Analysis of our recruitment data from the past 12 months reflects a continued need to stimulate applications from a wide range of backgrounds. The process from application onwards maintains support for recruiting more diversely. To this end we have updated wording in our advertisements:

*We aspire to have a diverse and inclusive workplace to reflect the diversity of our pupils and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and to join Bolton School.*

*As an equal opportunities employer, we welcome applicants from all sections of the community and are committed to the equal treatment of all current and prospective employees. We do not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.*

All our roles are advertised widely online.

## **Appendix A- Review of Extra-Curricular Activity through Creative Arts**

- **Banned Books Week:** A whole School three-week enrichment activity in which pupils were independently engaged in learning about the socio-historical contexts that seminal books were banned in. The school building was filled with prominent information about contexts that lead to subtle and pronounced forms of discrimination at this time. The scope of this project covered African-American experience in the deep South in the decades following the Emancipation Proclamation and music from the Harlem Renaissance; the book burnings and 'Degenerate' art shows of Nazi Germany related to antisemitism, ableism, sexuality and expression divergent from regime-named traditional values; suppression of youth agency; book bans related to sexuality in the Ancient World, Franco's regime and contemporary society; books banned in relation to Apartheid and Partition; scientific texts that diverged from religious teachings in the Ancient, Renaissance and Victorian periods. Articles from the UN Declaration of Human Rights were displayed throughout the school at the same time.
- **Senior Production of *Clockwork*:** The production explored the social impact of suppression of youth agency and a narrow didactic curriculum. Cast members selected important cultural figures to personally represent within the production. These figures represented diverse ideas, sensibilities and actions that inspired the cast and the set and their costumes were emblazoned with the names and quotations of artists, activists and free thinkers. These included Frida Kahlo, Marsha P. Johnson, David Bowie, Sylvia Plath, Fred Hampton, Confucius and Arthur Rimbaud. The script conflated representation of diverse concerns by conflating the work of Anthony Burgess, Kae Tempest, Berthold Brecht, Saul Williams, George Orwell, Ken Kesey, Walter Benjamin and Tom Schulman. It also included sections devised by pupils.
- **Neurodiversity Week:** Support for this Learning Support initiative in the form of a Neurodivergent Superheroes Trail in which the talents of diverse public figures and organisations were promoted around the School building encouraging pupils to explore how the faculties of neurodiversity people can lead to extraordinary achievements and the design of social interventions due to pronounced creative abilities. Related articles presented in "Creatives Now" magazine - e.g. alumnus Robin Partington on the pronounced benefits of autistic employees within the makeup of an architectural design studio. Robin led the team that built 30 St Mary Axe. 'the Gherkin'.
- **Lower School Production of *Brainstorm*:** Pupils in Years 7 to 9 devised their own play based on the blueprint of Ned Glaiser's "Brainstorm". The structure of our approach encouraged the cast to explore the neuroscience of the teenage brain, to explore themselves as individuals and in relation to their peers, family and social experiences. Much of the material therefore represented the diverse and convergent experiences from pupils' home, social and school activity. Connected to Neurodiversity Week.
- **International Women's Day:** Visual promotion of messages about diverse sports participation, some exemplification of healthy bodies and body positivity in addition to representation of athleticism, some exemplification of prowess in fields beyond sport - all designed to break stereotypes of

women's participation in sport and advanced achievements, beginning to contextualise this conversation as an intersectional rather than binary M-F matter.

- **Year 12 Masculinities** in SPACE Enrichment exploration of cultural representation of men and masculinities across the decades 1960 to date to examine patterns in attitude and change.
- **Creatives Now Magazine - The Character Edition:** The Spring publication of pupil, staff and alumni work included articles comparing responses to COVID-19 to the AIDS epidemic, the positive impacts on organisational practice of diverse employees, youth agency, cultural activity as a route to well-being, the rise of anti-heroes (with diverse traits) as Hollywood heroes, Abolitionary heroines and a pupil interview with Dr Ailsa Holland about the *On This Day She* project. The publication was structured according to character virtues that inform Boys' Division ethos.
- **Creatives Now (12-18) Artist Collective:** The youth-led Creatives Now project is for 12 to 18-year-olds across the Bolton Borough. It is supported by Bolton School and Bolton at Home - a Bolton Cultural Education Partnership activity. The project is invested in co-design; young people are involved in a deliberately democratic process in which they learn about local/regional culture, arts, and culture practice, enjoy being part of a networked discussion with artists, cultural leaders and local council leaders and design their own arts activities for social impact. Their current projects include focus on everyday ecological responsibility/greening Bolton, elevating diverse ordinary voices in relation to Mass Observation and developing interactive art installations designed to present their ideas and gather public opinion on these topics. The YP have made a documentary.
- <https://www.artsmark.org.uk/blog/my-artsmark20-story-platinum-perspective-partnerships-and-community-outreach>.
- The work of **Bolton's Cultural Educational Partnership** is to provide access to diverse arts and culture for all children and young people in Bolton, promoting youth leadership and intergenerational cultural practice to shape what arts and culture look like in Bolton.
- **Creative Thinking Action Research Pilot:** Foundation colleagues are involved in this AR pilot led by Professor Bill Lucas (University of Winchester). It focuses on the teaching and assessment of creative competencies, which tally with our character virtues by design (collaboration, imagination, intellectual curiosity, self-discipline, determination). Colleagues are for the most part focused upon collaboration and their projects focus on development of collaborative student-led work and means of assessing it. In terms of the Park Road work and the ECA work via Creatives Now, we would consider the work as deliberately democratic: pupils establishing the approaches and working towards self-elected outcomes of self-expression and self-representations with their peers.
- **Artsmark 2022 - 2024 EDI commitment:** The following copy will be included in our Statement of Commitment for the next Arts, Culture and Creative learning development period. *EDI: Deepen the reach and quality of School's planned calendar of cultural events and cultural learning programme in order to: champion awareness and inclusion of diverse cultures and beliefs across the school community; recognise the school community's unique attributes, qualities, ways of being and cultural and ethnic diversity via action research to create responsive and representative cultural programming in terms of content and forms of delivery. Develop the same across Creative Arts curriculum and ECA delivery. The CLP should to continue to dovetail with and augment the pastoral curriculum, literacy, character education, pupil voice and community engagement in its design, deepening engagement with each area. Share best practice whole School and with other settings. Schedule phased CPD, planning and reflection cycles.*

- **Flourish:** Creative habits/character virtues are embedded in this programme to encourage the qualities we nurture at Bolton School. Related to CT action research comments - a mechanism to encourage self-realisation and personal/collective success as a social-mobility narrative as children enjoy an early taste of the educative experience of at Bolton School.
- **The Lost Words: Told in Gold:** School have recommissioned this piece of theatre gaining Arts Council Funding. The show will be hosted by school and then move on to Bolton at Home community centres this summer. We will provide a theatre experience for local schools and public audiences at cost, and in some instances free due to a pay-it-forward scheme. Provision includes touch tours for visually impaired, blind, neurotypical audience members, and BSL interpretation. We are hoping to engage children and young people who might not ordinarily access theatre experiences or spend time in nature.
- **Expertise and representation of School EDI regionally and nationally:** The programme outlined above is led by a Specialist Leader of Culture Education (Arts Council trained) who is also EDI trained via the National Cultural Educational Partnerships and the National Leaders for Impact programmes. They continue to pursue CPD via the 2022 UCLAN Race, Place and Justice Conference as well as the completion of an MA in Gender, Literature and Modernity. As a Fellow of the Royal Society of Arts they will speak at the inaugural Fellows Festival about youth agency and the potential for the RSA's Pupil Design Awards in this regard, as well as engaging in conversation with Old Boy and LGBTQ+ journalist Hadley Stewart at the Telegraph Festival of Education this summer, discussing EDI/LGBTQ+ education.

#### Future Work:

- **Foundation Family Arts and Culture Project:** Family visits and workshops exploring home cultures, displacement and refugee experiences and family design of a school community event to showcase this work.
- **Senior Joint Production of *The Great Gatsby*:** Gatsby's party is set in 1922, which provides an excellent opportunity to compare 1922 with 2022 and to examine the cultural shifts of the intervening century. We will fully explore the context of the Jazz Age - Harlem Renaissance, shifting gender politics, economic crisis, war in Europe - and draw parallels with life in the world today.
- **Theatre R&D and commission exploring young male experience / masculinities:** Work with Elevate young Minds and Namiuki Dance Theatre to produce an ACE-funded piece of theatre representative of what arises from pupil focus groups across Bolton schools and community groups. <https://elevateyoungminds.uk/our-vision>, <https://ourfaveplaces.co.uk/whats-on/exploring-the-man-puberty-presented-by-namiuki-dance/>



## Appendix B: Review of PSHEE GD

Year 8 Online Bullying	To recognise bullying, abuse and prejudice in all its forms including online abuse, exploitation and trafficking (KS3 R28, R27)
Diversity and discrimination	To know what sexist, homophobic, transphobic and disablist language and behaviour is (KS3 L3) To understand that sexist, homophobic, transphobic and disablist language and behaviour is unacceptable (KS3 L3) To know what discrimination is To understand discrimination is unacceptable. To know how to seek support for victims of stereotyping, prejudice, bullying or discrimination (KS3 L4)
Disabilities	Explain different types of disabilities (KS3 R27) Understand different viewpoints on disabilities Construct a cartoon story showing disabilities in a positive light
Marriage and Committed Relationships	To understand that marriage (in all couples, heterosexual, gay, LGBT+) is a commitment, entered into freely, never forced through threat or coercion (KS4 R10)
Year 9 Human Trafficking	To be aware of exploitation and trafficking To understand how trafficking occurs To learn about the risk's victims face
Understanding Human Rights	To know about the history of human rights To understand some of the principles behind human rights To identify human rights and human rights abuses
Stages of intimacy	To understand what expectations might be of having a relationship (heterosexual, gay, LGBT+) - to consider different levels of intimacy and their consequences (KS3 R15)
Year 10 Diverse Sexual Relationships	To understand the difference between Sex/Gender  To understand different terms – Bisexual, Gay, Homosexual, Lesbian, Trans, transgender, non-binary
Sex in the Media	To understand Gender Dysphoria and the process involved in gender reassignment  To recognise and manage feelings about body image and media's portrayal of idealised and artificial body shapes (H10)
Gender Double Standards and Victim-Blaming	To understand the pernicious influence of gender double standards and victim-blaming (R17)
Year 12 How to be a man or women	What does society tell us about how to be a man or a woman (and whether we should be one or the other)? How does gender become more complex as it intersects with other identities?
The complex nature of gender	How can we choose how we 'do' gender or even choose our gender? How do we challenge the idea of there being masculine and feminine traits? How does our gender dictate assumptions about our sexuality?
Gender and language	Gender and language – what terms mean and what to call people
Year 13	To know the origins of the BLM movement

Black Lives Matters (BLM)	To understand the BLM movement and its aims
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