

Diversity, Equity and Inclusion progress report for Bolton School Foundation Academic Year 2022-2023

This is the fourth report we have compiled since the death of George Floyd catalysed many institutions to examine their approach to inclusion and diversity. In the subsequent months, many schools also responded to the testimonies published by Everyone's Invited which has highlighted the importance of an equitable and proactive pastoral education. As previous reports have acknowledged, at Bolton School, our approach to making sustainable changes has been encouraged by Alumni who have engaged in a constructive examination of the past.

Report Overview:

- The report identifies the formation of a Foundation Diversity, Equity and Inclusion Group to monitor initiatives in this area.
- The school has designated Sexual Misconduct Liaison Officers to support students in reporting and responding to sexual misconduct.
- The Girls' Division and Hesketh House received positive feedback for the ISI inspection regarding its inclusive ethos and the impact of inclusive practices.
- The report also discusses the new pastoral programmes in both Senior Schools as well as the co-curricular programmes across all divisions, highlighting efforts to address diversity and inclusion.
- The report highlights the findings from pupil focus groups, which showed a positive response to the School's efforts in promoting EDI. Students emphasised the need for a comprehensive approach beyond standalone events and recommended incorporating EDI topics into the curriculum.
- Changes have been made to broaden the content and approach for inclusivity and diversity in subjects such as History, English, and Modern Foreign Languages.
- In Primary Division, access to resources which promote inclusion and celebrate diversity have enabled student and family engagement with this area.
- Clubs and Societies at Bolton School continue to enhance the student experience by offering diverse opportunities. GD has introduced four new clubs, including Culture Club, Proud Club, African Caribbean Club, and Roots Society, which promote cultural awareness and inclusivity. Hesketh House emphasises access to traditionally male-dominated sports.

- The school actively encourages applications from diverse backgrounds in recruitment, aiming for an inclusive workplace.
- Review of the Gender Pay Gap report has also inspired ongoing discussions on an approach to flexible working.

Strategy:

We have now established a Foundation Diversity, Equity and Inclusion Group. Members, this year, include: Mr Philip Britton (Head of Foundation); Mrs K Clinton (Governor); Mrs S Faulkner (PD Head); Mr N Ford (BD Head); Mrs C Fox (Clerk and Treasurer); (Mrs L Kyle (GD Head); Ms H Bradford-Keegan (Foundation CERI); Mrs A Green (GD Deputy Head); Miss K Roddy (BD HoD).

The purpose of this group is to monitor the impact of and strategise for the delivery of initiatives in this area. This group meets each term and feeds back to the Foundation Leadership Team and the wider staff body, as well as the student and parent community. Agenda items this year have included evaluation of the calendar which recognises religious festivals and awareness months; discussions and target setting in response to the various pupil focus groups; review of the gender pay report and the promotion of diversity in our recruitment process.

Staff Training:

- BD Learning Development Group are developing pedagogical understanding of and models for DEI in the classroom - 'what does an inclusive classroom look like in Bolton School?
- Katharine Roddy delivered staff training on how to positively engage boys in discussions on gender equality
- Katharine Roddy also presented at Manchester University Inclusion and Inspiration conference for trainee teachers January 2023 – engaging young men in discussions on gender equality

Sexual Misconduct Liaison Officers

We now have several trained members of staff across the Foundation who are our designated SMLOs. This training was delivered by LimeCulture who have developed the SMLO Model for schools and colleges to support the response to sexual misconduct for both the reporting and reported student. This provision means we are better prepared to appropriately support students who either report sexual misconduct or are reported against.

Girls' Division Inspection Report

Girls Division and Hesketh House Junior School were subject to an ISI inspection in April. The report specifically highlighted strengths in our ethos of respect for inclusion and diversity:

Pupils display an outstanding level of respect for each other's differences. This is embedded in the ethos of the school and successfully realised. Pupils recognise and celebrate the diversity of their school and wider society. Pupils spoke very positively of the inclusive nature of the school, and the encouragement for everyone to be proud of who they are.

The Inspectors also found evidence of the impact of inclusive practice in their discussions with and observations of pupils:

Pupils of all ages feel that their voices are heard and acted upon and that they are able to make a tangible difference. They are encouraged in this by being trusted by senior leaders to contribute to whole-school decision-making.

Throughout the school, pupils show consideration, respect and kindness towards each other and to their teachers. This reflects the school's successful ethos and culture, based on mutual respect and an overriding sense of community in which all pupils look out for each other.

It continues to be a goal for the Foundation that we increase access to the school and promote social mobility through our Bursary Award Programme. The inspectorate found that the community this helps to create is valued by our students:

[Pupils] highly value the fact that the school welcomes pupils from a wide range of cultural and socio-economic backgrounds. This diversity is encouraged by the governors' commitment to the bursary fund to widen access to able pupils from all backgrounds.

Pupil voice:

Following on from the EDI survey conducted last year in our Senior Schools we have begun focus group research in BD, led by our Centre for Educational Research and Innovation, to explore the findings.

In BD, students showed a positive response when asked about the Division's efforts in promoting equity, diversity, and inclusion (EDI). They recognised significant improvements in raising awareness, particularly through various initiatives such as

celebration/awareness months/days, assemblies, and displays. Notably, assemblies on Islamophobia and International Women's Day were highly anticipated, building on the success of the previous academic year.

They highlighted the need for a more comprehensive approach beyond standalone events to avoid a perception of tokenism and emphasised the value of revisiting EDI topics over time and suggested the use of the SPACE framework as a useful tool for engagement.

Regarding the curriculum, students expressed the need for an anti-ism curriculum that covers broader topics such as allyship, the importance of combating Islamophobia, and a feminist perspective on women's history. However, the feedback from the Sixth Form students indicated that discussions on Andrew Tate, same-sex marriage, and Islamophobia were already taking place within their lessons, highlighting positive progress. They recommended further planning and integration of these discussions into the curriculum to ensure consistent and purposeful learning experiences. Additionally, students expressed a collective desire for more racial and ethnic diversity in the curriculum, both in terms of representation and topics chosen for study.

To address these concerns and build on the positive aspects, future actions and exploration include providing staff training to proactively identify opportunities for discussions and effectively engage students, considering curriculum choices to enhance EDI awareness across subjects, and further integrating EDI concepts through the curriculum. The use of the PSHEE/SPACE framework was also suggested as a valuable approach to explore and address these issues.

A separate focus group was run with members of both Senior Divisions to explore feedback following a joint assembly on gender equality and related issues, including sexual harassment. The purpose of this was to garner opinions on the session and to inform future events of a similar nature for this age group and across the schools.

The suggestions for improving the assembly format include hearing from peers with lived experiences and using anonymous accounts for safety. One student prefers small group discussions over speaking in an assembly. Seating arrangements should mix boys and girls to promote unity. The assembly message should emphasise that men can also be victims of sexual harassment, and the identity of SMLOs should be emphasised more. To ease into such a serious topic, students could have pastoral sessions and participate in mixed extracurricular activities beforehand. Additionally, students should have the choice to be in mixed or single-sex groups during pastoral lessons.

Pastoral Programme and Co-Curricular Activities

In both Senior Divisions, the new pastoral curriculum has been presented this year shaped around building students' knowledge of themselves and others and preparing students for living purposeful lives in a diverse culture. Themes spiral across all year groups to introduce and develop knowledge in an age-appropriate way. These curricula were planned in tandem to ensure parity of experience across the Senior Divisions. These are also supported by a number of assemblies and events organised around the Diversity and Inclusion Calendar and National and International Awareness dates.

Boys' Division:

In BD, racial identity, racism and issues of racial prejudice are explored early in the year to form a contextual link with Black History Month. Sessions across all year groups, include: Racism and Anti-Semitism; Valuing Diversity; Racism and the Media; Islamophobia Awareness; BHM Proud to Be; Online abuse & Marcus Rashford. LGBTQ+ issues also receive focus in the Spring Term, again to tie in with the awareness month. Sessions focus on allyship as well as experience and identity; emphasise the duty to counter homophobia and explore diversity in family structures. The programme also focuses on exploring the students' attitudes to gender, relationships and sexual misconduct. International Men's Day in November is used to provide a timely exploration of male identity and role models and International Women's day equally offers opportunity for students to connect this event with their learning on relationships, consent, and respect. The programme also provides sessions on neurodiversity, physical disability and mental health.

This pastoral work is supported by the BD Space Programme which offers a variety of sessions beyond the curriculum. Whilst there is a wide range of academic and social enrichment, several sessions focus on issues of diversity and inclusion. For example, discussion of "Be A Man" by Chris Hemmings and "The Missing Chapter: Black Chronicles".

On International Women's Day Katie Clinton spoke about her career with KPMG. Her powerful address culminated with a reflection on the important role that men and boys play in the fight for equity for all disadvantaged groups. She asked the boys to be aware of the kind of experiences that their female peers face, and to try to understand them, so that they can be aware of the differences that exist and may need to be overcome for everyone to succeed.

Girls' Division:

In GD, the new THRIVE programme uses a three stranded approach under the headings Relationship and Sex Education; Living in the Wider World and Health and Wellbeing. Throughout their time at school, students, under the RSE strand, will be involved in sessions on consent; sexual misconduct; control in relationships; understanding gender and sexual diversity; domestic and honour-based violence; same sex relationships; and gender and language. Under the Living in the Wider World Strand, diversity and equality is explored through sessions on discrimination; disability; systemic racism; privilege; allyship; stereotyping and protected characteristics.

The new Foundation structure has also facilitated greater collaboration in our approach to RSE with cross-Division Senior School assemblies on sexual misconduct and harassment.

The development of a student support hub for learning needs and wellbeing – The Hive – has also enhanced a responsive approach to student welfare. This was also picked out by Inspectors:

The introduction of the wellbeing hub has been described as transformational by pupils in terms of supporting their social, emotional and academic development, and providing a safe space to reflect on their wellbeing and unburden any worries they might have. Inspectors' observations and discussions with staff and pupils confirmed the highly positive impact this initiative is having on the wellbeing and overall personal development of pupils.

A range of assemblies have been given to explore the cultural, racial and religious identities of our students, including one where students explored the similarities of Eid and Easter and explained their celebrations and family traditions. A highlight of this year was Culture Week which saw a week of activities exploring other cultures, including Street Dance sessions, Hip Hop exhibitions, Own Culture Dress Day and a Y12 Zoom Q&A with director Naziha Arebi. This was accompanied by a student Culture Questionnaire which gave us an insight into what students think culture is and how it defines them; this is guiding planning for a new Foundation Wide Culture Fortnight in October 2023.

Primary Division:

In Primary Division the PSHEE curriculum is bespoke to each school. In Beech House, in keeping with the Philosophy for Children Work, an investment has been made in books which ensure our children and their families are represented in the books they read. A selection of high-quality fiction and non-fiction books exploring and

promoting diversity and inclusion have been purchased to encourage conversations about people, cultures and communities. These include: "Happy to be Me"; "Baby Goes to Market"; "Freddie and the Fairy" and "Young, Gifted and Black". These books are shared with families at Parent Engagement Sessions and foster a sense of inclusiveness from home to the classroom. To augment the work done in PSHE, Beech House also celebrated the Jubilee, Coronation, Diwali, Eid, Christmas and Chinese New Year celebrations as well as presenting assemblies for the celebration of difference.

In October, Park Road celebrated Hello Yellow, a day dedicated to raising awareness about mental wellbeing. On this day, both students and staff wore yellow to emphasise the importance of mental health and to show that it's acceptable to not always feel okay. The school also initiated discussions about the available adults whom the boys could approach if they had any concerns or worries.

In November, Park Road focused on raising awareness about racism and commemorating Black History. The Y6 students led a special assembly dedicated to this cause, highlighting the importance of understanding and appreciating different cultures. Year 5 boys actively participated in the Diana Award program and became anti-bullying ambassadors. These boys regularly engage with their peers in the schoolyard, offering support and assistance to create a safe and inclusive environment for everyone.

In Hesketh House there have been a considerable number of awareness events throughout the year and the Hesketh Habits continue to be prominent in students' development of character. A series of "Inspirational Women" assemblies focussing on celebrating female achievement and countering stereotypes included: "What are Little Girls Made Of?"; "Inspirational Women who show compassion in action"; "Inspirational Women in the Creative Arts"; "Inspirational Women who have worked as a team"; "Evelyn Glennie and Helen Keller" and "Girls in Science". During Black History Month, students learned about figures such as Mary Seacole, Booker T Washington and Martin Luther King. There has also been a focus on disability with student learning about the life of Joey Deacon. Students have celebrated a range of religious and cultural festivals, including Chinese New Year and Eid ul Fitr.

Additionally, the Primary Division of the school participated in a Mental Health Week, during which various activities were organized to promote positive mental health. The entire school community collaborated to create messages that encouraged well-being and fostered a supportive environment.

Curriculum:

In EYFS/KS1 at Beech House Infants School one member of staff, having accessed training on Philosophy for Children, has successfully implemented P4C from Reception to Y2. Termly themes ensure that coverage of diverse representations are core to the curriculum. Resources include "My skin, your skin"; "Pirate Mums"; "And Tango Makes Three", as well as the use of the "Little People, Big Dreams" series to explore a diverse range of role models from Rosa Parks to Marcus Rashford. All year groups now have P4C display boards in their shared areas now to continue to engage with and refer to key messages.

In Park Road, the curriculum has been enhanced by a focus on understanding Islamic culture and tradition. The school has had two visits from the Muslim council, primarily to discuss the Hajj and Ramadan. Assemblies were conducted, and workshops were held to provide detailed explanations of the Hajj pilgrimage, allowing the boys to actively participate and recreate key aspects of the experience. Furthermore, the Y6 students engaged in Holocaust memorial workshops as part of their World War II studies. They expressed their understanding of the Holocaust by creating artistic pieces that symbolised the events.

In Hesketh House, understanding of languages, culture and European identity has been explored through curriculum focus on the European Day of Languages and research projects inspired by the Eurovision song contest. The latter was framed by consideration of Ukraine's role as host and the differences in cultures that exist across the continent.

In the past academic year, several departments across both Senior Divisions have made changes to broaden both content and approach for inclusivity and diversity. Extensive subject and phase curriculum reviews have taken place over the previous three years and this aspect of review is now a fixed element of individual subject appraisal. Of note are current or planned changes and additions to the History, English and Languages Curricula.

In GD History, there is now a focus on Lord Leverhulme's legacy and in this evaluation his involvement as a beneficiary of indentured labour in the Belgian Congo is considered alongside his accomplishments in Port Sunlight and as the Founder of Bolton School. This discussion is relevant for Year 8 students, particularly in relation to their curriculum visit to Port Sunlight. In Year 9, the curriculum has been expanded to include LGBTQ+ History. In years 10 and 11, teaching is characterised by consideration of the role of Black people in British History. For example, discussion on the contributions of black sailors at Trafalgar. This is supported by the opportunity to explore Westminster's Black History on a field trip

to London where students also visit the statue of Martin Luther King at the Abbey as a link to the American Civil Rights Movement in their History course.

In BD English, the Year 8 curriculum now includes "Punching the Air" by Ibi Zoboi and Yusef Salaam providing an opportunity for students to explore issues of race, prejudice, faith and optimism. In Y9, BD students study a range of American Literature which also explores the creation of the country and its historical development to foreground understanding of issues of race and gender. This is mirrored in the development of the GD teaching of "I Know Why A Caged Bird Sings" to incorporate a wider contextual focus.

Following extensive research based on findings of the Runnymede Trust, the new Head of the Russian Department in BD has reviewed schemes of work and is introducing a series of changes to ensure that the cultural diversity of Russia and Russian speaking nations are represented in resources and curriculum content. Additionally, there is consideration of drawing relevant parallels for the diverse backgrounds of pupils opting to take Russian.

In the German Department, the Y8 film project, introduced this year, gives focus to the changing roles of women in German society after WWII (suddenly working outside of the home and taking on responsibility as 'head' of the family). There is also the intention to introduce a film session for Y9 next year with a new film focusing on the lives of Turkish immigrants to Germany, which looks at themes such as belonging, racism and identity.

Clubs and Societies:

Across all Divisions the ECA offer continues to strengthen student experience and offer opportunities for students to enjoy clubs and activities which celebrate diversity.

In BD, Pride Club provides an opportunity to learn about the different communities we have in school: race, religion, gender identities and sexuality. Meetings this year have focussed on inspirational figures who have made important contributions to fighting for equality.

In GD, the offer has been expanded this year to include four new clubs, three of which are co-led by students, all intended to provide forums for education and discussion on aspects of diversity. These clubs are inclusive spaces and offer enjoyment as well as food for thought. Culture Club is run by the MFL department and focuses on learning about the cultures of a diverse range of countries. One memorable activity this year was students making their own Guatemalan worry dolls.

Proud Club has also been a welcome addition this year with members of the LGBTQ+ community and their allies supporting, each other, discussing ideas and planning activities to raise awareness. African Caribbean Club has been established with the support of students to create an environment where anyone of any background can celebrate and learn about African Caribbean culture. Roots Society offers an additional opportunity for pupils to explore their individual backgrounds and cultures together with the intention of raising awareness of diversity across the school.

In Hesketh House, the provision of extracurricular sport has focussed on increased access to those sports that have historically been seen by society as the male domain. Football and Cricket Clubs now cater for Y3 and 4 in addition to those already established for older students. The latter groups have also participated in regional matches, tournaments and festivals this year. Additionally, an increasing number of Hesketh House students are taking part in water polo and sailing alongside our Park Road students.

Recruitment and Gender Pay Gap Report

The examination of our recruitment data over the last year indicates a persistent requirement to encourage applications from diverse backgrounds. We have taken measures to ensure that our recruitment process, starting from the application stage, remains supportive of promoting diversity. In pursuit of this goal, we are explicit in the language used 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.

Our most recent Gender Pay Gap report points to a gap that seems surprising considering the number of women in senior roles throughout the school. Further analysis at each quartile of pay has led to further discussion around two areas:

- The proportion of women who are employed in the lowest quartile (including opportunities for progression in these roles and the recruitment of men to these roles)
- Approaches to flexible working and the facilitation of career progression.

Reflections

When the first report was published in 2020, we committed to auditing our work over 5 years to ensure that our response was sustained, transformative and proactive.

The next academic year will bring us to that 5th report and we are reflecting on what our approach will be after those 5 years. As this explicit thinking on DEI across the school has become embedded in curriculum design, development plans, extra-curricular and staff training the nature of the audit begins to shift from what has been done annually to longer term planning. The establishment of the DEI working party facilitates this longer-term focus and the ability to engage with various stakeholders, including our alumni, parents and partners.

In 2023-2024, we have identified key priorities:

A. Equipping colleagues with skills

Following both pupil and staff feedback we are committed to ensuring that staff are enabled and confident in delivering our DEI agenda across both the pastoral and academic curriculum. We seek to provide relevant and focussed training, as well as to offer opportunities in-house for staff to engage with content and ideas.

B. Proactive use of student voice and student involvement

Mindful that our young people engage with this agenda across their whole lives and not just in school, we are keen to provide more opportunities for students to share their insights and guide the development of initiatives within school.

C. Prioritise student well-being and create a consistent narrative that links welfare and DEI.

Initiatives such as Thrive, Flourish, Culture week and SPACE have provided opportunities for students to explore their own feelings, responsibilities, and wellbeing in relation to diversity and inclusion. Next academic year, the school will be taking part in the *Artsmark & #Beewell Pilot* for Greater Manchester that will concentrate on developing Arts focused wellbeing interventions.

D. Communication and planning to avoid tokenism

We remain committed to using the calendar to plan and strategise for the awareness months, religious celebrations and commemorative events which offer opportunities for learning and understanding. We have reflected that it is particularly important that the learning continues to deepen through these moments and remains responsive to the wider contexts that inform them.

