

BOURNE COMMUNITY COLLEGE



Kindness, Respect, Determination

DUTY TO PROMOTE EQUALITY AND DIVERSITY

September 2025

Next review July 2026



Our Aims of the School:

- *To inspire and enable all to make a positive contribution to ourselves, our community and the wider society*
- *Pursue excellence in character and in learning*

Our Vision:

To be the best versions of ourselves

Our Values:

All we do as a community is rooted in our three values

Kindness – a strength of the heart

Respect – a strength of the mind

Determination – a strength of the will

DUTY TO PROMOTE EQUALITY AND DIVERSITY

Article 14 – every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights UNCRC

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. UNCRC

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live, UNCRC

SINGLE EQUALITY POLICY

This policy sets out the school's approach to promoting equality, diversity and community cohesion and eliminating discrimination and intolerance. It covers race, disability, gender and sexual orientation, religion or belief, students who are pregnant, undergoing or who have undergone gender reassignment and the school statutory duty to produce a *Single Equality Scheme* in response to the statutory duties on schools to publish these under the Equality Act of 2010.

The policy promotes the importance of shared values, which are at the heart of, and are inclusive of, our whole school community – students, staff, parents/carers, visitors and partner agencies. These values have evolved out of consultation with our community in developing a shared vision for this school.

Overall

These aims reflect our responsibilities of the **general** equality duty required under the Equality Act of 2010 in which we have due regard to the need to:

- eliminate discrimination, intolerance, harassment and victimisation;
- promote equality of access and opportunity within our school and within our wider community;
- promote positive attitudes to difference and good relationships between people with different backgrounds, genders and sexual orientations, cultures, faiths, abilities and special educational needs and ethnic origins.

Content of the School's Policy and Scheme

The school's context

Ethnic composition

Linguistic and religious diversity

Equality vision and values

Achievement and attainment

Promoting equality

A cohesive community

Specific reference to community cohesion, race equality, disability equality, gender equality

Roles and responsibilities

Duties

Responding to hate or prejudice-based incidents and bullying

Developing policy and updating the scheme through participation, involvement and reference to Equality Impact Assessments (EQIAs)

Monitoring, reviewing and assessing impact.

Single Equality Scheme

The School Context

Bourne Community College is a state maintained secondary school, overseen by a Trust, which has 780 students on roll (with a PAN of 180) between the ages of 11 and 16 years. The image of the school in the locality is very positive and we are a popular school. Numbers into year 7 are increasing year on year and building work was carried out in recent years to accommodate our expansion. Following our Ofsted visit in November 2021 we were graded as 'Good'. The inspection highlighted the essential work already started to raise performance and improve outcomes for all students. Student attainment on entry has historically been slightly below National averages but is now broadly in line, although still slightly below the average for West Sussex. There are pockets of high social and economic deprivation locally and we have a truly comprehensive intake. We are in close proximity to a military base and have a slightly higher proportion of boys than girls in most year groups. We have a Student Support Centre for students with social and communication difficulties which is full.

We are a fully inclusive school and pride ourselves on this.

Ethnic composition of the school, linguistic and religious diversity

The school is largely homogeneous in its composition. The majority of students are of white British origin, speak English as their first language and are of Christian religious denomination. This is reflective of the ethnic, linguistic and religious demography of the local area.

Vision

Bourne Community College aims to provide equality and excellence for all students in order to promote the highest possible standards. The school has a strong vision that aims to look forward to the values and attributes that we endeavour to instil in our students by the time they leave us.

We believe in Nurturing Hearts and Minds through the holistic development of the whole child. Academic rigour is important and we have high expectations of our teachers and of our learners, however, it is equally important for our young people to be emotionally literate, well-rounded individuals who are highly-employable global citizens. Bourne Community College is not an exam factory; Bourne Community College is a space where our whole community will be supported to grow, learn and flourish. Our learning experience is memorable and enjoyable, in and out of the classroom. Our young people will become emotionally and mentally prepared for life with a toolkit of self-care strategies to maintain positive wellbeing and mental health into adulthood.

Values

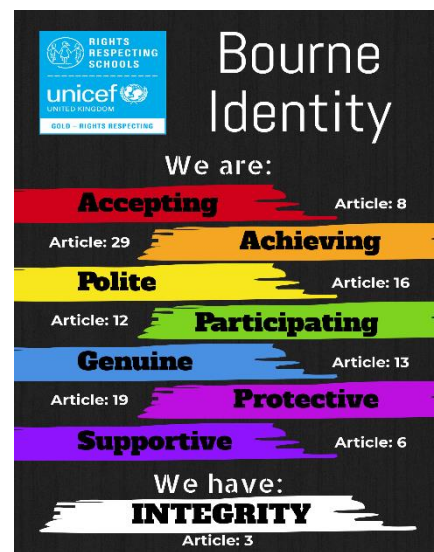
We are an RRSA school and received our Gold Award in Summer 2021. As part of this we follow the Bourne Identity.

We are:

- Accepting
- Achieving
- Polite
- Participating
- Genuine
- Protective
- Supportive

We have:

- Integrity



Promoting Equality

This policy provides the principles and framework by which the school can pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the extended school community, students, staff, parents and community members.

We seek to ensure that no student, member of staff, parent or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender or gender reassignment, sexual orientation, pregnancy (including students who are pregnant), marital status, disability, age, responsibility for students or other dependants, political views and social class. The emphasis is upon enablement, to help an individual achieve his or her own goals so that they can attain their full potential. We want every student, parent, member of staff or member of the community to be treated equally within the school setting and to be offered equal opportunities. We aim for students to develop a mutual respect and understanding for people of different backgrounds and to apply this to their social interactions with each other and within the wider community. Besides fulfilling our legal duties, promoting equality, diversity and community cohesion at the school encourages students to:

- become enthusiastic, independent, life-long learners who achieve their full potential;
- have a strong sense of self-worth and mutual respect with the ability to lead safe, healthy and fulfilling lives;
- understand their responsibilities and contribute as caring citizens;
- enjoy their learning and believe they can make a positive difference.

Achievement and Attainment

Expectations are high with target setting, monitoring, reviewing and evaluating a feature of the school's cycle of self-evaluation. The school analyses progress data to ensure no group or individual disadvantaged due to their race, gender, disability or special educational need. The school is regularly reviewing the systems of monitoring and acting through intervention to minimise underachievement for all students. We are mindful that particular focus must be placed on those groups of students in school who may, due to their socio-economic circumstances or special educational need, be at risk of underachievement. In our school we analyse the attainment of the following groups: students in receipt of free school meals (FSM), looked-after students, students from an ethnic minority background, students with SEND, students who display significantly challenging behaviour, and those who didn't engage as well as they needed to during lockdown. We also analyse the differences, if there are any, between the achievement of boys and girls.

A Cohesive Community

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above and through our school aim that students will understand their responsibilities and contribute as caring citizens. To meet the specific duties of the RRA 2000 we will:

- ensure that all students and staff are encouraged and able to achieve the best of which they are capable;
- respect and value differences between people;
- prepare students for life in a diverse society;
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued;
- promote good relations between different racial and cultural groups within the school and within the wider community;
- ensure that an inclusive ethos is firmly established and well maintained;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, racial prejudice and racial harassment;
- highlight the dangers of allowing institutional racism and indirect discrimination to establish themselves;
- be proactive in tackling and eliminating unlawful discrimination;
- ensure that all racist incidents are logged, monitored and reported following local authority guidelines;
- promote the importance of identifying and acting against racism, racist attitudes and racist language through the principle set by the definition of a racist incident from the Macpherson Inquiry (1999) as being '*any incident which is perceived to be racist by the victim or any other person*'.

Disability Equality

The aim of our school is to ensure that wherever possible, people with additional needs have the same opportunities as others in accessing their education, and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that the following statutory duties are met:

- to not treat students with additional needs less favourably than other students
- to take reasonable steps to avoid putting students with additional needs at a substantial disadvantage.

Steps are taken to ensure that employees and those working with the school's authority:

- support the school in meeting their duties;
- do not act in such a way that renders the school liable to a claim of discrimination.

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability and SEN Codes of Practice for Schools.

There will be occasions where the treatment of students with additional needs is different from students without and the school will be able demonstrate that all reasonable steps have been taken to avoid the student with additional needs being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards;
- the financial resources available;
- the cost of making a particular adjustment;
- the extent to which it is practicable to make a particular adjustment;
- health and safety requirements;
- the educational and pastoral interests of other students.

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that we have a duty to anticipate adjustments that may need to be made for students with additional needs and to make reasonable adjustments for those students. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against students with additional needs. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra-curricular activities can accommodate students with additional needs before making bookings in advance;
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required;
- ensuring there are personalised arrangements in place for students with additional needs who are taking examinations;
- ensuring our policies and procedures cover issues of disability;
- working closely with parents and students with additional needs to identify potential barriers to participation and devising reasonable adjustments to overcome them;
- ensuring that staff are aware of and understand the Disability Code of Practice for Schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing students have any additional needs. This will include:

- creating an ethos and culture which is open and welcoming so that parents and students feel comfortable about sharing information about additional needs;
- asking parents during the admissions process about the existence of any additional needs;
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip);
- monitoring levels of participation, achievement and behaviour that may indicate an additional need that has not been identified and referring the matter to specialist agencies or highlighting through the annual review process.

Our school believes that improving access to education and educational achievement by students with additional needs:

- ensures equality of opportunity;
- encourages full participation in society;

- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that people with additional needs should be valued for what they can do rather than labelled for what they cannot.

We improve the accessibility of the physical environment within the resources available in response to needs arising.

We identify and monitor the performance of different groups of students using the school's assessment data.

We encourage the involvement of parents/carers in their child's learning.

Sexual Orientation and Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sexual discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities for both boys and girls. Both boys and girls have opportunities to participate in extra-curricular activities and to represent the school in sports competitions.

Students who are pregnant or are undergoing or who have undergone gender reassignment

The school protects students against discrimination on grounds of pregnancy or maternity so that it is unlawful to treat a student unfavourably because she is pregnant or a new mother. In addition, it is unlawful for the school to discriminate against a student or prospective student treating them less favourably because of their gender reassignment or any other protected characteristic.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

The School Diversity Group members are responsible for:

- making sure the school complies with all current equality legislation;
- regularly maintaining, reviewing and updating the policy and scheme with the Headteacher and senior leadership team and evaluating the impact on students, staff and parents;
- making sure this policy and scheme are followed;
- dealing quickly and fairly with any complaints of discriminatory treatment raised

The Head teacher and Senior Leadership Team at Bourne Community College are responsible for:

- ensuring that this policy has a high status within the school and that all staff, parents, students and the community are aware of and have access to it;
- making sure this policy and its procedures are followed and stakeholders are kept informed;
- consulting the Diversity Group on the effectiveness of this policy and providing training where necessary
- dealing quickly and fairly with any complaints of discriminatory treatment which are brought to the Head teacher

All staff are responsible for:

- ensuring that the principles of this policy are implemented effectively;
- modelling respectful and positive attitudes towards minority groups and tackling bias and stereotyping where it occurs and encouraging parents, carers and students to do likewise;
- promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnicity, language, culture, religion or belief, disability, gender, sexual orientation or social class;
- keeping up to date with the law on discrimination by taking training and learning opportunities when provided.

Students are responsible for:

- showing respectful and positive attitudes towards each other, staff and parents, regardless of race, ethnicity, gender, sexual orientation, culture, language, disability or social class;
- regularly discussing equality and diversity issues in lessons, in assemblies and in form groups;
- contributing to the development of behaviour policies and procedures;
- following the Bourne Identity

Parents and carers are responsible for:

- supporting the school in its commitment to the principles, aims and objectives underlying this policy;
- encouraging their child to show respectful and positive attitudes towards all students, staff and parents.

Visitors and contractors are responsible for:

- showing respectful and positive attitudes towards each other, staff and parents, regardless of race, ethnicity, gender, sexual orientation, culture, language, disability or social class;

Responsibility for overseeing the equality policy, scheme and practices in the school lies with Ryan Acquah and Janet Murray-Brown, who need to:

- ensure the policy and scheme are current through appropriately timed meetings;
- coordinate and monitor work on equality issues;
- monitor the progress and attainment of potentially vulnerable individuals and groups;
- monitor reports of harassment (including racist and homophobic incidents) and ensure action is taken;
- monitor fixed term suspensions.

Duties

Under the Equality Act the school has specific duties to:

- publish information annually to demonstrate compliance with the general Equality Duty;
- publish details of engagement with members of the school community and their views sought using Equality Impact Assessments (EQIAs);
- every four years seek the views of the school community and, through an analysis of these views, develop specific and measurable equality objectives as part of the Single Equality Scheme to ensure the school complies with the aims of the general equality duty.

We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our values, the key principles and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current school improvement priorities:

- the engagement, participation and involvement of a broad and diverse range of young people, their parents and partner agencies;
- preparation for entry to the school;
- school policies;
- breaks and lunchtimes;
- the provision of school meals;
- interaction with peers;
- opportunities for assessment and accreditation;
- exam access arrangements;
- behaviour for learning approaches;
- recognition and sanctions systems;
- exclusion procedures and data;
- school clubs, activities and school trips;
- the school's arrangements for working with other agencies;
- preparation of students for transition and the next phase of education, work-based learning and/or employment;
- learning and teaching and the planned curriculum;
- classroom organisation;
- timetabling;
- grouping of students;
- homework;
- access to school facilities;
- activities to enrich the curriculum;
- school sports;
- staff welfare.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes, low self-esteem or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of people with additional needs, special educational need or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and in society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our students to better understand the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and incidents of prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our students, young people and communities.

Developing policy and updating the scheme through participation, involvement and reference to Equality Impact Assessments (EQIAs)

We use data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our students and staff and that diversity, equality and inclusion run through all areas of school life.

Monitoring, reviewing and assessing impact

The process of monitoring, reviewing and assessing impact includes:

- seeking the views of the school community every four years, analysing them and setting and publishing specific and measurable equality objectives;
- recording all racist incidents with a requirement of staff to state what follow-up actions have been taken as a consequence of the incidents;
- ensuring that when a new school policy is developed or an existing policy reviewed, the impact or potential impact of that policy on achieving the aims of the Equality Policy will be assessed and monitored;
- incorporating the equality objectives into the school development plan and monitoring progress, including data gathered around progress, achievement and attainment;
- a termly report on progress to the Governors Personnel Committee by Ryan Acquah, which should refer to the school population, key initiatives and progress against objectives, targets and future plans;
- appointment of two named members of staff responsible for overseeing the Equality Policy;
- an annual review of the Equality Policy.

Staff members with responsibility:

Janet Murray-Brown – Assistant Headteacher

Ryan Acquah – Assistant Headteacher, Lead on Race and Diversity