



Equality, Diversity, Inclusion and Belonging (EDIB) Policy

Purpose and Scope

This policy sets out St John Rigby College's commitment to equality, diversity, inclusion and belonging (EDIB) for all members of its community – students, staff, governors, and visitors. It explains how the College will meet its statutory duties under the Equality Act 2010, foster positive relationships, and create a culture where everyone feels valued, respected, and supported.

College Vision

To be an outstanding, inclusive Catholic sixth form college; valuing the individual, celebrating learning and raising aspirations.

College Mission

We are a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements

College Strategic Objectives

1. To embed a learning culture which improves the standards of student achievement, raises aspirations and promotes excellence across the full range of the College curriculum. We will focus on three key areas of outcomes for learners:
 - 1.1 *Improving the consistency of outcomes across all courses*
 - 1.2 *Raising student success rates and challenging all courses to exceed Sixth Form College national benchmarks*
 - 1.3 *Continuing to improve the proportion of students achieving high grades and achieving a positive value added score for all courses*
2. To widen student participation, in partnership with other providers, through the offer of a comprehensive range of high quality courses that meet the needs of our students and support developments and provision within partner high schools.
3. To work collaboratively with groups within the College's local and extended community.
4. To further develop the estate to provide an outstanding, safe learning environment for the whole College community.
5. To sustain a culture where all staff are committed to SJR's core values, where continuous professional development is encouraged and organisational efficiency and effectiveness are achieved.
6. To maintain the College's financial stability in order to implement the College Development Plan.

Policy Statement

At St John Rigby College we recognise the potential to transform people's lives and welcome a diverse range of students and staff to the College community. We embrace the challenge to make a positive difference to the culture of the College, where opportunities to excel are available to all. We continue to strive to create a College that is inclusive at all levels and in every system and process. Our vision for diversity remains clear and consistent: to be a motivated and diverse College community, where staff and students demand the highest standards from each other and work together to maximise the benefits of difference.

Our Equality and Diversity policy enables us to continue to take a long term strategic approach to diversity and inclusion, whilst retaining the ability to deliver focussed actions to improve the experience and perceptions of specific diverse groups.

Duties

This policy supports compliance with the following legislation and guidance:

- Equality Act 2010 and Public Sector Equality Duty (2011)
- Human Rights Act 1998
- SEND Code of Practice (2015)
- Prevent Duty (2015, updated 2023)
- Keeping Children Safe in Education (KCSIE 2024)
- Data Protection Act 2018 / UK GDPR

The College will ensure that all policies, procedures and practices are compliant with these frameworks and will monitor the impact of decisions on individuals and groups sharing protected characteristics.

General Duty

The Duty (section 149 of the Equality Act 2010) – A public authority must in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance¹ equality of opportunity between persons with or without a protected characteristic
- Foster good relations² between persons who have a relevant protected characteristic and persons who do not

The College is committed to meeting the aims of anti-discrimination legislation, by

1. taking reasonable steps to remove any disadvantages experienced by those who share a relevant protected characteristic.
2. taking steps to meet the needs of those who share a protected characteristic.
3. encouraging those with a relevant protected characteristic to participate in activity where participation by such persons is disproportionately low.
4. meeting the needs of disabled people and taking reasonable steps to take account of impairments.

Specific Duty

1. The College needs to gather two kinds of equality information:
 - a) from engagement with interested people on their needs
 - b) from other data sources – internal, local and national
2. The College needs to use this information to analyse the effect of College policies and practices on people who share a relevant characteristic. This will be via the stated measures of success.
3. The College publishes information annually sufficient to demonstrate compliance with the three aims of the General Duty, including the above analysis and the information it was based on
4. Prepare and publish specific and measurable objectives for a four year cycle to further one or more of the aims, with details of
 - a) the engagement it undertook when developing its objectives and
 - b) how progress towards these objectives should be measured

Governance and Accountability

The Vice Principal (Students) acts as the Senior Equality Lead and chairs the Equality, Diversity and Wellbeing Group. The Governing Body holds overall accountability for ensuring compliance with the Equality Act 2010. The Group reports termly to the Senior Leadership Team (SLT) and annually to Governors through Safeguarding and Pastoral updates.

Goals

- To develop a fully inclusive College community which recruits and retains students (up to the age of 19) and staff from all sectors of society.
- To nurture the talents of all students and staff, irrespective of their background or characteristics, and develop them within a positive and supportive culture.
- To implement measures to ensure that there are no differences between different groups of students, irrespective of their background or characteristics

¹ The term 'advance' replaces 'promote' – the intention is to move forward, to get somewhere and to achieve improved outcomes.

² 'Foster good relations' includes having due regard to tackle prejudice and promote understanding

- To implement a skills strategy in support of learners
- The Equality and Diversity group in the College will work to enhance the College reputation and culture. Members will continue to help build positive relationships between students, staff and external stakeholders. They aim to meet the needs and expectations of all stakeholders through communicating a vision where equality and diversity is valued by all.

Equality Objectives (2025–2029)

- Increase the disclosure rate of protected characteristics in staff data by 15% by 2027.
- Reduce achievement gaps between underrepresented or disadvantaged groups by 5% year-on-year.
- Embed inclusive teaching, learning and assessment across all departments – monitored through lesson observations and learner voice.
- Ensure annual equality training for all staff and governors, including unconscious bias and inclusive curriculum design.

Measures of Success

We will demonstrate our commitment by the positive actions we take across 8 protected characteristics.

1. Age
2. Disability
3. Gender Reassignment
4. Pregnancy and Maternity
5. Race
6. Religion or belief
7. Sex
8. Sexual Orientation

We will monitor and assess our success in the following ways:

- By the extent to which we succeed in engaging people in the ongoing implementation of the policy and the College's Equality and Diversity Action four year action plan (2025-2029), which is reviewed annually alongside this policy.
- Via staff networks, through working with and involving people in all departments, by seeking and acting upon the views of students and staff to develop our action plan and create measurable outcomes.
- By the extent to which actions are achieved. The actions and outcomes will be reviewed and reported upon by the Equality, Diversity and Wellbeing Group to the Senior Leadership Team (SLT) and Governors annually through the Safeguarding and Pastoral updates.
- By the Equality and Diversity Staff Survey and the outcomes of resulting actions.
- By the comparison of student recruitment and success data by gender, disability, ethnicity and race, religion or belief and socio-economic group.
- By the achievement of a positive and inclusive culture as evidenced by an increase in our Equality Data disclosure rates for the eight protected characteristics. This will be monitored through surveys, and the extent to which our staff and students become actively involved with the Equality and Diversity policy and recommend the College as a progressive place to study and work.

Priorities

The Equality and Diversity policy focuses on a number of key themes to facilitate change, create a sense of belonging and further develop a culture where everyone feels valued and engaged. We have identified the following key priorities for St John Rigby College:

- Integrating inclusion into College strategies

The curriculum offers at College will advance the spiritual, moral, cultural and educational development of all and prepare them for the opportunities, responsibilities and experiences of adult life. We value equally the needs of all who learn here and aim for all to realise their potential. In line with the Mission of the College the curriculum must reflect the needs of the local area as well as a rapidly changing world and diverse society. Creating an open and inclusive culture in which everyone feels valued and respects each other is key, as is taking decisive action to advance Equality and Diversity. Services and departments across the College will address equality and diversity issues through the Self Assessment cycle. The Principal's Report to Governors provides regular updates on the work of the Equality and Diversity group and includes annual submissions from Heads of Department on subject based Equality and Diversity activities. In addition to this there is also the annual HR report which summarises staff recruitment information by the Equality and Diversity groups for applicants and appointments.

- Developing an inclusive culture

Seeking to make a positive difference demands continuous commitment and reinforcement from all levels. It is essential that we work collaboratively with all students, staff and external stakeholders to ensure that they feel able to engage with and help shape our culture of inclusion.

We want all staff and students to understand what the vision "Equality and Diversity" means to them personally and what their responsibilities are. To enable them to do this, we need to help prepare them for the challenges that difference brings and help them appreciate the benefits of diversity. All staff will receive bi-annual equality, diversity and inclusion training, including inclusive curriculum design and unconscious bias awareness.

Departments will evidence EDIB integration through lesson observations, learner voice feedback and self-assessment reports (SARs).

The College recognises that wellbeing, belonging and inclusion are interlinked. We will promote positive mental health and ensure that all members of our community feel seen, safe, and supported.

- Engaging and Involving people

We will ensure staff, students and other stakeholders can share their stories and experiences of good practice and areas for improvement with us. We will engage managers at all levels to forge a common culture and vision which embraces a community that is fully inclusive to all.

We will support staff, students and other stakeholder representatives of those with protected characteristics to act as consultation groups for College. Training will be necessary to raise awareness and opportunities for involvement will be provided. We will involve these groups in reviewing progress and setting further objectives.

- Ownership of Equality Data

Measuring and analysing data is a catalyst for action and will guide the Equality and Diversity Group, managers and Governors to identify areas of strength and vulnerability.

We will extend our staff monitoring via the staff and recruitment analysis to include all equality characteristics covered by the Equality Act, to encourage staff to share information with the College and we will consider ways of gathering wider student equality information. This will help us to develop future actions.

The Equality, Diversity and Wellbeing Group will review data annually to assess progress and help set new objectives in the College's Equality and Diversity action plan as required.

Related Policies:

- Equality, Diversity and Inclusion Action Plan (2025-2029)
- Data Protection Policy
- Exams Policy
- Learning Support Handbook
- Safeguarding and Child Protection Policy
- SEMH Policy
- Staff Code of Conduct
- Staff Disability Policy and Procedures
- Staff Disciplinary Procedures
- Staff Wellbeing Policy
- Student Admissions Policy
- Student Agreement
- Student Charter
- Student Disability Policy
- Teaching, Learning and Assessment Policy
- Transgender Policy

Equality, Diversity, Inclusion and Belonging (EDIB) Action Plan 2025–2029

This Action Plan supports St John Rigby College’s Equality, Diversity, Inclusion and Belonging (EDIB) Policy by translating strategic aims into measurable actions across all departments. It will be reviewed annually by the Equality, Diversity and Wellbeing Group (EDWG) and updated in line with the College Development Plan, Ofsted framework, and statutory requirements.

The Plan is structured under five key strategic themes:

1. Leadership, Governance & Policy
2. People & Culture (Staff and Students)
3. Curriculum, Teaching & Learning
4. Community & Engagement
5. Data, Reporting & Accountability

A. Leadership, Governance & Policy

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Publish an Annual Equality and Inclusion Report summarising key data and actions	Vice Principal (Students)	Annually	EDWG, HR data	SLT, Governors	Report published and presented annually
Conduct Equality Impact Assessments (EIAs) on all policies prior to approval	SLT / Policy Owners	Ongoing	Policy templates	Governors	100% of new policies equality-assessed
Update EDIB Policy and submit to Governors for approval	Vice Principal (Students)	Annual	EDWG	Governing Body	Policy approved each academic year
Ensure College Development Plan embeds EDIB across all priorities	Principal / SLT	Annual	SLT planning meetings	Governors	EDIB integrated into CDP review

B. People & Culture (Staff and Students)

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Deliver annual equality, unconscious bias, and inclusive curriculum training for all staff	VP (Staffing & Resources), HR Manager	Annual	CPD programme	All staff	100% staff attendance annually
Implement a programme of termly EDIB awareness campaigns (e.g. Pride Month, Disability Awareness, Black History)	EDWG, Student Services	Termly	Marketing, Student Voice	Students, Staff	Increased student participation rates
Monitor recruitment and staff progression data by protected characteristics	HR Manager	Annual	HR database	SLT, Governors	Improved representation and transparency
Maintain Disability Confident Employer status	HR Manager	Ongoing	HR time	Staff	Status renewed annually
Promote a culture of belonging through wellbeing initiatives and staff networks	SLT, HR Manager	Ongoing	Budget	Staff, Students	Positive wellbeing survey responses

C. Curriculum, Teaching & Learning

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Embed EDIB principles in all Schemes of Work and lesson observations	VP (Curriculum & Quality), Divisional Leaders and HoDs	Annual	Observation framework	Teaching staff	100% curriculum areas evidence EDIB
Implement inclusive assessment strategies for SEND and disadvantaged students	Learning Support Manager	Annual	SEND funding	Learning Support, HoDs	Reduced attainment gaps

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Ensure curriculum materials reflect diverse cultures and perspectives	VP (Curriculum & Quality), Divisional Leaders and HoDs	Ongoing	Department budgets	Curriculum teams	Representation embedded across subjects
Include EDIB objectives and reflection in all Departmental Self-Assessment Reports (SARs)	VP (Curriculum & Quality)	Annual	SAR templates	HoDs	EDIB evaluated annually in SARs

D. Community & Engagement

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Expand stakeholder engagement including parents, alumni, and community partners	SLT	Ongoing	Marketing budget	Local community	Increased participation and collaboration
Promote inclusive communication and marketing (imagery, language, accessibility)	Marketing Team	Ongoing	Design tools	Marketing Team	Annual audit confirms inclusive practice
Collaborate with local schools to share inclusive practice and resources	SLT and Marketing Team	Ongoing	Outreach funding	Partner schools	Evidence of joint inclusion projects

E. Data, Reporting & Accountability

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
Collect and analyse EDIB data across staff and student demographics	MIS	Annual	MIS systems	SLT, Governors	Improved disclosure rate (+15% by 2027)
Track performance,	VP (Curriculum &	Annual	MIS	SLT, HoDs	Reduction in identified

Action	Responsible	Timescale	Resources	Stakeholder Involvement	Measurable Outcome
retention and destination outcomes by protected characteristic	Quality)				gaps year-on-year
Include EDIB performance indicators in departmental and SLT reviews	SLT	Annual	Review templates	HoDs, Governors	EDIB KPIs reviewed annually
Present annual EDIB progress report to Governors and publish summary online	VP (Students)	Annual	SLT reports	Governors, Community	Public transparency maintained

Monitoring and Review

The Equality, Diversity and Wellbeing Group (EDWG) will:

- Review progress against this Action Plan termly.
- Monitor staff and student data trends.
- Report progress to the Senior Leadership Team and annually to the Governing Body through the Safeguarding and Pastoral Committee.

Next Full Review: November 2029

Policy Owner: Vice Principal (Pastoral)

Approved by: College Governing Body