



TIFFIN SCHOOL

Equality Policy

Statement of principle

Every member of our school community, whether a student, member of staff, parent or carer, governor or visitor, is regarded as of equal worth and importance, irrespective of colour, creed, culture, class, origin, race, gender, sexuality, disability and/or ability.

Legal background

The Equality Act 2010 replaced all existing equality legislation with a single source of anti-discrimination law. It also imposed a new 'public sector Equality Duty'. The aim of the new duty is to embed equality considerations into the day-to-day work of public bodies so that they tackle discrimination and inequality and contribute to making society fairer. Our policy reflects DfE guidance: '*Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*'.

Our responsibilities under the Equality Act 2010

In our decision-making we must have due regard to the need to:

- eliminate unlawful discrimination and other conduct prohibited by the Act
- advance equality of opportunity between people from different groups
- foster good relations between persons from different groups

We will consider the implications of our decisions and actions for the different groups of people who will be affected by them. We will do it as we develop policies and make decisions, not after the event, and we will keep our policies and decisions under review.

The different groups of people protected by the Act are those who share certain characteristics. The 'protected characteristics' are:

- age (staff only/employment)
- religion or belief
- sex
- sexual orientation
- race (including ethnic or national origins, colour or nationality)
- gender reassignment
- pregnancy or maternity
- disability

We must publish information showing how we comply with our equality duty. We will do this by putting this statement on our website, and by publishing other information which shows how we

uphold and promote the principle of equality. As our school employs fewer than 150 people, we do not plan to publish specific information about our staff.

We must also set ourselves equality objectives which will help us to further the aims of our equality duty. Our objectives will be appropriate to the needs of our school, and will be achievable, specific and measurable. We will put our equality objectives on our website. We will also put information on our website about the steps we have taken and the progress we are making towards meeting the objectives we have set ourselves.

Equality in practice at Tiffin

Equality principles are embedded in all aspects of how our school is run. Examples of the many ways in which we demonstrate our commitment to the principle of equality are set out below.

Admissions

Tiffin's admissions policy does not permit colour, creed, culture, class, origin, race, sexuality, or disability to be used as criteria for admission.

Registration

Students are encouraged to accept and respect names from other cultures.

Language

We view linguistic diversity positively. We aim for students and staff to feel that their natural language is valued. We are committed to supporting students who have English as their second language.

Culture, Class and Race

We acknowledge that members of our school community come from diverse cultural, racial and socio-economic backgrounds. We endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony. We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school. We do not tolerate racist behaviour in any form.

Gender

As a school, we accept that there are gender inequalities in our society which impose limits, particularly on expectations and behaviour, so we constantly examine our curriculum, extra-curricular provision, procedures and materials for gender bias or inequality. We recognise and promote equality between all genders, including transgender.

We are a single-sex boys lower school environment, with a co-ed sixth form. Our environment, curriculum and pastoral programmes seek to expose our students to the norms of a mixed environment, promoting equal opportunities and rights between genders.

Sexual Orientation

We celebrate diversity. Positive attitudes towards identity, gender and sexual diversity are promoted through the school's social and moral development programme as well as through the

inclusive ethos of the school. Homophobic, transphobic, bi-phobic and any other form of bullying, discrimination or harassment, is not tolerated.

In line with DfE statutory guidance on RSE regarding Lesbian, Gay, Bisexual and Transgender (LGBT), Tiffin School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Within the RSE curriculum, all students will be taught LGBT+ content at a timely point.

Religion

We acknowledge that members of the school come from diverse faith backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others. With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion through the use of philosophy and critical thinking.

Curriculum

Equality principles are reflected in the formal curriculum (the programme of lessons); the informal curriculum (wider opportunities); and the 'hidden' curriculum (the ethos of the school and the quality of personal relationships etc.).

Resources

Our aim is to provide for all students according to their needs, irrespective of ability or ethnic origin. We ensure that our resources reflect a range of cultures and races and promote the achievements of women as well as men.

Appointments

The Headteacher and Chair of the Personnel Committee ensure that recruitment advertisements, shortlists and interview procedures are neither directly or indirectly discriminatory. In each case the best candidate will be appointed, based on strict professional criteria and irrespective of gender, race, disability etc. Similarly, there will be no discrimination when considering existing staff for promotion, transfer or training opportunities, or for dismissal.

Awareness of policy

We want all members of our school community to be aware of our equality policy, so it will be published on our website and will be displayed in our student handbooks and parents and students will be able to access the policy on the VLE.

Breach of the policy

In the event of a breach of the policy, we will take appropriate action. If a student breaches the policy, staff will log the incident and the student will be dealt with in accordance with the behaviour policy. The consequences of any further breach of conduct will be made clear to the student (the

ultimate sanction being exclusion). If a member of staff breaches the policy the relevant procedures in the staff discipline and grievance policy will be instigated. If a parent, visitor or contractor breaches the policy they will be reminded of the school's commitment to equality and asked to desist, and further incidents may lead to individuals being requested to leave the school premises. A serious breach may constitute a criminal offence, so will be reported to the relevant authorities.

Monitoring and review

We monitor the impact of our policies and procedures on different groups, and the effectiveness of our policies are assessed through our self-evaluation procedures. The governing body will receive reports from the Headteacher that will enable evaluation of the implementation and impact of actions taken to achieve the equality objectives.

The governing body will monitor the pattern and frequency of equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy- and will evaluate the effectiveness of the school's response.

Annex 1

Equality Objectives -

Tiffin School is committed to promoting equality of opportunity for all members of the school community.

Objectives for 2019-20

The following objectives have been drawn from the school and departmental planning and review cycles on 2018/2019, staff and student views and from our performance analysis for the year.

1. To ensure a positive transition from a single sex school into a co-ed sixth form; all students will be well prepared for and supported in a co-ed school environment.
2. To provide a curriculum and co-curriculum that is inclusive and supportive of LGBT+ staff and students.
3. To review the KS3-4 21CL program and the sixth form pastoral program to ensure that gender equality and sexual orientation equality are at the heart of the school's inclusive ethos.

Summary Review of 2018-19 Objectives:

1. To raise students' awareness of and counter the casual use of discriminatory language, behaviour, and attitudes, through the tutorial, assembly, 21st century programmes, and links with the Tiffin Girls' School.
2. To monitor the performance of students through ASP (previously Raise online) and to identify any potential issues around the under-performance of specific groups.
3. To review the working of the mentor system as a further channel to tackle sexist or other prejudicial language or behaviour.

4. Induct staff so they are able to tackle any sexist, homophobic, or racist attitudes with pupils
5. To support LGBT students
6. To help those where English is their second language and where barriers to learning and communication with family members may be caused by this.

All national data shows that we have no identifiable group that underperforms in the school. Excellent performance with the pupil premium students was also seen in the results of 2018. Our schemes of work in the 21st Century Life programme (PSHE) are representative and inclusive of different gender and sexual orientations, and have included lessons aimed at tackling casual use of sexist and homophobic/bi-phobic/transphobic language, which often appears to be socially accepted within the wider world.

Assemblies, such as the one delivered by the Assistant Head on International Women's Day, and guest speakers in Y10-13 have also addressed gender discrimination and reinforced our inclusive ethos. An Inclusivity working group is addressing LGBT+ representation and support in the school. The School recognises that there is more work to be done in this area and the assemblies, tutorials, guest speakers and LGBT planning are ongoing.

Our internet monitoring system is set up to identify unacceptable language and images, and students are identified and dealt with if found to contravene the boundaries set. Much work has been done the last two years on mental health and other issues and the school has made good use of its health worker link scheme.

Students are able to obtain qualifications in their home language and have done so, reinforcing the school's commitment to the multicultural background of the pupil population. In addition increased literacy time has been allocated to Year 7, even though all EAL pupils are officially fluent. Exam performance data shows that students who do not have English as their first language did exceptionally well in 2018.

The new prefect system has allowed sixth form mentors to work with year 7 to 10 as a further channel to tackle sexist or prejudicial language or behaviour.

Updated September 2019
H O'Sullivan