



The Tiffin Girls' School

EQUALITY, DIVERSITY AND INCLUSION STATEMENT AND POLICY

ADOPTED NOVEMBER 2021

EQUALITY, DIVERSITY AND INCLUSION STATEMENT

1. The Tiffin Girls' School (the school) welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and absence of unfair discrimination be at the core of all the school's activities.
2. We, the school community, believe that all people are of equal value and are entitled to equality of opportunity. We will not unlawfully discriminate on the grounds of the protected characteristics set out in the Equality Act 2010 as follows:
 - Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Race (including colour, nationality, and ethnic or national origin)
 - Religion or belief
 - Sex
 - Sexual orientation
3. The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
 - regularly communicating its values and commitment to equality, diversity and inclusion to all members of the school community, including parents and carers
 - communicating where responsibility lies for equality issues
 - providing training for all staff, students and governors
 - maintaining mechanisms for implementation, monitoring, evaluation and review
 - proactively reviewing any under representation of sub-groups in the workforce and ensuring our recruitment communication supports applications from the widest possible range of applicants
 - ensuring that there are appropriate procedures and policies in place to deal effectively with any incidents of discrimination
 - consulting with trade unions, interested groups and individuals, internally and externally.

Responsibility of the Governing Board

4. The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for ensuring that policies are implemented throughout the school.
5. Discriminatory issues are dealt with by the appropriate committee in line with the Governing Board's terms of reference and in line with the Discrimination Incident Policy.

Responsibility of the Senior Leadership Team

6. Establish with all staff an overall vision of the school's duty to promote equality of opportunity for all.
7. Advance equality of opportunity and treatment for all members of the school community.
8. Seek to eliminate discrimination, harassment, or victimisation on the grounds of the protected characteristics listed in the Equality Act 2010.
9. Raise awareness through training for all staff, students and governors, and through promoting this Equality Statement to all staff, students, parents, carers and governors.
10. Ensure that all policies and practices within the school are impact assessed against the aims above.

Responsibility of staff

11. To provide appropriate resources and a curriculum that holds in mind equality, diversity and inclusion and reflects a diversity of experiences.
12. Monitor, report and act on any incidents of discrimination, harassment or victimisation.

Responsibility of all members of the school community

13. Each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such in appropriate behaviour if it occurs.

EQUALITY, DIVERSITY AND INCLUSION POLICY

Introduction

1. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
2. We welcome our duties under the Equality Act 2010 to have due regard to the need to:
 - Eliminate discrimination and other conduct that is prohibited by the Act
 - Advance equality of opportunity for people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
3. The school complies with the specific duties of the Equality Act to publish equality information annually and to set and publish equality objectives at least every four years. This information would usually be published on the school website.
4. This policy brings together all previous policies, schemes and action plans around equality and sets out the school's commitment to promoting equality and diversity.
5. This scheme is a whole school policy and underpins all other school policies.

Guiding principles

Principle 1: All members of the school community are of equal value

We see all members of the school community as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their marital status
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- different gender identities, and whether that gender identity may or may not be associated with the sex assigned at birth and gender presentation so that we provide a supportive environment to recognise an individual's gender identity, and so that staff and students can share their gender identity or trans status if they wish.
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- positive interactions, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men and between those of all gender identities, and an absence of sexual, homophobic, biphobic and transphobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment, promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender, marital status and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled (including those with intermittent medical and/or mental health needs) and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of different marital status
- people of different gender identities

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people (including those with intermittent medical and/or mental health needs) and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of different gender identities
- people of different sexual identities
- Students, parents, carers, community and governor links

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people and non-disabled people including those with intermittent medical or health needs
- people of a wide range of ethnic, cultural and religious backgrounds
- people of different gender identities
- people of different sexual identities
- Students, parents, carers, community and governor links

Principle 8: We base our practices on sound evidence

Evidence relating to equalities is integrated into a range of documentation including our Equality Impact Assessment and the School Evaluation Form.

Principle 9: Objectives

- We formulate and publish specific and measurable objectives based on the consultation we have conducted (principle 6) and the evidence we have collected (principle 8)
- The objectives which we identify take into account national and local priorities and issues, as appropriate.
- We keep our equality objectives under review, publish our objectives and actions taken to fulfil our responsibilities on our website, and report annually to Governors on any matters arising from our monitoring of this.

The curriculum

6. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.
7. All students are encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
8. The school acts to support staff understanding of their responsibility for establishing a positive climate for debate and extending opportunities for discussion. Staff are encouraged to address widely held misconceptions to avoid the risk of students with limited experience arriving at consensus views of doubtful validity.

Ethos and organisation

9. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:
 - students' progress, attainment and achievement
 - students' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support

- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Paragraph 1 above:
 - prejudices around disability, special educational needs and students with medical needs (including those with intermittent medical or health needs)
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism, homophobia, transphobia and biphobia (and any other prejudices relating to gender or sexual identity).
11. We keep a record of prejudice-related incidents relating to students and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.
12. Prejudice related incidents involving students are identified, assessed, recorded and dealt with in compliance with our anti-bullying and discrimination incidents policies, and as set out in paragraph 22 below.

Roles and responsibilities

13. The Governing Board is responsible for ensuring that the school complies with legislation.
14. The Pay and Personnel Committee has consideration regarding the implementation of this policy, together with the Governor responsible for Equality, Diversity and Inclusion.
15. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
16. A member of the Senior Leadership Team, Assistant Head Pastoral Y7-11, has day-to-day responsibility for coordinating implementation of the policy.
17. All staff are expected to:
 - promote an inclusive and collaborative ethos
 - follow correct procedures for dealing with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the guiding principles
 - support students in their class for whom English is an additional language
 - differentiate where appropriate for identified groups within lessons in line with this policy
 - ensure they are aware of appropriate inclusive language to use within our school
 - respect students' protected characteristics
 - keep up-to-date with equalities legislation relevant to their work
18. The school respects the religious beliefs and practice of all staff, students and parents, and complies with reasonable requests relating to religious observance and practice.

Information and resources

19. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
20. The school is actively creating a range of resources and training materials that discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Staff development and training

21. We ensure that all staff, teaching and non-teaching staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This is facilitated through the school's CPD provision and the appraisal process.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with. For staff, in line with our grievance, capability or disciplinary procedure as appropriate and as determined by the Headteacher. For students, in line with the Behaviour policy and/or the discrimination incident procedure.

Monitoring and review

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

Equality objectives set January 2021

- To promote understanding, inclusion and good relationships between everyone in our school community.
- To increase whole school awareness of sensitive use of language around all individuals with protected characteristics.
- To develop further specific whole school initiatives to support those that identify as LGBT.
- To develop further specific whole school initiatives to support our diverse community and to ensure that our students, staff and governors gain greater insight and knowledge of systemic and institutional racism
- To develop further specific whole school initiatives to support the mental health of all.

Demonstration of actions taken to fulfil our responsibilities – updated January 2023

- The school continues to promote its vision and set of underpinning values: *‘An intellectually stimulating and outward-facing school, enabling students to flourish and give to society’*
 - Community: Collaboration, Active Citizens, Celebrate diversity
 - Love of Learning: Inspiration, Embrace knowledge, Creative & Critical thinking
 - Character: Integrity & Respect, Courage & Resilience, Independence & Initiative
- The Headteacher presents to the parents of every year group at the start of the academic year, reminding the school community of the importance of focusing on our vision and values.
- There is an allocated Link Governor overseeing EDI and they meet with the Senior Deputy Headteacher to discuss progress against plan and a report is provided to the Governing Board
- Headteacher Awards are given to students weekly aligning with the school values of ‘Community’, ‘Love of Learning’ and ‘Character’. Over 1000 were given out to students during the academic year 2021-22.
- The school achieved an ‘Outstanding’ overall effectiveness judgement in October 2021, demonstrating that it provides an exceptional all-round education.
- The school has held an LGBTQ week for the last five years and is in the calendar for this academic year.
- A student survey in December 2022, to which 613 students responded, identified the following:
 - 97% of students who responded either agree or strongly agree that they feel safe at school
 - 95% of students who responded either agree or strongly agree that the school community is inclusive and tolerant of all faiths, heritage, gender and sexuality groups
 - 77% of students who responded either agree or strongly agree that the school promotes positive wellbeing and supports good mental health
- A parent survey of June 2022, to which 167 parents responded, identified the following:
 - 91% of parents responded either agree or strongly agree ‘My child is well looked after at this school’
 - 75% of parents responded either agree or strongly agree ‘This school supports my child’s positive mental health and wellbeing?’
 - 92% of parents responded either agree or strongly agree ‘This school is inclusive and tolerant of all faiths, heritage, gender and sexuality.’
- A student survey focusing on EDI was completed by over 700 students in July 2022. Some of the key findings of the survey are as follows:
 - Nearly 90% feel the curriculum promotes equality

- Over 90% feel that the curriculum celebrates diversity
 - 98% feel they can express their cultural identity at school
 - 90% of students feel our uniform is inclusive
- The school have implemented the following points since the last student survey:
 - Updated the RSE pastoral curriculum
 - Made changes to Year 7 pastoral curriculum on Equality, Diversity and Respect
 - Implemented more gender diverse case studies and discussions in the pastoral curriculum
 - The English Department have introduced a protocol for staff and students when reading texts that contain offensive language.
 - Changes to the uniform, including PE kit, and sixth form dress code policies
- The Equality, Diversity and Inclusion working party continues to implement change across a wide range of areas, including: policies, recruitment, curriculum, student experiences, staff experiences, training, disability, language and communication. We have implemented the following:
 - We have a termly EDI newsletter
 - There are four student Diversity Leads that oversee the cultural celebration weeks in school
 - We have set up a student advocacy group who focus on peer support and issues relating to female empowerment.
 - We recognised White Ribbon Day for the second time in November 2022.
 - An external review by the Institute of Educational and Social Equity (IESE) of our History curriculum, which engaged with students, achieved a 'Gold' Award for its provision.
 - Every department has an EDI strand running through their curriculum.
 - We have implemented a Tiffin Girls' EDI glossary
 - We have run student pastoral training on the use of language
 - We have a calendar of cultural celebrations across the academic year
 - We capture a calendar of festivals and key events to which students can contribute ideas and resources
- The students demonstrated a strong culture of giving and respect for others by raising >£17,000 for a wide range of local, national and international charities in the academic year 2021-22 despite the cost of living challenges.
- The school holds an annual Black History Month celebration in October. This includes assemblies, daily bulletins, Q&A sessions, guest speakers, tutor presentations to share and other activities. A lot of these are created and led by students.
- The school holds a Mental Health Week each year, and recognises 'Time to Talk day' and World Mental Health Day. We hold whole school assemblies and train mental health ambassadors. A number of staff have been trained in mental health first aid. There is a mental health policy and plan in place.
- The PSHE curriculum delivers a series of lessons throughout Years 7-13 that explicitly teaches about the rights of people with protected characteristics and the values of inclusion and diversity for us as a society. For further information the school's PSHE curriculum outlines, see <http://www.tiffingirls.kingston.sch.uk/Our-School/Pastoral/PSHE.aspx>
- We celebrated our first Disability Awareness month in 2022 which included a focus on neuro-diversity
- We encourage students to support one another, both in their year group and across years. Students act as academic mentors to one another, demonstrating we nurture a collaborative and supportive environment

- Incidents of bullying, discrimination or racism in the school are very low. Staff have received training on how to address issues as they arise.
- The school's House system is a way for students from different year groups to come together and develop new friendships and a healthy camaraderie.
- Student leadership is encouraged in school and the school council meets termly to discuss solutions to issues raised within the year group forums. This is overseen by the Senior Deputy Head and the Head Girls.
- Alumnae are invited to speak to students about their experience in their work place and careers, delivered through the TiffinTalk programme.
- Students are encouraged to enter competitions in areas that are predominantly male dominated such as Engineering and Computer Programming. This year the school are finalists in the CyberFirst London finals (Year 7) and the International Bebras Challenge on Informatics (Year 8) and one Year 9 student has made it through to the Oxford University Computing Challenge final.