



The Tiffin Girls' School

EQUALITY, DIVERSITY AND INCLUSION STATEMENT AND POLICY

REVISED March 2024

EQUALITY, DIVERSITY AND INCLUSION (EDI) 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.
6. The EDI governor meets with the Senior Deputy Head on an annual basis to review work in the area of EDI and its impact.

Responsibility of the Senior Leadership Team

7. Establish with all staff an overall vision of the school's duty to promote equality of opportunity for all.
8. Advance equality of opportunity and treatment for all members of the school community.

9. Seek to eliminate discrimination, harassment, or victimisation on the grounds of the protected characteristics listed in the Equality Act 2010.
10. Raise awareness through training for all staff, students and governors, by sharing regular updates on the work of the EDI Working Party, and through promoting this Equality Statement to all staff, students, parents, carers and governors.
11. Ensure that all policies and practices within the school are impact assessed against the aims above.

Responsibility of staff

12. To provide appropriate resources and a curriculum that holds in mind equality, diversity and inclusion and reflects a diversity of experiences.
13. Monitor, report and act on any incidents of discrimination, harassment or victimisation.
14. Follow guidance on areas relating to EDI that is shared with staff on an annual basis.

Responsibility of all members of the school community

15. 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 or neurodivergent
- 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 or neurodiversity, 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 attitudes towards neurodivergent people, good relations between neurodivergent and neurotypical people, and an absence of harassment of neurodivergent 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 or neurodivergent
- 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
- neurodivergent and neurotypical 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
- neurodivergent and neurotypical 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
- neurodivergent and neurotypical people
- 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.
9. Each curriculum area has an annual target to diversify and inclusify the curriculum. An EDI strand is included in all Curriculum Maps. Departments are engaged in an ongoing process of curriculum review, using the IESE's Inclusive Curriculum Survey

Ethos and organisation

10. 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

11. 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).

12. 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.

13. 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 23 below.

Roles and responsibilities

14. The Governing Board is responsible for ensuring that the school complies with legislation.

15. The Pay and Personnel Committee has consideration regarding the implementation of this policy, together with the Governor responsible for Equality, Diversity and Inclusion.

16. 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.

17. A member of the Senior Leadership Team, Deputy Head, has day-to-day responsibility for coordinating implementation of the policy.

18. 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
- follow guidance and procedures that are shared on an annual basis as part of our EDI training

19. 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

20. 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.

21. 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

22. 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

23. 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

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

EQUALITY OBJECTIVES revised July 2025

- (i) To promote understanding, inclusion and good relationships between everyone in our school community.
- (ii) To increase whole school awareness of sensitive use of language, particularly in relation to protected characteristics.
- (iii) To develop further specific whole school initiatives to support those who identify as being members of a group who have protected characteristics.
- (iv) 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
- (v) To develop further specific whole school initiatives to support the mental health of all.
- (vi) To embed strategies that support all departments in ensuring that their curriculum is as inclusive as possible, in terms of content and concepts, pedagogy, assessment, and reflexivity.
- (vii) To implement equality impact assessments in key operational areas of the school

For further information relating to protected characteristics under law, go to:

<https://www.acas.org.uk/protected-characteristics>

Demonstration of actions taken to fulfil our responsibilities – updated Summer 2025

- The school's vision is, 'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise', which is intended to inspire all students, reflect our community spirit and challenge us all. It's underpinned by the values:
 - *Community: Collaboration, Active Citizens, Celebrate Diversity*
 - *Love of Learning: Inspiration, Embrace knowledge, Creative & Critical thinking*
 - *Character: Integrity & Respect, Courage & Resilience, Independence & Initiative*
- The school launched a new Digital & AI Strategy in September 2024 which is seeking to adopt an education approach that more closely mirrors the world of work, is innovative, reflects our global community and equips the students with the skills to thrive in the modern world. At the heart of this is what we have termed 'icubed' learning, which focuses on the synergy of the following three areas that align with our values:
 - *Interconnected (Community):* Inclusive, Collaborative, Globally focused, Culturally aware, Different perspectives, Respect for human rights
 - *Interdisciplinary (Love of Learning):* Creative, Critical thinking, Curiosity, Multidisciplinary, Problem solving, Entrepreneurship, Digital literacy (AI), Project based learning
 - *Interpersonal (Character):* Empathy, Ethics, Leadership, Resilience, Adaptability, Teamwork, Change makers, Communication/Oracy
- 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, as well as sharing the main message for the year. This year's focus has been on the importance of giving, because: it makes students see beyond themselves, nurtures empathy, makes them feel good about themselves, helps forge new relationships and is a positive contribution to society. Importantly, they should give without expecting something in return, as this is a positive gesture rather than being transactional. This message of giving is reinforced termly to the students in whole school assemblies and has also been adopted in Year group assemblies during the year.
- The annual School Birthday provides an opportunity for the whole school to gather and celebrate its foundation, what makes the school special and unique and how we all contribute to making the school community so positive and enriching.
- Headteacher Awards are given to students weekly aligning with the school values of 'Community', 'Love of Learning' and 'Character', and staff can also recommend colleagues for a Headteacher Award.
- The school holds an LGBTQ+ week annually. This is predominantly student led, as we seek to empower the students in this area.

- A student survey in December 2024, to which 910 students responded, identified the following:
 - 97% of students who responded either agree or strongly agree that they feel safe at school
 - 94% 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
 - 79% 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 2025, to which 114 parents responded, identified the following:
 - 94% of parents responded either agree or strongly agree 'My child is well looked after at this school'
 - 84% of parents responded either agreed or strongly agreed, 'This school supports my child's positive mental health and wellbeing?'
 - 94% of parents responded either agreed or strongly agreed, 'This school is inclusive and tolerant of all faiths, heritage, gender and sexuality.'
- We use a student EDI survey to capture further feedback on diversity and inclusion within school and develop an action plan based on the findings.
- 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, neurodiversity and disability, student advocacy and language. We have implemented the following:
 - We have a termly EDI newsletter, which features mainly student articles
 - There are four student Diversity Leads who oversee the cultural celebration weeks in school
 - The student advocacy group continues to focus on peer support and issues relating to female empowerment. They are also working on a project with a local primary school to develop their library from an EDI perspective.
 - A group of Year 12 and 13 students are involved in a year-long project with the Bold Voices charity, along with two members of staff.
 - We recognise White Ribbon Day
 - External reviews by the Institute of Educational and Social Equity (IESE) of our Biology, History and PE curriculums, which engaged with students, all achieved a 'Gold' Award for their provision.
 - Every department has an EDI strand running through their curriculum.
 - We have implemented a Tiffin Girls' EDI glossary
 - We have run student and staff training on the use of language.
 - We have a calendar of cultural celebrations across the academic year
 - We have implemented Equality Impact Assessments for the School's Development Plan, Digital & AI Strategy, school trips, processes and policies.
 - This year, we introduced a new Staff Neurodiversity policy
 - We have reviewed the school's recruitment practices through a neurodiversity lens
 - We have appointed two Neurodiversity leads, who lead events within school and are a point of contact for younger students.
- The students demonstrate a strong culture of giving and respect for others by raising funds annually for a wide range of local, national and international charities. In particular, for Chewaa School in Nepal, via United World Schools.
- 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.
- The PSHE curriculum delivers a series of lessons throughout Years 7-13 that explicitly teach students 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 <https://www.tiffingirls.org/pastoral-care/>

- We continue to recognise Disability Awareness month and hold a Neurodiversity Week.
- We encourage students to support one another, both in their year group and across years. Students act as academic mentors to one another, across different year groups, 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 workplace and careers, delivered through the TiffinTalk programme.
- Students are encouraged to enter competitions that are STEM related such as Engineering and Computer Programming.
- The school is proud of its outreach work supporting the local community, reflecting our values through the work we do beyond the school's boundaries. Outreach activities includes the following:
 - Visits to care homes at Christmas – performing Christmas carols and dancing
 - Hosted a Primary Eco Conference attended by 11 local schools
 - Hosted a Secondary Eco Conference attended by 12 local schools
 - Hosted 5 local primary schools for a Royal Institution of Science event
 - Attending primary schools to support students with reading, delivering maths sessions, debating and discussing transition to secondary school
 - Hosted a Medics Conference attended by 10 local Secondary Schools
 - Hosted a Faraday Challenge competition for 5 other local secondary schools
 - Delivered an introduction to Science morning to local Year 4 primary school children
 - Students supported a Careers Day event at a local primary school
 - 9 students were members of Kingston and Richmond Youth Parliaments
 - Students supported a Dragon's Den event for local primary schools – 10 schools attended
 - Hosted a primary sports event led by Year 10 sports leaders
 - Shaping Futures programme to support (primarily) disadvantaged Year 5 students with English and Maths
 - KS3 debating competition for schools in Richmond and Kingston
 - Chelsea Youth Supporters Club – a team of students are supporting Chelsea implement an EDI initiative