

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

Student and staff names are accurately recorded and correctly pronounced. 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, procedures and materials for gender bias or inequality. As we are a single-sex school environment we seek ways to expose boys to the norm of a mixed environment through curricular and extra-curricular activities with for example Tiffin Girls' School.

Sexual Orientation

Positive attitudes towards homosexuality and negative attitudes towards homophobia are promoted through the school's social and moral development programme as well as through the inclusive ethos of the school. Homophobic bullying is not tolerated in any form.

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

The following objectives have been drawn from the school and departmental planning and review cycles on 2015/2016, staff and student views and from our performance analysis for the year.

1. To raise students' awareness of and counter the casual use of sexist 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 RAISEonline and to identify any potential issues around the under-performance of specific groups.
3. To reform the prefect system in order to create Sixth Form mentors to work with Years 7-10, 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 continue to work with students to value their home language and to support the desire to gain a language qualification in their home language.
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.

Summary Review of 2014-15 Objectives:

All national performance data shows that we have no identifiable group that underperforms in the School. In March 2015 the School was awarded a Pupil Premium Award by the Minister of State for Education as one of the top 140 schools in the country for the performance of our Pupil Premium students for the last four years. Through programmes in the 21st Century (PSHE) programme in the School we deliver lessons aimed at tackling the casual type of homophobic language that occurs and can appear to be socially acceptable in the wider world. Assemblies have reinforced the School's anti-racist and anti-homophobic stance. Our IT monitoring system is set up to identify unacceptable language and images – students are identified and dealt with if they are found to contravene the boundaries set. Major work has been done on mental health and other health issues with all year groups which is shown in the Health Worker Link Scheme (HLW) action plan. Additional counselling and information sessions have significantly added to the emotional and well-being support in the School for all age groups. The support for all languages, including support for students gaining qualifications in their home languages, represents the School's commitment to valuing the multi-cultural background of the School population and enhancing appreciation of different cultures. In addition, focused work is done with younger EAL students and increased literacy time has been allocated for Year 7. Examination performance data show that students who do not have English as their first language exceeded the value added performance at KS4 of first Language students.

Updated February 2016