



## 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, 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 for 2017-18**

The following objectives have been drawn from the school and departmental planning and review cycles on 2016/2017, staff and student views and from our performance analysis for the year.

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.

#### **Summary Review of 2016-17 Objectives:**

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 2016, where our excellent Progress 8 score of 0.68 for disadvantaged pupils was better than the whole school score. Our schemes of work in the 21<sup>st</sup> Century Life programme (PSHE) have included lessons aimed at tackling casual use of sexist and homophobic 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, have also reinforced this, although the School recognises that there is more work to be done in this area. 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 2016, and with a Progress 8 score of 0.75 exceeded the value added performance of other students. 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.

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