



Equality Statement and Objectives

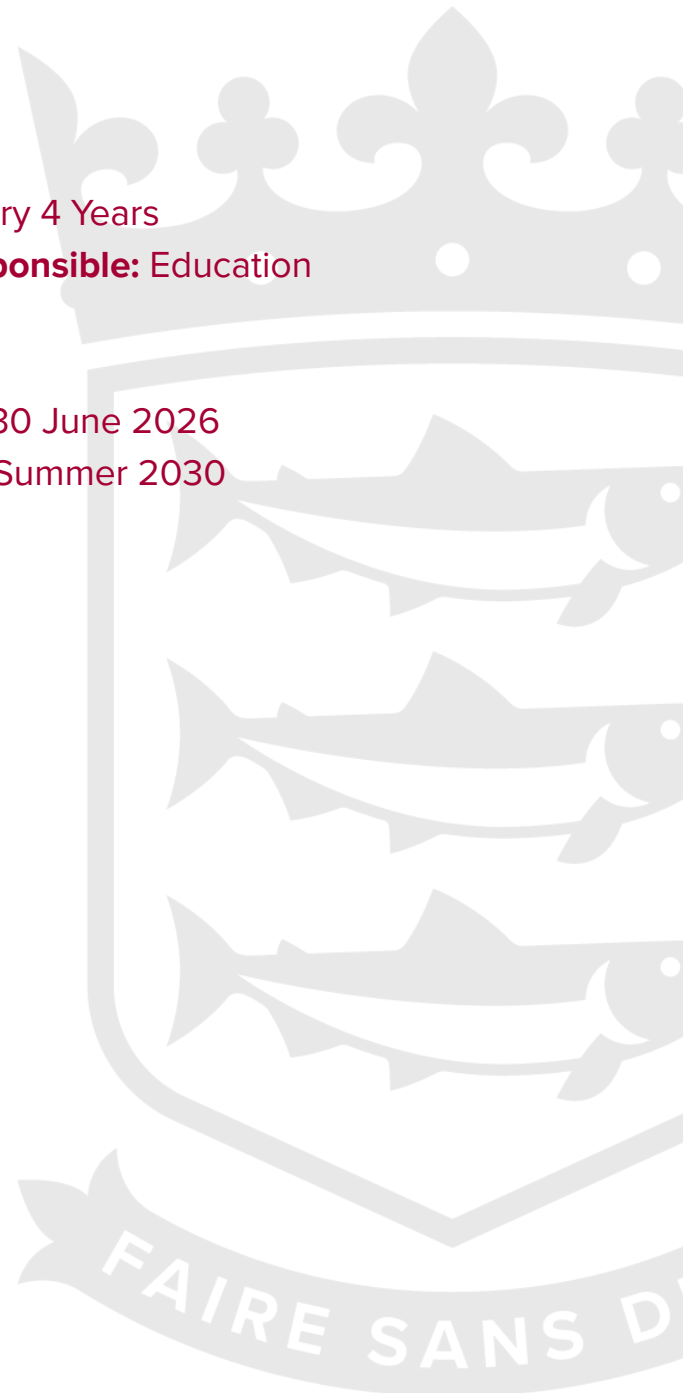
STATUS: STATUTORY

Review Cycle: Every 4 Years

Governors Committee Responsible: Education

Date of Last Review: 30 June 2026

Date of Next Review: Summer 2030



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. (see Annex 2.)

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 multicultural 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 are a single-sex lower school environment, with a co-ed sixth form. As such, we seek ways to expose our students to the norms of a mixed environment through the design of our curriculum and curricular and extracurricular activities.

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. We celebrate diversity. Homophobic, transphobic, bi-phobic and any other form of bullying is not tolerated.

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 Human Resources 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.

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 on the school Management Information System (MIS) and CPOMS (Child Protection Online Monitoring System) 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 and Safeguarding reviews. The governing board 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 board 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

1. To continue to promote the LGBT+ Society to staff and students and ensure that student voice is heard in relation to LGBT+ through regular meetings and the inclusion of all year groups in the running and delivery of the society and through publicised celebratory events such as Diversity and Pride week.
2. To continue to review the school pastoral and curriculum programme, to embed a sense of Belonging for all, in particular regarding Ethnic Diversity and Equal opportunity, to counter the influence of hate, racism, misogyny and discrimination spread through the internet and social media.
3. Continue 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.

Previous Objectives

The following objectives have been drawn from the school and departmental planning and review cycles on 2023/2024, staff and student views and from our performance analysis for the year.

1. To promote the LGBT+ Society to staff and students and ensure that student voice is heard in relation to LGBT+ through regular meetings and the inclusion of all year groups in the running and delivery of the society and through publicised celebratory events such as Diversity and Pride week.
2. To continue to review the school pastoral and curriculum programme regarding Ethnic Diversity and Equal opportunity during the increased profile of BLM, the Me Too movements and continue to counter the influence of misogyny and discrimination spread through the internet and social media.
3. Continue 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.

Review: July 2026

1. The LGBT+ Society is well established with enthusiastic and committed students and staff leadership. 21CL (PSHE and RSE curriculum) has been reviewed to ensure LGBT+ representation is embedded and explicit. Pride and Diversity week are embedded in our school and our ethos of Belonging is emphasised in the school's vision and Improvement Plan 2024.
2. This review has been completed and the Schemes of Work in 21CL, Sixth Form Enrichment and curriculum departments have been updated to ensure equality is embedded in our ethos and curriculum. Policies have been reviewed to ensure they reflect a culture of racial justice and gender equality. One of the three school values is 'Belonging' and the statement to support that, which is visible on the website and consistently supported in all our communication, emphasises that we are an inclusive community for all our students, staff, parents and governors.
3. The sixth form is now a fully co-ed sixth form. The inclusion of girls in year 12 and 13 has been an enormous success. The DHP team is co-ed and girls have high profile leadership, involvement in sport, House systems, societies and student voice. Feedback from the student voice is that the integration is positive and the girls feel quickly welcome and at home at Tiffin. The impact in the lower school has also been positive, with all students responding well to the presence and leadership of female prefects and their inclusion around the school.

Annex 2: Equality at Tiffin School

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 and gender identity, sexuality, disability and/or ability. All Tiffin students are therefore required to uphold this statement of principle.

The Tiffin staff and governors remain very clear; any act of prejudice or discrimination is unacceptable. Every act of prejudice, discrimination or abuse reported to the school will always be appropriately investigated with suitable actions taken.

At Tiffin acts of prejudice, discrimination or abuse are socially unacceptable, and to be a bystander is also considered to be complicit.

We also expect these values to be reflected in our students' conduct beyond school and online. Any student found to harass, abuse or bully others, including via social media and other online forums, will be breaking our principles of respect and equality for all and in addition will be deemed to be bringing the school into disrepute. In such cases we will apply our Behaviour and Pupil Disciplinary Policy.

Reporting and complaints

We recognise that there are barriers which deter students from reporting incidents, which is why we have an anonymous online form for bringing concerns to the school's attention regarding breaches of this Statement of Principle and the school Code of Conduct. There is also a separate Safeguarding online form for requesting contact with the safeguarding team, in addition to the usual contact that can be made through the pastoral and safeguarding staff.

We also regularly consult with a representative group of sixth form students to discuss issues related to harassment and discrimination.

One of Tiffin's core values is to "seek to develop students ...who are kind, empathetic and respectful to all". We are extremely proud of our multicultural and diverse school community, and the celebration of the individual that lies at the core of our ethos. By listening and learning together we will ensure that Tiffin is a community where people always feel safe, respected and able to be their authentic selves, free from all forms of discrimination.