



## 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 2022**

- 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.
- Headteacher Awards are given to students weekly aligning with the school values of ‘Community’, ‘Love of Learning’ and ‘Character’. Over 900 were given out to students during the academic year 2020-21.
- The school achieved a Stonewall Bronze Award in August 2019, demonstrating that it is an inclusive school environment, specifically supporting those that identify as LGBTQ. The school has held an LGBTQ week for the last four years and is in the calendar for this academic year.
- We have updated the wording of the objectives above from BIPOC to ‘diverse’ community in order to move away from terminology that some people find problematic.
- We have created a staff Equality, Diversity and Inclusion working party. Sub-groups within this include: policies, recruitment, curriculum, student experiences, staff experiences, training, disability, language and communication. We have a termly EDI newsletter and we provide training for staff and students e.g. on inclusive language. We are working with external organisations to review our curriculum. A group of staff are focusing on a research based approach to the inclusive curriculum.
- Staff training in September 2021 included a focus on language used when talking to students
- A student survey in December 2020 to which 754 students responded, identified the following:
  - 88% of students who responded (663) either agree or strongly agree that they feel safe at school
  - 94% of students who responded (706) either agree or strongly agree that the school community is inclusive and tolerant of all faiths, heritage, gender and sexuality groups
  - 79.5% of students who responded (599) either agree or strongly agree that the school promotes positive wellbeing and supports good mental health
- A parent survey of June 2021, to which 317 parents responded, identified the following:
  - 91% of parents responded (288) either agree or strongly agree ‘My child is happy at this school?’

- 91% of parents responded (288) either agree or strongly agree 'My child is well looked after at this school'
- 91% of parents responded (288) either agree or strongly agree 'This school is well led and managed'
- 76% of parents responded (240) either agree or strongly agree 'This school supports my child's positive mental health and wellbeing?'
- A student survey focusing on EDI was completed by over 700 students in June 2021. Some of the key findings of the survey are as follows:
  - 79% of students responded that they feel the curriculum promotes equality or promotes it well and 78% of students responded that they feel the curriculum celebrates diversity or celebrates it well
  - 80% of students said they have opportunities, or sometimes have opportunities to discuss issues relating to EDI in lessons
  - 71% of students said language used by staff is respectful and inclusive or very respectful and inclusive, 24.9% of students said this varies.
  - 65% of students said language used by students is respectful and inclusive or very respectful and inclusive, 30% of students said this varies.
  - The students enjoy coming to school and learning and the very high attendance rates demonstrate this: Years 7-11 was 96.84% and Years 12 and 13 was 96.16% for 2020-21
- Feedback from the survey was shared with staff and students, along with action points emerging from analysis of the survey. These included:
  - Changes to the uniform and sixth form dress code policies
  - Follow up meetings with students about key issues including the ability to follow religious practices in school
  - The creation of a calendar of cultural celebrations across the academic year
  - A calendar of festivals and key events to which students can contribute ideas and resources
  - The appointment of four diversity leads to coordinate cultural celebrations and events and to act as a point of contact for students.
- The school's Behaviour for Learning policy is reviewed annually and changes are implemented at the start of the Academic year.
- The students demonstrated a strong culture of giving and respect for others by raising £14,000 for a wide range of local, national and international charities in the academic year 2020-21 despite the school year being impacted by lockdown.
- 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. A new wellbeing space is in use and a therapy dog is on site.
- The PSHE curriculum delivers a series of lessons throughout Years 7-11 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> The newly appointed PSHE and Citizenship Curriculum co-ordinator is part of the EDI group and is meeting with various groups of students to gather their feedback.

- We will be celebrating Disability Awareness month in 2022 which will include a focus on neuro-diversity
- The school recognises different religious events, for example, Jewish new year, Diwali, Eid. We have appointed four student diversity leads who will oversee half termly celebrations of cultures represented in the school and promote religious and cultural festivals.
- 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
- We created opportunities for students to share their views about issues relating to sexual harassment, both anonymously and in person, in response to the discussions engendered by the murder of Sarah Everard. We have set up a student advocacy group who focus on peer support and issues relating to female empowerment. This group organised the school's participation in White Ribbon Day for the first time in November 2021 and have communicated with parents and students.
- Incidents of bullying, discrimination or racism in the school are very low. Staff have received training on how to address issues as they arise.
- Training has been delivered to staff on a range of areas relating to EDI. These have included use of language, dealing with incidents of discrimination and students' experiences of sexual harassment. The EDI newsletter has also provided an opportunity for both staff and students to develop their understanding further.
- 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 DHT and Head Girls.
- The uniform and Sixth Form dress codes have been reviewed, reflecting feedback from students and now include the HALO code. Staff have received training on how to discuss and address uniform and dress code issues.
- We provide Pastoral Parent Talks throughout the year, for example, Bereavement, Friends programme etc, that are intended to support parents and their children
- During the various lockdowns over the past two years the school implemented a number of initiatives to support students:
  - Created an intranet site 'TGS Quaranteens' which provided information and guidance on mental health and wellbeing, as well as a BLM subsite in response to the death of George Floyd.
  - We held virtual whole school and year group assemblies
  - The Headteacher provided 'drop in' virtual chats
  - There was a weekly tutor time
  - Pastoral lessons were delivered weekly
- Alumnae are invited back to speak to students about their experience in their work place and careers
- Students are encouraged to enter competitions in areas that are predominantly male dominated such as Engineering and Computer Programming. This year the school was recognised as the 'Cyber School of the Year'