

Equality Policy

- Information & Objectives

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated via the school website so that they are accessible to staff, students and parents.
- Ensure that the published equality information is updated regularly. The document will be updated every 4 years and there will be a report on progress annually.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Global Learning, Wider Perspectives, Religious Studies and Tutor time, but also activities in other curriculum areas. A key strand of the school's curriculum intent is that students should be valuable members of society:

“Our students will learn to conduct themselves positively, becoming confident, reflective, resilient and responsible members of society.

Summerhill students will develop independence as well as being able to live/work in harmony with others, respecting beliefs that differ from their own.

Our students will have a clear moral compass; care for the environment; value their own and others' physical, mental and emotional health.”

- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies, and organising school trips and activities based around the local community. We look forward to visits by Year 10 students to a range of places of worship within the Global Learning curriculum.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Monitoring arrangements

We will update the equality information we publish every year. (see Appendix A)

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Curriculum
- Behaviour Policy
- Staff Conduct Policy

Appendix A: Equality Monitoring

Profile of our school community: Updated November 2023

As we have less than 150 staff, we are not required to publish data showing their characteristics. However, we have done so in categories where the data is easily available and does not enable the identification of individuals

Age:

Age in years	Summerhill students	Summerhill Staff	Summerhill SLT	Summerhill Teachers	Summerhill Support Staff
10-19	100%				
20-29		19%		27%	15%
30-39		35%	27%	38%	42%
40-49		24%	66%	21%	17%
50-59		17%	7%	14%	32%
60-69		4%			13%
70-79		1%			1%
80+					

Sex:

	England and Wales	Summerhill students	Summerhill Staff	Summerhill SLT	Summerhill Teachers	Summerhill Support Staff
Female	51%	49%	70%	43%	69%	80%
Male	49%	51%	30%	57%	31%	20%

Ethnic background:

	England and Wales	West Midlands	Dudley	Summerhill students
White British	80.5	79.2	88.5	89.4%
Asian	7.5	10.8	6.1	4%
White Other	5.5	3.6	1.5	0.8%
Black	3.3	3.3	1.5	0.3%
Mixed	2.2	2.4	1.8	3.6%
Other	1.0	0.9	0.7	0.4%
Unknown				1.8%

Disability:

	Summerhill students
Education Health Care Plan	3.9%
SEN Support	11.4%
Medical care plan (not already included above)	4.1%

Religion or Belief:

	Summerhill students
Christian	346
No religion	324
Muslim	18
Hindu	6
Sikh	10
Jehovah's Witness	2
Other	142
No response / prefer not to say	215

Sexual Orientation:

We do not collect or store data on the sexual orientation of students

Gender Reassignment:

We do not collect or store data on the gender reassignment of students

Educational progress of our students: Updated November 2023

	Progress 8 score 2019	Estimated Progress 8 score 2020	Estimated Progress 8 score 2021	Progress 8 score 2022	Progress 8 score 2023
All students	+ 0.20	+0.11	+0.08	+0.57	+0.25
Female	+0.52	+0.47	+0.11	+0.73	+0.28
Male	-0.18	-0.22	+0.04	+0.42	+0.22
White British	+0.20	+0.11	+0.04	+0.61	+0.29

Please note: where there were less than 10 students in any group, their data has not been published to avoid identifying individual students. Comparisons for small cohorts would not be statistically valid.

There is no national calculation of progress 8 for 2020 and 2021. The figures for 2020 and 2021 should not be compared with each other or with 2019 as the assessment methodology was not the same.

2023 grades have now reverted back to pre-covid levels.

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Finance and Staffing Committee of the governing board.

Why we have chosen this objective:

To ensure that we are no discriminative in any recruitment process.

To achieve this objective, we plan to:

Shortlist applicants without knowledge of race, gender or disability.

Progress we are making towards this objective:

Objective 2

To challenge the gap of PP students and non-PP students with academic outcomes.

Why we have chosen this objective:

This is a national issue and Summerhill will continue to obtain the best possible outcomes for PP students to ensure they have the same platform as all other students for future pathways.

To achieve this objective we plan to:

Continue to implement and sustain a program of bespoke intervention for PP students (highlighted in PP report)

Progress we are making towards this objective:

Objective 3

To challenge the gap of SEN students and non-SEN students with academic outcomes.

Why we have chosen this objective:

This is a national issue and Summerhill will continue to obtain the best possible outcomes for SEN students to ensure they have the same platform as all other students for future pathways.

To achieve this objective we plan to:

Continue to implement and sustain a program of bespoke intervention for SEN students (highlighted in SEN report)

Progress we are making towards this objective:

Objective 4

To challenge the gap of CiC students and non-CiC students with academic outcomes.

Why we have chosen this objective:

This is a national issue and Summerhill will continue to obtain the best possible outcomes for CiC students to ensure they have the same platform as all other students for future pathways.

To achieve this objective we plan to:

Continue to implement and sustain a program of bespoke intervention for CiC students.

Progress we are making towards this objective:

