

**SUMMERHILL SCHOOL**  
**British Values / Equality Duty Policy Statement**

(all data in this policy has been taken from the 2016 January School Census)

# SUMMERHILL SCHOOL STAFF INFORMATION FILE

## Introduction

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence and to decide on specific and measurable objectives.

## Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

### 1 All learners are of equal value

We see all learners and potential learners and their parents and carers, as of equal value:

### 2 We recognise and respect difference

Treating people equally (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.

### 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 non-disabled people, and an absence of harassment of disabled people
- positive interaction, 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, and women and men, and an absence of sexual and homophobic harassment.

### 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 and promotion, and in continuing professional development.

### 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 groups.

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### **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.

### **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 all groups.

### **8 We base our policies and practices on sound evidence**

We maintain and publish information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

### **9 Measurable objectives**

- We formulate and publish specific and measurable objectives, based wherever possible on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).
- We prepare our objectives taking into account national and local priorities and issues, as appropriate.
- Our equality objectives are integrated into the school improvement plan.
- We keep our equality objectives under review and report annually on progress towards achieving them.

### **Ethos and organisation**

We ensure the principles listed in the guiding principles above apply to the full range of our policies and practices, including those that are concerned with:

- Students' progress, attainment and achievement
- Curriculum, teaching and learning
- Assessments and examinations
- 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, sanctions and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

Any form of prejudice is challenged in line with school policy (see also Section 3)

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with (see Behaviour Policy and Confidential Reporting Policy)

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We keep a record of prejudice-related incidents and, provide a report to the Governing Body (termly) and the local authority (annually) about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

Each committee of the governing body will include in its remit a watching brief regarding the implementation of this policy.

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.

The Assistant Headteacher, Student Support, has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver a curriculum and lessons that reflect the guiding principles above
- Support students in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

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.

### **Religious observance**

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

### **Monitoring and review**

Given the small number of individuals within many groups, it is not always valid to use quantitative data to track differences.

We collect, analyse and use data regarding the behaviour and attendance of students and the achievement of students. This is broken down by gender, ethnicity and SEND.

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As part of the recruitment process data regarding the following is collected. This is used by the LA for monitoring purposes.

- Ethnic origin
- Religion/Belief
- Date of Birth
- Age range
- Gender
- Sexual orientation
- Disability

## Equality Information

### Race

95.5% of the school's students are from a White British/White English background. The remaining students are spread between the following ethnic backgrounds:

- Indian
- Other Asian
- Other Black African
- Chinese
- White and Asian
- White and Black African
- White and Black Caribbean
- White European
- White other

99.5% of the schools' students speak English as their first language. Other languages spoken at home include:

- Polish (3)
- Panjabi (1)
- Danish (1)
- Other than English (3)

### Disability

- There are a few students whose long term health issues have an impact on attendance
- The school maintains a register for staff to declare any personal disability
- The school was built in 2003 under a PFI initiative and was built to meet DDA compliance legislation at that time.
- The school has a lift.
- The school makes all reasonable adjustments to the school environment, equipment and resources to ensure staff and students don't experience any accessibility issues.
- 10.4% of students are included on the current SEND list
- 3.1% of students have a Statement of Educational Needs (21 students)

### Gender

- The staff population is significantly more female than male with 72% of the teaching and TA staff being female.
- There are more boys in the school (51.1% boys, 48.8% girls)
- On average, female students make more progress, but this is not consistent through the school.
- 62.3% of teaching staff are female.
- A similar proportion of male and female staff hold a TLR responsibility.
- 86% of non-teaching staff are female.

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## Age

- The school is an 11-16 Community School.
- The school's published admission number is 201 students in each year group.
- The largest year group is currently Year 11 with 209 students
- The smallest year group is currently Year 10 with 199 students
- The age profile of teaching staff shows no significant difference.
- 74.6% of non-teaching staff have an age profile in their 40s and 50s.

## Religion or belief

The school's management information system records students' religion where parents have volunteered the information. Current information shows the spread of religions as follows:

Christianity	70.8%
No religion	17.5%
Not specified	9.3%
Hindu	0.5%
Muslim	0.5
Buddhist	0%
Jehovah's Witness	0.5%
Sikh	0.4%
Other Religion	0.5%

## Sexual orientation

No data about the sexual orientation of students, parents or staff is currently analysed by the school.

## Pregnancy and maternity

The school adheres to the requirements of flexible working.

## Gender reassignment

No data is collated by the school about gender reassignment either for students or staff.

## Marriage or civil partnership

No data is analysed by the school.

We strive to make all students feel safe (free from bullying behaviour for example) and to feel valued, irrespective of their gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

This core value is evidenced daily by:

- A very clear school behaviour policy, resulting in high standards of behaviour across the school, where allegations of bullying are taken seriously and always investigated
- Courtesy shown towards all students, including those with restricted mobility, as they move around the school
- There is no stigma attached to any child who regularly uses the learning support room
- There are no pre-set gender ideas as to option choices for students, such as Textiles, DT, Food or Construction.
- We study different faiths within our Religious Studies curriculum, and students are encouraged to share their thoughts and beliefs in RS lessons and Global learning lessons in an open and non-threatening way.
- Diversity and British values are celebrated within high-profile Global Learning lessons
- The purchase of specialist equipment to ensure all students and staff, irrespective of SEND, can access the learning environment.

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- Children choose to sit where they want in the café and there has never been any segregation of different groups.

Specific aspects of the School Improvement Plan 2019 that aim to foster and develop this core value are:

1.1g Introduce a House System to embody positive and ideal family values.

2.4a Build core common language around pace and differentiation, leading to the ability to train staff effectively on a secure basis of pedagogical understanding and ultimately leading to greater progress for all students.

2.4b Introduce and embed WITFAST: Whatever it takes for all students to... as a concept replacing the broad term 'differentiation'.

2.4c Develop Schemes of Learning to ensure that they are appropriately differentiated to meet the needs of students with special educational needs and to ensure appropriate, planned, stretch and challenge for all.

3.1b Use the House System to develop the ethos, engagement and aspiration through positively channelled behaviour and attitudes to a rounded and mutually respectful life.

4.2c. Review programme of learning to ensure full coverage of relevant aspects of Citizenship; PSHEE; British Values; Careers Education; Information Advice and Guidance; KS4 core RE; SMSC across a 5-year programme.

### **Reporting and reviewing objectives**

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year (as part of the School Improvement Plan) and review and revise the Schools Equality Objectives as the same time annually.

### **Roles and responsibilities**

The governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

### **Publication**

The School's Equality Objectives are published and are available to all on our website.

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## Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Confidential Report Policy. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.