

“FAIRNESS FOR ALL”

The school is located on the Staffordshire border with predominantly white middle class students. The school has a small representation of students and staff from ethnic minorities. There is a fairly equal gender balance slightly favouring male students and favouring female staff. Disability affects a tiny proportion of the school population.

1 Aims and values

Equality of opportunity at Summerhill is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – students, staff, governors, parents and community members.

We aim:

- To ensure that all our students have an equal chance to make good use of the education that the school offers to enable them to choose their future patterns of life and to take full advantage of their opportunities in society.
- To foster positive attitudes towards all people and demonstrate both within school and the wider community our opposition to all forms of inequality, racism, prejudice and discrimination.
- To meet all individuals' special needs having due regard for their physical and intellectual ability, gender, race, cultural and social background.
- To develop the physical, academic, cultural, moral and spiritual development of all individuals.
- To encourage respect and tolerance for others and appreciation of human and social relationships.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

2 The school's commitment to race equality

All students and staff are encouraged and able to achieve their full potential.

3 Leadership and Management and Governance

The governing body and school management set a clear ethos which reflects the school's commitment to equality.

Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content.

SUMMERHILL SCHOOL STAFF INFORMATION FILE

4 Policy planning and review

Policy evaluation and auditing tools will be used to identify specific targets for action.

Monitoring data will be used to monitor the attainment and progress of all groups of students, and targets set to remove any identified gaps.

5 Implementing the policy

The policy will be embedded in monitoring procedures.

6 Admissions and Attendance

The admission process is administered according to LA policy. Our attendance policy promotes good attendance for all students.

7 Attainment, progress and assessment

Staff have high expectations of all students and they continually challenge them to reach higher standards.

8 School Ethos: Equal Opportunities

The school opposes all forms of racism, prejudice and discrimination.

Clear procedures are in place to ensure that all forms of bullying behaviour and harassment are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All students are aware that prejudice or discrimination will not be tolerated.

Written abuse - including graffiti, student notes, printed literature, e-mail, text messages, cyber bullying verbal abuse - including name-calling, use of humour, mimicry or incitement and exclusion from groups because of ethnic/gender/social grouping will not be tolerated.

All offences should receive immediate response and Tutors be notified. Support should be given to the victim. This should be followed by clear statement of the policy to the perpetrator and possibly to the associated peer group. All racist incidents are referred to the Assistant Headteacher Pastoral, and are reported to the LA.

9 Behaviour, Discipline and Exclusion

The school's procedures for managing behaviour are fair and applied equally to all.

10 The school community

- Every student should have the right to be included in all school activities.
- All students should feel that they are respected and valued.
- Expectations of students' roles, abilities and future roles could be a form of stereotyping that is inaccurate and damaging. Teachers should know that their expectations affect the achievement, behaviour and status of students. We should acknowledge and respect the values, skills and experience of others.
- All staff should ensure that students' names are correctly spelt and pronounced properly.

SUMMERHILL SCHOOL STAFF INFORMATION FILE

- Teachers need to be aware of and sensitive to different naming traditions and encourage students to respect and accept names from cultures other than their own.
- All students should have access - through the Enrichment programme - to this policy.
- All students are provided with appropriate career advice and guidance.

11 Teaching and Learning

Teaching is responsive to students' different learning styles with the teacher taking positive steps to include all groups or individuals.

Teachers encourage students to become independent and to take responsibility for their own learning.

Resources and displays reflect the experience and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas. They should accommodate the needs of all.

12 Curriculum

The delivery and content of the curriculum should reflect this policy document, making all students aware of different environment, societies, systems and cultures. The students should, through curriculum, explore and share ideas, opinions and interests, which derive from different experiences.

Departments should develop systems to monitor the effective delivery of the curriculum to all students.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- ✓ Pupil premium students;
- ✓ boys and girls;
- ✓ students learning English as an additional language;
- ✓ students from minority ethnic groups;
- ✓ students who are gifted and talented;
- ✓ students with special educational needs;
- ✓ students who are at risk of disaffection and exclusion.

13 Staffing: Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines and reflect the diversity of the local and wider community.

Advertising for posts within the school draw candidates' attention to the school's 'Fairness for All' policy.

The Governing Body and the Head Teacher, whilst appointing the most suitable candidates, should bear in mind the school's "Fairness for All" policy at every stage of appointment.

In order to promote equality of opportunity through curriculum delivery, staff should:

- (a) examine critically the assumptions and biases contained in their own attitudes.
- (b) increase their awareness and expertise through CPD opportunities.

SUMMERHILL SCHOOL STAFF INFORMATION FILE

14 Partnership with Parents and the Community

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school works with Mitie FM to ensure that premises and facilities are equally available and accessible for use by all groups within the community.

15 Monitoring and Review

Member of staff responsible for Equal Opportunities: Julie Robinson

Date of policy: Revised July 2016

Date for review of policy: July 2017

SUMMERHILL SCHOOL STAFF INFORMATION FILE

ANTI - BULLYING POLICY

- 1 It is the aim of our school to provide a safe, secure environment where everyone feels valued and able to achieve their best.
- 2 Bullying behaviour is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. The most common forms of bullying behaviour are name calling, physical aggression, threats and spreading rumours. It includes racial and sexual harassment.
- 3 The school will not tolerate bullying behaviour in any form or under any circumstances. It is the responsibility of all staff and students to report any incidents of bullying behaviour to Heads of Year or the Assistant Headteacher (Pastoral).

The issues of bullying behaviour are dealt with in Enrichment activities, through assemblies, through the work of peer mentors with year groups and by the use of posters in classrooms and around the school. Students are made aware of the sanctions which may be applied from the Code of Conduct through tutor time sessions.

Students are encouraged to develop responsibility for others by reporting any bullying behaviour or other problems to a member of staff.

All incidents of bullying behaviour should be dealt with in a sympathetic and thorough way.

- Any incidents of verbal harassment should receive an instant reprimand from the member of staff and where the comment is a racist comment it should also be reported to Mrs Robinson - Assistant Headteacher. The Head of Year and Tutor should also be informed.
- Any incidents of bullying behaviour should be recorded, dealt with promptly and the Head of Year informed immediately.
- The victim should be reassured that they have not done wrong, and should be offered further support through links with a member of staff or a peer mentor.
- Written statements must be obtained from all parties involved, including witnesses.
- The Head of Year should contact the parents of students involved.
- Sanctions should be used in line with the school behaviour policy.
- The incident should be followed by careful monitoring of the students involved and follow-up contact with parents.
- Follow-up support should be given to all students involved. This may involve work with outside agencies particularly the School Counsellor.