



**EQUALITY POLICY
& SINGLE
EQUALITY SCHEME
2015- 2017**

THE EQUALITY POLICY AND SINGLE EQUALITY SCHEME**PART 1 – EQUALITY POLICY****INTRODUCTION**

Cleves strives to ensure that all members of the school community, regardless of gender, race, background, religion or ability, are enabled to take full advantage of the opportunities offered by the school without being deterred by stereotyping or fear of ridicule. We support and uphold the principles underpinning the Rights Respecting Agenda.

In writing this policy due regard has been given to the school's Vision Statement, the Teaching & Learning Policy and the Equality Act (2010).

THE SCHOOL CONTEXT

Cleves is a forward thinking, large junior academy school, that constantly strives to do the best for its pupils. Our postal address is Weybridge, Surrey but we sit right on the border of Hersham/Walton. We draw from a wide local area – Weybridge, Walton and Hersham. We are a founder member of the Voice Education Trust and the Elmbridge Partnership. We are the lead school to the Weybridge Children's Centre. We have developed a skills based, creative curriculum and focus on the well-being of the whole child, equipping them with the skills, confidence and knowledge they will need to deal with the challenges of future life. We consider budgets carefully and work to achieve value for money through the hard work, dedication and commitment of the staff. Performing Arts and Sports are particular strengths and we use these not only to develop relevant subject-related skills but also to introduce and consolidate more general life skills.

The school's ethos and core values promote an inclusive community where equal opportunity and mutual respect is shown to all. We are committed to removing barriers for all pupils so that they will be offered the maximum opportunities to achieve their potential whilst feeling safe and supported. Our principles are committed to eliminating all forms of discrimination, harassment and bullying and to promoting good relations across the school community.

We are a five form entry junior school with approximately 600 pupils. We take from a wide "catchment" and therefore accommodate a diverse range of backgrounds and abilities. Our pupil intake is mainly white European, including White British and White Irish with approximately 17% other ethnic groups. This group are of mixed parentage and include Asian, Indian, Pakistani, African, Chinese, and Bangladeshi. 14% of our staff are of ethnic minority, including Chinese, Caribbean, African, Indian, Bangladeshi and other white backgrounds.

We have not had any racist incidents in school as our ethos precludes these.

Achievement and expectations are high and SATs results continue to be above the national average. There is a positive ethos in the school and a close partnership with parents and carers.

Many parents/carers are busy working and the time they can give their children is limited. We have a significant number of single parent families and have a low percentage of free school meals, but are aware not all families register.

The percentage of SEN pupils and the proportion of children with English as a second language are rising but are still below the national average. We have approximately 10% of children who speak English as an Additional Language (EAL) and whose first language is reported not to be English. There are a high number of Statemented children (2%) at Cleves compared to numbers at SEN Support (11%). The children on the SEN Register have a range of varied and often complex needs - cognition and learning, emotional, social, mental and medical, communication and interaction and physical and sensory difficulties. We also monitor a large number of vulnerable children who may not fulfil the SEN criteria but whose needs are recognised.

We offer an excellent range of free extra-curricular school clubs to give children a wide variety of opportunities to pursue interests, develop abilities and encourage risk-taking.

Attendance is above the national average and vulnerable pupils' attendance is monitored carefully and supported by the school wherever and however possible, e.g. helping parents organise travel arrangements, involving the Home School Link Worker and Education Welfare Officer etc.

School Premises

The school is located on a single site of 9.5 acres with a significant playing field area. All buildings have disability access and a specifically designated disabled toilet. All buildings erected after 1988 have doorways to accommodate wheelchair access. The Learning Development teaching area is extensively resourced and has various sized rooms for individual and group work. It is in a central location within the school, highlighting inclusivity. Signs are sympathetically coloured to accommodate for the visually impaired and correspondence can be obtained in large print format if requested. Changes in height will be designated by yellow stripes and a hearing loop is due to be installed in the Sports Hall.

AIMS AND VALUES

Our Vision Statement outlines:-

At Cleves we aim to develop an inclusive community in which each individual feels supported and secure and through which everyone has an equal opportunity to succeed.

At Cleves we aim to teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active and responsible citizens through the provision of a broad balanced curriculum.

At Cleves we are all learners, striving to progress and develop. Through challenge, we achieve high standards.

We are an inclusive school in every sense of the word, we have full disability access and everyone is treated equally. We believe in providing equal opportunities for all pupils and staff and our strategies for achieving this are stated in our policies.

We value the diverse backgrounds of our pupils and staff and community. This is demonstrated through our broad curriculum, which includes a celebration of the Indian, African, South American and Chinese cultures. Our programme of residencies often includes a multicultural aspect, e.g. Sakoba, Random and Brazilian Dance.

We encourage, support and enable all pupils and staff to reach their potential through offering equal opportunities. We are a long-established Investors In People school and our analysis of ethnic children shows that they achieved at or above their expected levels.

At Cleves we aim to teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active and responsible citizens through the provision of a broad, balanced curriculum.

Through our focus on encouraging children to make a positive contribution to their community, we help our children to become responsible individuals through provision of an active citizenship programme and a whole school emphasis on PSHE which teaches the children how to operate in the Cleves community and thus in the community at large.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the appropriate legislation.

At Cleves we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Cleves aims to identify and remove barriers to disabled pupils in every area of school life.

Cleves has high aspirations for its disabled pupils and encourages them to participate in all aspects of school life

At Cleves our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At Cleves we will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We do this by:

- Building on our culture of listening to and respecting the views of pupils, staff, parents/carers and others.
- Challenging stereotyping and prejudice whenever it occurs through positive educational experiences and support for each individual's point of view, thus promoting positive social attitudes and respect for all within the school community.
- Encouraging disabled pupils, parents/carers, staff and other users of the school to become involved in the development of our Single Equality Scheme and in setting priorities for our Action Plan on an ongoing basis.
- Providing appropriate training and information about disability equality to pupils, parents/carers and staff.
- Building and maintaining strong links with the local community and disability organisations.

APPROACHES TO PROMOTING EQUALITY, DIVERSITY AND TACKLING DISCRIMINATION

Curriculum:

- Islam and Hinduism
- Study of Diary of Anne Frank and Holocausts
- Choice of texts
- Residencies and Clubs
- Global Dimension and International and National Links

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Teaching & Learning:

- PSHE programme (we are a Health Promoting School)
- See Teaching and Learning Policy

We:

1. Collect, analyse and act upon data concerning the achievements of children of different ethnic, gender and ability groups.
2. Ensure that children, with staff, set academic and personal targets to enhance their learning, performance and expectations.
3. Ensure that we have equal expectations both academically and socially, of genders, all beliefs and every culture.
4. Challenge unnecessary low expectations of pupil ability whether held by the pupils themselves, teachers or families.
5. Ensure that all children have equal access to the resources of the school, including teacher time, as appropriate.
6. Build and support individual self-esteem.
7. Establish criteria for the selection of books, multimedia and other resources to challenge stereotypes and promote a positive image of different cultures.
8. Raise awareness of prejudice through the curriculum and celebrate differences.
9. Make a commitment to development and training for all members of the school community.

Thus the school's overall objective is to consistently promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds.

ROLES AND RESPONSIBILITIES

This policy outlines the specific roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

Promoting equality and raising the achievement of all pupils, regardless of sex, race, disability, religion or belief is the responsibility of the whole school staff.

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School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher/Leadership Team are responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers are aware of it
- Making sure procedures are followed
- Providing training for staff on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council and Pupil Associate Governor agenda. This includes developing the Code of Conduct and class charters which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Keeping equality and diversity issues on the Parent Teacher Association agenda
- Supporting the school in its commitment to the principles, aims and objectives underlying the Equality Policy which will be embodied in the Home School Agreement
- Encouraging pupils to show respectful and positive attitudes towards all members of the school community regardless of sex, disability, religion or belief and social background.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

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Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- In conjunction with the Leadership Team, dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- In conjunction with the Assessment Coordinator, monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc)
- In conjunction with the Leadership Team, monitoring exclusions

MONITORING, REVIEWING AND ASSESSING IMPACT

The school's Equality Policy is supported by the Single Equality Scheme. It is linked to the school's Strategic Plan and promotes equality. The policy will be monitored and reviewed by staff and governors on a two-year cycle to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result will be used to inform future planning and decision-making. The SENCo, SEN Governor, Headteacher and Leadership Team will monitor the policy.

The policy should indicate how it links to other policies and in general the principles of equality should apply to all other school policies.

Written by : J Grafton

Review Date : January 2017

Annual review

Subject to GB ratification