



Cleves School
Learning Together

EQUALITY POLICY AND OBJECTIVES

Reviewed on	September 2024
Reviewed by	Jim Usher
Approved by	The Children's Achievement and Wellbeing Committee on behalf of The Board of Trustees of Cleves School
Related guidance	DfE guidance: Equality Act advice for schools NGA equality and diversity guidance for governing boards Model policy from The Key Surrey model policy
Review cycle	Every 2 years
Next review date	Autumn Term 2026

THE EQUALITY POLICY AND SINGLE EQUALITY SCHEME

PART 1 – EQUALITY POLICY

INTRODUCTION

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

EQUALITY OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

STRATEGIES

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Teachers will ensure that the teaching and learning takes account of this policy.

The diversity within our school and the wider community will be viewed positively by all.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

The positive achievements of all pupils will be celebrated and recognised.

THE SCHOOL CONTEXT

Cleves is a six-form entry junior school of 720 pupils, with roughly equal gender proportions. We accommodate a diverse range of backgrounds and abilities. At the time of writing, our pupil intake was mainly White British with approximately 41% other ethnic groups. The majority of this group are of mixed parentage and include Indian, Afro Caribbean, Chinese, Japanese, Thai and Bangladeshi. A very low percentage of children are entitled to have free school meals.

The percentage of SEND pupils and the proportion of children with English as a second language are below the national average.

Approximately 14% of children speak English as an Additional Language (EAL).

Approximately 13% of children are registered as having special educational needs or disabilities (SEND) (EAL). The children on the SEND Register have a range of varied and often complex needs - cognition and learning, emotional, social, medical and behavioural, 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, and supported wherever appropriate.

Cleves has developed a broad and balanced curriculum that incorporates both skills and key knowledge and a 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 and opportunities of future life. 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.

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

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 to organise travel arrangements, involving the Educational Welfare Officer and Home School Link Worker etc.

SCHOOL AIMS AND VALUES

Our Vision Statement says: -

Our vision is that all pupils leave Cleves inspired and equipped with the skills, knowledge and emotional well being they need to take on the challenges of a changing and ever more competitive world.

Our aim is to produce well-rounded community members at the end of the Cleves experience. We give the children a wide range of experiences, which will enthuse and excite them and thus encourage high quality learning. We have high expectations of all. We believe that our curriculum should prepare children for life in a fast-changing society. Academically our aim is for children to make the most progress that they are capable of and achieve the highest results they can.

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 the study of different cultures and countries, celebrating a range of festivals from the major world religions.

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.

We help our children to become responsible members of the community 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, parents, and all those receiving services from the school, irrespective of disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching. We aim to provide our pupils with a firm foundation, which will enable them to fulfil their potential, regardless of disability. We seek to avoid 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 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.
- Providing appropriate training and information as and when required about disability equality to pupils, parents/carers and staff.
- Building and maintaining strong links with the local community and disability organisations, e.g. Walton Leigh School, St Mary's Church.

School Premises

- The school is located on a single site of 9.5 acres with a significant playing field area. All buildings have full 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 are highlighted by yellow stripes.

APPROACHES TO PROMOTING EQUALITY, DIVERSITY AND TACKLING DISCRIMINATION

Includes but not limited to;

Curriculum:

- Islam and Hinduism
- Study of Britain since 1930's
- Choice of texts
- Residencies and Clubs
- Global Dimension and International and National Links

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 low expectations of pupil ability whether held by the pupils themselves, teachers or families/carers.
5. Ensure that all children have appropriate levels of 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. Have a commitment to development and training for all members of the school community.

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

ROLES AND RESPONSIBILITIES

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.

School Trustees 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 Trustees, staff, pupils and their parents/carers are aware of it
- Making sure procedures are followed
- 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
- Giving an appropriate profile to equality and diversity issues

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
- Ensuring pupils are aware of their responsibilities and expectations of them

Pupils are responsible for:

- Keeping equality and diversity issues on the Pupil Associate Trustee agenda. This includes updating the Code of Conduct and class charters which challenge discriminatory behaviour
- Respecting one another in language and actions
- Challenging, and if appropriate reporting to staff, incidents of stereotyping or unfair discrimination

Parents/Carers are encouraged to

- Supporting the school in its commitment to the principles, aims and objectives underlying the Equality Policy
- Encourage pupils to show respectful and positive attitudes towards all members of the school community regardless of sex, disability, religion or belief and social background.
- To behave equally respectfully to everyone in the school community

Visitors and contractors are responsible for:

- Abiding by our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and Trustees' Children's Achievement and Well-being Committee. .

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 policy will be monitored and reviewed by staff and trustees on a two-year cycle to ensure that it is effective in preventing and eliminating discrimination, promoting access and participation, equality and good relations between different groups. Any pattern of inequality found as a result will be used to inform future planning and decision-making. The Head of Inclusion, SEND Trustee, Headteacher and Leadership Team will monitor the policy.