



Cleves School
Learning Together

RACE EQUALITY POLICY

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CONTEXT

Cleves School is a large junior school located in Weybridge, Surrey. We draw from a wide local area – Weybridge, Walton and Hersham. Our pupil intake is mainly white European with about 12% other ethnic groups. The majority of this group are of mixed parentage and include Indian, Afro Caribbean, Chinese, Japanese, Thai and Bangladeshi. We have a small percentage of ethnic minority staff (6%) ; two midday supervisors and two teachers. We have a few children at present where one parent is European.

If we define bilingual learners as children who speak more than one language at home, there are approximately 6% who do so. We have approximately 2% of children who speak English as an Additional Language (EAL) and whose first language is not English.

We have only occasional racist incidents in the local area and do not have any in school as our ethos precludes these.

VALUES AND AIMS

Our Vision Statement talks about an inclusive community in which everyone is valued and encouraged to succeed. 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 Inclusion Policy. We have a Community Cohesion Policy.

We value the diverse backgrounds of our pupils and staff and community. This is demonstrated through our broad curriculum, which includes an Afro- French Club throughout the year, an Islam Day and a celebration of the Indian, African, South American and American cultures. Our programme of residencies often includes a multicultural aspect, e.g. Sakoba, Urban Strides, Flamenco Dance, Far and Wide Puppets, Shobana Jeyasingh Dance.

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

Through our focus on the ECM strands, especially Make a Positive Contribution, 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.

Promoting race equality and good race relations across all areas of school activity

Curriculum

- Islam and Hinduism
- Study of Diary of Anne Frank and Holocausts – Year 6
- Choice of texts
- Residencies and Clubs
- Global Dimension and International and National Links- Community Cohesion Policy

Learning & Teaching

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

Progress Attainment and Assessment

Children develop to their full potential regardless of race. This is monitored throughout the school.

Admissions

Our Admissions Policy is clearly stated and is strictly adhered to.

Attendance, behaviour, discipline and exclusions

We have extensive behaviour management strategies in school and a pastoral group meets regularly and monitors behaviour. The last racially related incident was reported some twelve years ago but we are ever vigilant. We set an attendance target of 97% and our termly governor analysis, by the Welfare Officer, shows no influence of racial background.

Pupils' personal development and pastoral care

See above

Staff Recruitment & Professional Development

We advertise vacancies nationally and locally and shortlist to agreed criteria, none of which are race related. We have a diverse staff.

Membership of Governing Body

Vacancies are open to all but there are no ethnic minority groups represented at present.

CLEVES SCHOOL
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RACE EQUALITY PROGRAMME
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Partnerships with parents and communities

We have a high level of community involvement, e.g. residencies are usually multicultural

- We plan to visit the synagogue as part of the Year 6 curriculum and Year 5 visit a mosque.

We would encourage other racial groups and would develop partnerships with them if the opportunity arose. We have developed links with other countries through our international and Global Dimensions links eg China/Elmbridge Partnership links with other countries. Classes have established email links with other countries, eg America. Please see our Community Cohesion Policy for further details.

Responsibilities

The Governing Body – will monitor the implementation of the policy.

The Headteacher – will implement the policy and ensure that appropriate action is taken through the relevant channels should an incident occur.

All staff – are aware of the issues concerned with race and incorporate them into their teaching.

Breaches of the policy – All breaches of the policy will be dealt with in an appropriate way; if extreme, through Governor Disciplinary Committee or usual disciplinary channels for children.

Monitor and Reviewing

We will evaluate the policy annually and review after 2 years.

Jo Grafton July 2009

