



Equality Policy

Reviewed annually in Term 6

Last Review: July 2016



Learning, Playing, Working, Growing together

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. Individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities.

As with any additional needs the school works closely with parents and appropriate outside agencies.

Why we have developed this Equality Policy

This Equality Policy for Motcombe School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. The equality policy encompasses the school's beliefs and values which is evident in every day practice in relation to the 'Dignity at work policy', 'School Induction policy', 'Racial equality policy', 'Sexual relationship policy', 'School Behaviour Policy', 'Anti bullying statement', 'Child protection policy', 'Freedom of information policy', 'The SEN policy' and 'The staff care policy'. Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. The following information gives details of the diversity of our school in relation to other schools with a similar number of pupils on roll in the county;

- Although there are some schools with 3 form entry, we are the only Infant school in the area with 4 form entry. The average is 74 pupils in Y2.
- We are slightly above the norm with the percentage of SEN children we have being 20.2%.
- The average is 19.4%
- We have the second highest percentage of ethnic minority pupils within this group of schools, with a percentage of 17.9%. The average is 10.9%
- Our percentage absentees for terms 1-4 last academic year was the highest with 6.1%. The average is 4.7%
- We are below the county average for free school meals with 9.8% of our pupils being eligible. The average is just over 15%.
- Our results vary considerably against the other schools with regards to KS1 attainment. We are generally under or just within the county average in most areas within L2, L2B+ and L3.

For the academic year 2012/13 we have 150 children in Y2 so it will be hard to compare data with our neighbouring schools in the county.

The following information details the diversity of staff at Motcombe School: Motcombe School employs 78 members of staff altogether, of which 18 are teachers and 60 are support staff.

Of the 18 teaching staff, 17 are female and 1 is male. 13 are full time staff and 5 are part time. There are 15 white teachers; 3 are unknown. There are 0 disabled teachers. Of the teaching staff, 3 are aged between 20-29 years, 4 are 30-39 years, 6 are 40-49 years and 5 are between 50-59 years. Of the 60 support staff, 57 are female and 3 are male. 2 are employed full time and 58 are part time. There are 58 white support teachers and 2 unknown. There are 0 disabled support staff. Of the support staff, 3 are under 20 years old, 1 is aged between 20-29 years, 14 are aged 30-39 years, 24 are 40-49, 16 are aged between 50-59 years, 2 are between 60 and 64 years and 1 staff member is over 65 years old.

The following information details the diversity of pupils at Motcombe School during the academic year 2013/2014:

There are 171 female pupils, there are 193 male pupils; there are 142 white British females, there are 158 white British males. Other pupils are from Irish, Black-African, Chinese, Indian, and Pakistani Ethnic Groups and 5 pupils from unknown backgrounds.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life.

The Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. Issues relating to adults within the school community can be embraced under these themes and will be reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities.

Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better. We encourage all members of the school community to share their experiences and backgrounds with each other and with the wider community. Members of the wider community are also encouraged to share their experiences and backgrounds with the school community.

Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will harmoniously impact on and inform each other.

Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere and is celebrated and encouraged throughout our school. Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.

Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society within our school community; pupil council, coaching, link schools, parent voice opportunities; and within the wider world; link schools, curriculum focus and fundraising events.

Our vision statement about Equality

Motcombe seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully, through our restorative practice model and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. They are also guided by the United Nations Convention on the Rights of the Child. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- teacher assessment arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organization
- timetabling
- grouping of pupils
- home challenges
- access to school facilities
- through visits and experiences
- school sports employees'
- pastoral welfare of all children

The roles and responsibilities within our school community

Our Head Teacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Head Teacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Head Teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Policy
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy