Motcombe School

Flying high together

Equality Policy

Reviewed annually in Term 1

Last Review: September 2026

Our Motto

Flying High Together

Our School Vision

"We are dedicated to ensuring every child is included, supported and valued and has a true sense of belonging"

Our School Values

We will support every child ….

to have academic confidence
to make safe and sensible choices
to be physically fit
to gain mental strength through resilience
to show kindness

Ethos

Every child is unique and individuality is encouraged. We believe that our hygge-inspired environment supports this by promoting children's emotional wellbeing and mental health. We ignite curiosity and wonder and this enables them to learn well.

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 SEND 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.

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;

School Profile

- The school has a PAN of 90. Numbers on roll are currently 222.
- The percentage of boys and girls is broadly similar

Deprivation Indicators

- Eligibility for PP is ***currently*** 18% which is lower with the national average of 24.6% for 2023-2024 but does not yet include children in FS.(Source - https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics)

EAL

- The number of pupils for whom English is an additional language is ***currently*** 19% which is below the national average of 22.8% for 2023/2024. (Source - https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics)

SEND

- ***Currently*** 9% of our pupils are on the SEND register which is below the national average of 13.6% for 2023/2024. (Source - https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england) The school delivers in-house speech and language support as well as the NELI programme which supports vocabulary development.
- ***Currently*** 18% of children are supported through the Thrive programme; mental health is the second largest area of primary need behind speech, language and communication needs. (Source https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england)
- ***Currently*** 1 child (0.4%) has an EHCP which is below the national average of 4.8% for 2023/2024. (Source - https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england)

- The following information details the diversity of staff at Motcombe School: Motcombe School employs 34 members of staff altogether, of which 15 are qualified teachers and 19 are support staff.

Of the 15 qualified teaching staff, 13 are female and 2 are male. 5 are full time teaching staff. There are 15 teachers of White British heritage.

Of the 19 members of the support staff, 18 are female and one is male. There are 16 support staff members of White British heritage and 3 of other heritage. There are no disabled support staff.

The following information details the diversity of pupils at Motcombe School at the start of the academic year 2024/2025:

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