

Our Mission Statement

At High Ercall Primary School, we are committed to ensuring equality of opportunity for pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people participate fully in school life and achieve the very best they can. At High Ercall Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What it covers and what it replaces

Our Single Equality Policy will supersede our separate policies on gender, disability and ethnicity and our equal opportunity policy. (These are kept in policy archives on the workgroup for reference) Our school will continue to draw up an accessibility plan which will be in addition to the Single Equality Policy.

The policy takes account of current legislation in that a single equality policy must contain explicit references to each of the relevant statutory equality duties, including the Public Sector Equality Duty, and the Equality Act 2010.

Our main aims are to :

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

We take into account gender, race, disability and now age, religion and belief, sexual orientation and gender reassignment both as employers and when making policy decisions and delivering services

The main body of our policy refers to all members of the school community.

There is a legal duty for our policy to be accompanied by an action plan, called the Accessibility Plan. There are clear equality targets set and published on our school website. These are reviewed at least every 4 years.

School Context

High Ercall is one of eight small rural primary schools in a mainly urban unitary authority. We are situated in the Ercall Magna Ward within the Borough of Telford and Wrekin.

It is the largest ward with the lowest population density in the borough (Census Profile 2011)

Religion: A very large majority of the population are Christian (71.6%), an increasing percentage state no religion (20.8%), and with other religions there are very few Buddhists (0.1%), Muslims (0.1%) or Sikhs (0.7%)

Ethnicity: The overwhelming majority of people have identified themselves as white (96.6%), Asian/Asian Black(0.8%), Black/Black British (0.1%) mixed (0.7%)

Socio-economic: The economic activity rate is just above the borough average and has increased by 9% since 2001(Borough average 68.7%) The unemployment rate is less than half that of the borough at 2.1% (Borough Average 4.9%)

The school has strong support from local community - Parish Council, local businesses, parents, governors etc.
It is a community school with a close relationship with the local church and the community.

The school population

High Ercall Primary School - Ethnicity - On Roll 07.09.20 (147)

| Ethnicity Description | Pupil Numbers | % |
|---------------------------|---------------|-------|
| Indian | 3 | 2% |
| Black - African | 1 | 0.68% |
| Other Mixed Background | 1 | 0.68% |
| White and Indian | 1 | 0.68% |
| White and Asian | 1 | 0.68% |
| White and Black African | 2 | 1.36% |
| White and Black Caribbean | 1 | 0.68% |
| Not Yet Obtained | 1 | 0.68% |
| White - British | 127 | 86% |
| White - English | 5 | 3.40% |
| White European | 3 | 2% |
| White Western European | 1 | 0.68% |

On the SEN register: 9 pupils. 3 of these pupils have an Education Health Care Plan to support their needs.

Vision and Values

This policy document should be considered in the light of our school mission statement which outlines all that underpins our work at High Ercall Primary School:

‘High Expectations, High Ercall’

High Ercall Primary School provides a safe and secure environment, in which our happy and confident children are nurtured and valued as unique individuals. Our children learn to become **resilient**, self-assured and **respectful** of all, thriving on the high expectations of behaviour and learning which are evident across school. Our values-based curriculum nurtures curiosity and creativity by inspiring, engaging and challenging the children. Our children take **responsibility** for their learning and work in partnership with their parents and the school. They are equipped with the skills to **reflect** upon themselves as learners, and to become **resourceful** young people

ready to make a positive contribution to their local community and the world around them. We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reflective

There is an expectation that all members of our school community should uphold these values and attributes.

School's approach to promoting equality for all

The promotion of equality permeates all that we do at school. For example:

- The curriculum represents and celebrates diversity as do our resources.
*e.g. Our library collection is reviewed re positive images and reflecting diversity, and new purchases are made with this as a criterion.
British Values are celebrated and made explicit in our learning*
- We make sure that learning is accessible and relevant to all –
e.g. Meetings take place with external support services to ensure that all appropriate adjustments have been put in place effectively (ASD/Hearing and Visual Impairment)
- We encourage and ensure that all pupils can take part in all aspects of school life
*e.g. Meetings held to ensure pupils with particular needs are able to access residential/outdoor pursuit activities
Attendance in after school clubs is open to all and children are encouraged to join in*
- We encourage everyone to have a say –
*e.g. There is a well-developed system of class and school councils
All children take part in learning conversations with their parents and teacher*
- Monitoring progress to ensure that all groups are achieving
*e.g. There is a well-developed monitoring cycle which includes a focus on inclusion each term. This involves lesson observation, work scrutiny or talking to pupils. Findings are fed back to teachers and governors and action points identified
Children's progress is closely monitored through termly pupil progress meetings and plans are put in place to tackle any underachievement*
- We consult with community/relevant people to ensure that we further promote equality and avoid discrimination
e.g. Parent of a child with a disability helped to generate a checklist of success criteria to inform future policy and practice
- School is aware of its duties as an employer.
*Equality of pay and equal opportunities for staff are central to our policy and practice.
The Headteacher and some governors have attended recruitment training and follow*

Roles and Responsibilities

The Headteacher takes overall responsibility for all matters of equality, keeping up to date with changes and reporting on progress towards targets identified in the action plan to the governing body each year.

The governing body takes responsibility for ensuring that practice reflects policy and that statutory requirements are met. Each committee is responsible for a particular aspect:

Curriculum and Standards Committee for the curriculum, access and participation, achievement, racist incidents;

Resources Committee for employee matters; Health and Safety and Safeguarding for disability and accessibility;

We have link governors responsible for all vulnerable learners.

Terms of reference for each committee clearly states roles and responsibilities relating to equality matters. These are reviewed each year.

Governors opt for committees where best use can be made of their skills and knowledge and are encouraged to take part in relevant training.

Teachers are involved in policy review and monitoring practice in the light of those policies.

The whole school staff takes responsibility for monitoring and ensuring fairness and equality on a day to day basis.

Policies are available for staff and parents on the Learning Platform

Monitoring, Reviewing and Assessing Impact

This policy and associated targets are reviewed annually by governors.

The targets have clear success criteria and a judgement is made about the impact on equality and if school has been successful in reducing any barriers that exist.

We include the views of those with a disability to reflect on and evaluate how the school is doing in this area.

We gather evidence about progress of particular groups of pupils.

Policy Review: See front of policy document

