

The Henry Prince Church of England (C) First School & Nursery

Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED which extends to all protected characteristics - race, disability, sex, age, religion and belief, sexual orientation or gender reassignment. This means that, in carrying out its functions, The Henry Prince First School will have due regard to, and commit itself to, the need to:

- (a) Eliminate discrimination and other conduct that is prohibited by the Act
- (b) Advance equality of opportunity between people who share a protected characteristic (see categories below) and people who do not share it
- (c) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

The school will not discriminate against, harass or victimise any member of the school community:

- (a) in relation to admissions
- (b) In the way it provides education
- (c) In the way it provides access to any benefit, facility or service

and will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- (c) Improving the availability of accessible information to disabled pupils.

The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

The school publishes information to exemplify how it is complying with the Public Sector Equality Duty, and its equality objectives and will gladly provide further information if requested.

How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

- (a) For pupils - implementation of policies on Equal Opportunities, SMSC, Special Needs, Behaviour, Anti-Bullying
- (b) For staff - implementation of policies on Equal Opportunities, Race Equality, Gender Equality, Recruitment and Selection, Pay
- (c) PSHE, RE, SMSC and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles
- (d) Employing specialist staff to support pupils with special needs or disabilities, and implementing the school disability access plan
- (e) Monitoring of welfare, with intervention and support where required
- (f) Taking steps to meet the particular needs of pupils and parents or staff that have a particular characteristic.

The school's equality objectives

While aiming to improve continuously the implementation of equality related policies and procedures listed above, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives:-

For the period 2013-2014:

- (a) To raise attainment in English for all pupils across the school including those with protected characteristics.
- (b) To ensure every child has quality sports provision delivered by professional coaches and fully trained teaching staff to enable the children to reach their potential including those with protected characteristics.

Evaluation

- (a) In Years 1 & 2, pupils APS for each cohort was significantly higher than the previous year. In Year 3, reading is higher and Writing was in line. In Year 4 reading and writing were in line with the previous year. Year 3 is a small cohort of 8 pupils with 3 SEND pupils. Year 4 was a cohort of 8 pupils with specific cohort issues. The teaching quality has improved due to high quality external literacy support. These initiatives will continue to impact during the next academic year. On the whole the majority of pupils across the school achieved raised attainment in English.
Y4 boys – all exceeded expected levels in reading, 50% in writing
Y3 boys – 25% exceeded expected levels in reading and writing
Y2 boys – 80% achieved expected levels in reading, 60% exceeded expected levels in reading and writing
Y1 boys 100% achieved expected levels and made accelerated progress in reading
Y1 boys 100% exceeded expected levels in writing and made accelerated progress
- (b) Quality sports provision delivered by professional coaches has ensured pupils skills and confident have been raised. Staff have received CPD in the teaching of sports (including P.E. lessons and swimming lessons), lunchtime provision. There has been an increase in numbers attending after school clubs including those with protected characteristics.

For the period 2014-2015:

- (a) To raise attainment in maths and science across the school.
Year 1 – Maths 66% to achieve level 1a+, 33% to achieve level 2c
Year 2 - Maths 100% to achieve level 3c – 25% to achieve level 3 in science
Year 3 – Maths 100% to achieve level 3c
Year 4 – Maths – 75% to achieve level 3c+, 25% level 3b
- (b) To develop learning behaviours so that they are judged to be consistently good or better in all lessons for all pupils including those with protected characteristics in order to foster good relations across all groups throughout the school day.

Evaluation

- (a) Attainment in Maths – please new curriculum which will take some time to ensure all gaps are covered. There are now higher age-related expectations.
Year 1 – 66% in line
Year 2 – 100% above
Year 3 – 40% in line, 30% above
Year 4 – 33% in line, 23% above (three out of 8 pupils were SEND)
KS1 - Science 50% above
Year 3 – there are gaps that were not covered by this cohort, once these are filled the pupils will be back on track.
- (b) Learning behaviours are judged to be consistently good or better in all lessons

Outstanding learning behaviours are in evidence in at least 50% of lessons observed
Pupil interviews reflect a growing understanding of positive learning behaviours

For the period 2015-2016:

- (a) To raise attainment in writing
 - Year 1 – 50% in line 20% above
 - Year 2 – 50% in line, 25% above
 - Year 3 – 100% above
 - Year 4 -50% in line, 20% above
- (b) To raise attainment in Maths Year 4 to 75% in line, 15% above
- (c) To continue to develop learning behaviours so that they are judged to be consistently good or better in all lessons for all pupils including those with protected characteristics in order to foster good relations across all groups throughout the school day.

For the period 2016-2017:

- (a) To raise attainment in writing
 - Year 1 – 70% in line 0% above
 - Year 2 – 89% in line, 0% above
 - Year 3 – 100% in line, 40% above
 - Year 4 -100% in line, 50% above
- (b) To raise attainment in Maths Year 4 to 75% in line, 15% above. Achieved 75% in line, 50% above
- (c) To continue to develop learning behaviours so that they are judged to be consistently good or better in all lessons for all pupils including those with protected characteristics in order to foster good relations across all groups throughout the school day.