

Hallsville School Equality Action Plan: 2014-15

Equality Objectives: 1. Who comes to our school?

Objective	Actions	Success criteria	Equality Strand (protected characteristic)								Lead Person:	Links school policy or school development/ improvement plan	Outcome
			Disability	Gender	Race/Ethnicit	Religion/Belie	Pregnancy/M	Sexual	Gender				
To continue to improve our overall attendance percentage.	To monitor weekly attendance of classes and individual children. To work closely with EWO. Both our school social workers to carry out daily home visits for absent children. To have clearly displayed who is absent and why.	To improve from 95.1%.	√	√	√	√					Head teacher	Attendance action plan	Overall attendance increased to 96.5%. Staff able to be quickly informed about which children are absent from school and why.
To improve the persistent attendance of boys as 5.9 were persistently absent compared to girls who were 3.4%.	To monitor weekly attendance of boys. To work closely with EWO. Both our school social workers to carry out daily home visits for absent children- boys. To have clearly displayed who is absent and why.	To reduce the amount of boys who are persistently absent.		√							Head teacher SENCO	Attendance action plan	The amount of boys that were persistently absent decreased to 4.0%.

To improve the attendance of white British children as 12.8 of the amount persistently absent were white British children in 2012-13.	To monitor weekly attendance of white British children. To work closely with EWO. Both our school social workers to carry out daily home visits for absent children- boys. To have clearly displayed who is absent and why.	To reduce the amount of white British children who are persistently absent.			√								The attendance of white British children decreased to 6.9 of the amount that were persistently absent.
To reduce the amount of children who were persistently absent. (Below 85%) From 4.7%.	To monitor weekly attendance of children who are below 90%. Hand in data and synopsis to HOS weekly. Both our school social workers to carry out daily home visits. To have clearly displayed who is absent and why.	Reduce the amount of children who are persistently absent.		√						Head teacher School social workers	Attendance action plan		The amount of children who were persistently absent decreased to 3.5%.

Equality objectives 2: Advance equality of opportunity between those who share a protected characteristic and those who do not.

			Equality Strand (protected characteristic)									
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Mate	Sexual Orientation	Gender reassignment	Lead Person	Links school policy or school development/ improvement plan	Outcome
To close the gap between girls and boys in speaking and writing in Reception.	To carry out termly monitoring. Assessment co-ordinator to write data stories.	To close the gap.		√						AHT Head teacher	EYFS action plan AHT in EYFS	Difference between girls and boys in speaking decreased by 7%. Difference in writing increased by 1%.

To improve the punctuality of a significant few.	To challenge parents and carers about the punctuality of their children. To reinforce the importance of punctuality of children. To phone parents and hold meetings with them about how we can support them on improving their child's punctuality. To record the initials of children who are persistently late and what actions are improving their punctuality.	For the children who are persistently late to be on time so that they don't miss out on the first mental/oral section of literacy or maths.		√	√					Head teacher	Attendance action plan	Improving by persistently challenging and supporting parents and children who find it difficult to come to school on time. Regular home visits/ phone calls when a child is late is supporting parents.
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Equality Objectives: 3. Foster Good Relations Between People who share a protected characteristic and those who do not												
			Equality Strand (protected characteristic)									
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicit	Religion/Belie	Pregnancy/M	Sexual	Gender	Lead Person:	Links school policy or school development/ improvement plan	Outcome

<p>To enhance the quality and availability of parent workshops.</p>	<p>A family support worker is responsible for each key stage. Ann-EYFS/KS1 Marian-KS2</p> <p>To use teaching staff to deliver the hour session on a Tuesday-Sue EYFS Play. To use outside agencies to help deliver workshops-Healthy Eating.</p> <p>To take parents on visits to community resources- library/ Discover in Stratford.</p>	<p>Parents to have access to information and resources from the school and local community.</p>		√	√	√				Head teacher	SENCO action plan	<p>Parent visits to places in the community happened. Parent meetings attended by more parents. This still needs a lot of input before workshops to encourage/ensure parents attend. Involvement of Speech & language therapist has been successful.</p>
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Equality Objectives: 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality 2010												
Date:												
Objective	Actions	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Outcome
			Disability	Gender	Race/Ethnicit	Religion/Belie	Pregnancy/M	Sexual	Gender			

To ensure teachers use Kidscape lessons to facilitate anti-bullying sessions.	Kelly M and Madeleine have had training and delivered 10 lessons across Years 5 & 6 about anti-bullying. Staff INSET in March delivered by Meenakshi from Kidscape.	Teachers to deliver lessons about anti-bullying. For there to be more awareness about bullying and for children to tell and prevent it, if it is happening.		√	√	√	√			PHSCE/ Learning Mentor	Anti-bullying	Children using Kidscape knowledge to understand what bullying is so that they can prevent, and report it.
To ensure a knife crime assembly is also provided for Year 2 children.	To invite a PC from the community team to talk about knife crime in assemblies. Two assemblies to take place: Y2-Y4 Y5-Y6	Children tell immediately if they see a sibling, friend or peer with a knife. Children do not bring knives into school.		√						Head teacher Social Worker for KS2	PHSCE	Two police officers delivered a knife crime assembly informing children of the dangers of carrying knives.

Equality Objectives:5. Participation, Engagement and satisfaction with our Equalities Practices.												
Date:												
Objective	Actions	Success criteria	Equality Strand (protected characteristic)						Lead Person:	Links school policy or school development/improvement plan	Outcome	
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Mat	Sexual				Gender
To ensure standard English is spoken throughout the school.	INSET for teachers and TAs Modelling use of grammar Promotion of speaking using the	Children and adults to use correct grammar.			√					AHT Head teacher	Literacy action plan	Adults are speaking to children using

	correct grammatical structure. Mental/oral sessions across the school for children.											standard English.
To continue to keep a record of all cases and deal with them appropriately.	For staff to report all cases of discrimination to senior leaders to will act, report and inform. See discrimination file.	Incidents to be dealt with swiftly and reported to Governors.	√		√	√		√		Head teacher		Discriminatory incidents are dealt with swiftly and reported to Governors.
To continue to record all cases of harassment, especially homophobic.	Governors are update every term Staff follow procedures and deal with incidents according to policy	All incidents are dealt with appropriately.	√		√	√		√				Incidents dealt with appropriately and are recorded concisely.