

Hallsville School Equality Action Plan: 2016-17
Based on 2016-17
Reviewed 2017-18

Equality Act:
 Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality 2010
 Advance equality of opportunity between those who share a protected characteristic and those who do not.
 Foster Good Relations Between People who share a protected characteristic and those who do not

Equality Objectives: 1. Who comes to our school?

SLT			Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Outcome
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure our overall attendance percentage is in line with or above national percentages.	To monitor weekly attendance of classes and individual children. To work closely with EWO. Our school social worker and learning mentor to carry out daily home visits for absent children. To have clearly displayed who is absent and why.	For our overall percentage to be at least the same as National.	√	√	√	√				HOS SENC O	Attendance action plan	Hallsville :2017 95.4% National :2016 96.1%

To improve the attendance of white British children from 94.7% as National is 96.1%.	To monitor weekly attendance of white British children. To work closely with EWO. Our school social worker and learning mentor to carry out daily home visits for absent children. To have clearly displayed who is absent and why.	To reduce the amount of white British children who are persistently absent.			√							Hallsville: 2017 93.7% National :2016 96.1%
To sustain the low levels of children who are persistently absent. (Below 90%) Targeting particular White British whose persistent absence is 17.6% compared to national at 8.1%.	To monitor weekly attendance of children who are below 90%. Hand in data and synopsis to HOS weekly. Our school social worker and learning mentor to carry out daily home visits. To have clearly displayed who is absent and why. To have a 'walking bus' which collects children for school every morning.	Reduce the amount of children who are persistently absent.		√						HOS/ social worker s	Attenda e action plan	Persistent absence: Hallsville: 2017 15.74% National : 2016 8.1 %

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

SLT			Equality Strand (protected characteristic)									
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/ improvement plan	Outcome

To ensure 90% of reception pupils are reading green at the end of Reception.	To monitor every 6 weeks To train staff who require additional training and support To raise expectations	90% reading green books	√	√	√	√					RWI leader EYFs cord	Action plan	90% of Reception children were on green RWI books in July
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Equality Objectives: 3. Foster Good Relations Between People who share a protected characteristic and those who do not													
SLT			Equality Strand (protected characteristic)										
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/improvement plan	Outcome	
To offer stay and play; stay and read; stay and tell stories to Nursery parents.	To plan for and run sessions	Increased parental interaction	√	√	√	√	√	√	√	EYFS	EYFS action plan	This was initially offered every fortnight but was poorly attended. So it was decided to offer one session once a half-term. This was very well attended.	

To offer chatter box sessions to parents.	To identify children To run sessions To do follow up sessions.	Pupils' speech and language needs are met.	√	√	√	√	√	√	√	SENCO Speech and lang therapist	SENCO	There were 12 sessions in 2016-17 which were well attended. There have been 4 well attended sessions last term 2017-18.
To offer triple P parenting sessions to parents	To train staff To identify parents To run sessions.	Parents of challenging pupils are implementing positive parenting.	√	√	√	√	√	√	√	Home school liaison/ SENCO	SENCO	Eight parents attended the Triple p parent sessions.
To refine parents workshops.	To plan out in advance yearly To have welcome tea and coffee biscuits To name a person responsible To text send letters and ask teachers to promote workshops. To ensure parents complete evaluation cards. To respond to the community's needs.	Parents are engaged.	√	√	√	√	√	√	√	Kyle	SENCO	Parent' workshops were offered across the year. Each year group had a parents meeting at the start of the year: and a mathematics workshop in the spring term. In addition to this there were multiple reading workshops across the year. Stand-alone workshops were with Speech & Language, SEND and Internet Safety. There were 190 positive feedback comments about the workshops provided.
To continue to develop the PTA	To promote the PTA To focus PTA on school improvement for all and fund raising. To involve the PTA in parents' evening and fetes. To meet every half term		√	√	√	√	√	√	√	Home school liaison officer	SENCO	There were 12 PTA members who met every half-term. Parents helped during parents' evening on stalls and at the school fete in the summer.

Equality Objectives: 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality 2010

Date:

SLT			Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improve ment plan	Outcome
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure LGBT is included in anti-bullying week and texts remain in the Love of Reading curriculum. To celebrate again during anti bullying week so it is embedded in the community.	To celebrate LGBT during anti bulling To ensure assembly address celebrating differences.	The school embraces and celebrates differences.		√	√	√	√	√	√	PHSCE/ Learning Mentor	Anti-bullying	Focused on within Anti-bullying week but cyberbullying was the main focus last year. Texts were read during the spring term.

To ensure a knife crime assembly is provided by a professional body.	To invite professional 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 of School, Social Worker	PHSCE	Knife crime assembly carried out by community police officers. Due to improving provision, we have booked a Knife crime charity to deliver 2018's assembly as we also noted the need for specific workshops in year 5 & 6. This is in response to the high amount of knife crime in Newham .
To continue to record all cases of discrimination.	Governors are updated every term Staff follow procedures and deal with incidents according to policy	All incidents are dealt with appropriately.	√	√	√	√		√				Recorded and reported to Governors every term.

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	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure standard English is spoken throughout the school.	INSET for teachers and TAs Modelling use of grammar	Children and adults to use correct grammar.			√					Deputy Head teacher	Literacy action plan	Ongoing. Focus in INSET meetings when there is a literacy focus.

	Promotion of speaking using the correct grammatical structure.											
To promote British values and the Hallsville values.	The whole school to investigate British values and look at how we use them. Children to be able to explain what the Hallsville values are and how we can use them to be the best we can be.	Children will be able to explain what British values are and also give examples of the Hallsville values. They will be able to explain how they use them for the better.	√	√	√	√		√		Head of School		Hallsville values were/are used daily across the school. Hallsville values and British values focus weekly in Smiles and whole School Assembly. Values are studied in depth during Citizenship week in January.
To facilitate children's understanding of democracy through investigating what British values are.	To use Citizenship lessons to explore democracy. To look at democracy in different places around the world- Cultural Week. To vote for a Head boy/girl in a whole school election.	Children will be able to explain what British values are and also give examples of the Hallsville values. They will be able to explain how they use them for the better.	√	√	√	√		√		Head of School		Studied in depth during Citizenship week in January. Take part in a democratic vote for the Head boy and girl in January.
To continue to record all cases of discrimination.	Governors are updated every term Staff follow procedures and deal with incidents according to policy	All incidents are dealt with appropriately.	√	√	√	√		√				Recorded and reported to Governors every term.