

Hallsville School Equality Action Plan: January 2017
Reviewed January 2018
Reviewed January 2019

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	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 SENCO	Attendance action plan	Absence: Hallsville 2014/15 4.1% nat (4.0) Hallsville 2015/16 3.9% nat 4.0 Hallsville 2016/17 4.1% nat (4.0) Hallsville 2017/18 4.1% nat (4.2)
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.			√							Halls WB: 2016-17 93.7% nat (96.1) Absence Halls EFL 2017-18 =5.5 nat=4.2 (English First language)

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 workers	Attendance action plan	Persistent absence: Hallsville :2015/16 7.0% nat 8.8 Hallsville :2016/17 10.2% nat 8.7 Hallsville 2017/18 =9.6 nat=9.6
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Equality Objectives: 2. Advance equality of opportunity between those who share a protected characteristic and those who do not.

SLT			Equality Strand (protected characteristic)							Lead Person	Links	Outcome
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
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 co-rd	Action plan	2017 90% of Reception children were on green RWI books in July. 2018 90% of Reception children were on green RWI books in July. 2018 81% reached the expected standard in EYFS

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	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	January 2019 Stay and play continues to be offered twice a week.
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	January 2018 There were 12 sessions in 2016-17 which were well attended. January 2019 There have been 4 well attended sessions last term.
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	January 2018 Two parents completed the Triple p parent sessions. January 2019 If parenting skills are identified in Early Help personalised triple P will be offered in bite sizes.

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.	√	√	√	√	√	√	√	√	IO	SENCO	<p>January 2018 Parent workshops are offered across the year. Each year group had a parent 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.</p> <p>January 2019 The school continues to host an array of workshops to support parent engagement and partnership.(See record file)</p>
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	<p>January 2018 12 PTA members met every half-term. Parents helped during parents' evening on stalls and at the school fete in the summer.</p> <p>January 2019 PTA group will be revamped as parent coffee mornings to engage parents in the school. The school also continues to encourage parent volunteers.</p>	

Equality Objectives: 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality 2010												
Date:												
SLT			Equality Strand (protected characteristic)									
Objective	Actions	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links	Outcome
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 bullying To ensure assembly address celebrating differences.	The school embraces and celebrates differences.		√	√	√	√	√	√	PHSCE/ Learning Mentor	Anti-bullying	January 2018 LGBT was focused on within Anti-bullying week January 2019 Cyberbullying was the main focus. LGBT stories were read during the spring term. Nine cases were reported last year. Target: To buy in LGBT workshops on LGBT for 2019 anti-bullying.

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	January 18 Knife crime assembly carried out by community police officers. January 2019 Knife Crime charity delivered a workshop targeted at year 5 & 6. This is in response to the high amount of knife crime in Newham. No incidents reported last year. Target: Y5/6 knife crime workshop to be rebooked.
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.	√	√	√	√		√				January 2018 Recorded and reported to Governors/trustees every term. January 2019 All cases are recorded on safeguard software and continue to be reported at LGB and board meetings.

Equality Objectives: 5. Participation, Engagement and satisfaction with our Equalities Practices.

Date:

Objective	Actions	Success criteria	Equality Strand (protected characteristic)							Lead Person	Links	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure standard English is spoken	INSET for teachers and TAs	Children and adults to use			√					Deputy Head	Literacy action	January 2018 Ongoing. Focus in INSET

throughout the school.	Modelling use of grammar Promotion of speaking using the correct grammatical structure.	correct grammar.								teacher	plan	meetings when there is a literacy focus. January 2019 Children are encouraged to speak in full sentences when answering questions. Teachers model back correct grammar if required.
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		January 2018 Hallsville values were 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 2019 This approach has been successfully rolled out.
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		January 2018 Studied in depth during Citizenship week in January. Children took part in a democratic vote for the Head boy and girl in January. January 2019 This successful event was continued. Children have a greater understanding of how democracy works.
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.	√	√	√	√		√				January 2018 Recorded and reported to Governors every term. January 2019 All cases are recorded on 'safe guard' and reported to trustees and LGB