

Hallsville School Equality Action Plan: January 2020

Reviewed January 2021/January 2022

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. Advance Equality of Opportunity between people who share a protected characteristic and people 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 improvement plan	Outcome

<p>To ensure our overall attendance percentage is in line with or above national percentages.</p>	<p>To monitor weekly attendance of white British children. To work closely with EWO. Table monitoring attendance to be updated and sent to staff every week. Absence letters (below 90%) to be sent home as soon as they trigger. Letter 1,2 and 3 letters must be sent in accordance to EWO advice. Special leave request letters given to parents. Penalty notices issued. Daily home visits for absent children. To have clearly displayed who is absent and why in the main office.</p>	<p>For our overall percentage to be at least the same as National.</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>				<p>HOS SENC O</p>	<p>Attendance action plan Key issue 5</p>	<p><u>Review Jan 22</u> <u>2020-2021</u> National absence in all schools in autumn 2020 4.7% so 95.3% attendance National absence in primary schools 3.7 so 96.3% Hallsville absence autumn 2020 5.2% so 94.8% attendance. Overall absence in autumn 2020 (5.2%) was in the highest 20% of all schools Schools closed due to Covid January 2020 reopened March 8th 2021 March 8th onwards Hallsville absence 4.9% so 95.1% attendance <u>Review Jan 21</u> <u>2019-2020</u> National absence in autumn 2019 was 4.3% so 95.7 % attendance. Hallsville 2019 autumn absence was 4.1% so 95.9% attendance. Attendance data for Spring /Summer 2020 is not available due to COVID</p>
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<p>To improve the attendance of white British children from 94.04% to be in line with national at 96%.</p>	<p>To have a 'walking bus' which collects vulnerable children for school every morning. To monitor weekly attendance of white British children. To work closely with EWO. Table monitoring attendance to be updated and sent to staff every week. Absence letters (below 90%) to be sent home as soon as they trigger. Letter 1,2 and 3 letters must be sent in accordance to EWO advice. Special leave request letters given to parents. Penalty notices issued. Daily home visits for absent children. To have clearly displayed who is absent and why in the main office.</p>	<p>To reduce the amount of white British children who are persistently absent.</p>	√	√	√						<p>SENCO/ attendance officers action plan</p> <p>Key issue 5</p>	<p><u>Review Jan 22 2020-2021</u> National attendance 95.3%</p> <p>Hallsville autumn term attendance for White British children 93.9% Schools closed due to Covid Jan 1st – reopened March 8th Hallsville attendance from March 8th for White British children 93.1%</p> <p><u>Review Jan 21 2019-2020</u> National autumn term 2019 attendance was 95.7%.</p> <p>Hallsville autumn term attendance for white British children was 95.7% (4/9/19-20/12/19)</p>
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<p>To reduce the levels of children who are persistently absent. (Below 90%) Targeting particular White British whose persistent absence is 19% compared to national (2017-18) at 8.7%.</p>	<p>To have a 'walking bus' which collects vulnerable children for school every morning. To monitor weekly attendance of white British children. To work closely with EWO. Table monitoring attendance to be updated and sent to staff every week. Absence letters (below 90%) to be sent home as soon as they trigger. Letter 1,2 and 3 letters must be sent in accordance to EWO advice. Special leave request letters given to parents. Penalty notices issued. Home visits for absent children. To have clearly displayed who is absent and why in the main office.</p>	<p>Reduce the number of children who are persistently absent.</p>	<p>√</p>	<p>√</p>	<p>√</p>					<p>HOS/ social workers</p>	<p>Attendance action plan Key issue 5</p>	<p><u>Review Jan 22 2020-2021</u></p> <p>Autumn Term National persistent absence for all schools in autumn term 2020 was 13% National persistent absence in primary schools for autumn 2020 9.9% Hallsville persistent absence for autumn term 12.4%</p> <p>National White British persistent absence for autumn term 13% Hallsville White British persistent absence for autumn term 19.4%</p> <p>2020-2021 school year Hallsville persistent absence 7.3 Hallsville White British persistent absence 19.4% (6 children out of 31) No national data available due to Covid-19 school closures</p> <p><u>Review Jan 21 2019-2020</u> National autumn term 2019 persistent absence was 11.2%.</p> <p>Hallsville autumn term 2019 persistent absence was 11.9%. White British children – 10.3% were persistently absent (4 children out of 39)</p>
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<p>To identify and investigate disadvantaged pupils in EYFS and explore interventions which might better close the gap in attainment.</p>	<p>To monitor and identify children who need speech and language intervention/SEND and EAL and provision at the earliest stage. To complete Early Help records for any children who have safeguarding concerns- include attendance below 70%. To take part in the NELI programme (EYFS EEF language programme to start 2020-21)</p>	<p>That all children receive the correct provision to enable them to be independent learners.</p>	√	√	√	√					<p>Key issue 1: To develop the leadership of SL so T&L and outcomes is of the highest standard.</p> <p>EYFS action plan</p>	<p><u>Review Jan 22</u> <u>2020-2021</u> End of year age related teacher assessments 2021</p> <p><u>Pupil premium</u> (15) Reading - 74% Writing - 60% Number - 74%</p> <p><u>Non-pupil premium</u> (45) Reading - 84% Writing – 75% Maths – 82%</p> <p><u>Review Jan 21</u> <u>2019-2020</u> Spring 2020 age related teacher assessment</p> <p><u>Pupil Premium</u> (7) Reading-100% Writing 58% Number-85%</p> <p><u>Non-pupil Premium</u> (49) Reading-81% Writing-73% Number-81%</p> <p>Pupil progress meetings identified children who needed additional intervention- writing focus.</p>
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<p>In key stage 1 black African pupils achieved less well than other ethnicities as well as when compared with outcomes for black African pupils in Newham.</p>	<p>Intervention (1:1 reading) for children who are not making sufficient progress. Conferencing of writing within the lesson with target children and then 1:1 intervention around conferencing in the afternoon.</p>	<p>That black African children achieve as well as other ethnicities in the school and across the borough.</p>	√	√	√	√					<p>Key issue 1: To develop the leadership of SL so T&L and outcomes is of the highest standard</p>	<p><u>Review Jan 22</u> <u>2020-2021</u></p> <p>Year 2 phonics check. Autumn 2020 (Year 1 equivalent 2020) Whole cohort 85% Black African (9) 77% White British (4) 100%</p> <p>End of year teacher assessments Year 2 all children: Reading 84% Maths 84% Writing 68%</p> <p>End of Year teacher assessments for Year 2 Black African children (9): Reading 88% Maths 88% Writing 77 %</p> <p><u>Review Jan 21</u> <u>2019-2020</u></p> <p>National Year 1 phonics results for 2019 was 82% at the end of Year 1</p> <p>Year 2 phonics results from December 2020 (Year 1 equivalent 2020): Whole school-89% Black African -85% White British 100%</p>
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<p>To ensure white British and black African children's progress in reading is at least in line with Newham.</p> <p>White British in reading (Hallsville progress 0.3 Newham progress 1.8)</p> <p>Black African in reading (Hallsville progress 1.4 Newham progress 2.1)</p>	<p>To be clear about when the reading opportunities are in a day: maths, reading, writing, reading to learn in the non-core and love of reading.</p> <p>To ensure children access a broad enriching text selection.</p> <p>To termly audit the breadth of texts in both school libraries.</p> <p>To promote home reading.</p> <p>To hold a parent meeting for every year group in the spring term- reading fluency.</p> <p>Intervention (1:1 reading) for children who are not making sufficient progress.</p>	<p>The progress of white British and black African children is in line or better than children in Newham.</p>	√	√	√	√																		<p>Key issue 1: To develop the leadership of SL so T&L and outcomes is of the highest standard</p>	<p><u>Review Jan 22</u> <u>2020-2021</u></p> <p>Year 2 phonics check. Autumn 2020 (Year 1 equivalent 2020)</p> <p>Whole cohort 85%</p> <p>Black African (9) 77%</p> <p>White British (4) 100%</p> <p>End of year reading teacher assessments Year 2:</p> <p>All children 84%</p> <p>Black African 88%</p> <p><u>Review Jan 21</u> <u>2019-2020</u></p> <p>National Year 1 phonics results for 2019 was 82% at the end of Year 1</p> <p>Year 2 phonics results from December 2020 (Year 1 equivalent 2020):</p> <p>Whole school-89%</p> <p>Black African -85%</p> <p>White British 100%</p> <p>No progress data available for 2019-20 due to COVID</p>
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<p>To continue to embed best practice- re: provision for children with SEND and EAL throughout the school.</p>	<p>To ensure the correct provision is in place for each child. To ensure all children can access a curriculum which is appropriate for them- independence.</p>	<p>That all children receive the correct provision to enable them to be independent learners.</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>					<p>Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.</p>	<p><u>Review Jan 22 2020-2021</u> All SEN children are taught in a group that matches their learning needs and have a qualified teacher when taught in small groups. SEN children are part of the whole-class learning for writing lessons and non-core subjects. EAL children receive quality first class teaching and are planning ensures that they can access lessons. New SEN hub with better provision more in line with early years. <u>Review Jan 21 2019-20</u> Children are taught in the year group that matches their learning: the only exception being Year 6 as their social and emotional learning needs must be met ready for secondary school transition.</p>
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<p>To ensure children have 5 reading opportunities every day.</p>	<p>To be clear about when the reading opportunities are in a day: maths, reading, writing, reading to learn in the non-core and love of reading. To ensure children access a broad enriching text selection. To termly audit the breadth of texts in both school libraries. To promote home reading. To hold a parent meeting for every year group in the spring term- reading fluency.</p>	<p>That children are fluently reading. Children are reading in the moment.</p>	√	√	√	√				DHT	<p>English action plan EYFS action plan Key issue 2: To continue to implement the teaching and learning off vocabulary and cultural capital throughout the curriculum</p>	<p><u>Review Jan 22 2020-2021</u> Reading to learn integrated across the curriculum. All children visited the local library and are members. Non-fiction books updated across the school and added to the Take One Book reading programme. Children continued with reading lessons online during the school closure. Reading Gladiators from Year 2 – Year 6. <u>Review Jan 21 2019-2020</u> Five reads a day implemented across the school. New library fully open and used. Twelve books a year expectation regularly shared with parents- Newsletters/website.</p>
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<p>Equality Objectives: 2. Foster Good Relations Between People who share a protected characteristic and those who do not</p>		
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	Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard. EYFS policy	<p><u>Review Jan 22 2020-2021</u> Due to the pandemic, parents were not invited into school. However, parents were very supportive with online learning.</p> <p><u>Review Jan 21 2019-2020</u> Nursery Stay and Celebrate Stay and be Festive Nursery and Reception Stay and Play- maths sessions Stay and Play reading sessions</p>
To offer chatter box sessions to parents.	Parents invited to parent open morning in Nursery 2-year-old focus. To identify children To run sessions To do follow up sessions.	Pupils' speech and language needs are met.	√	√	√	√	√			SENCOT Speech and language therapist	Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard. EYFS policy	<p><u>Review Jan 22 2020-2021</u> Due to the pandemic, parents were not invited into school.</p> <p><u>2019-2020</u> One chatterbox parent meeting with a Reception parent. Two 'Hungry Little Minds' meetings with Nursery parents.</p>

To offer parenting support to parents in the nursery.	Focus on 2-year -olds and then parents of 3-year olds who are struggling with managing behaviour. Triple P.	Behaviour of children in the nursery helps children to have the best start.	√	√	√	√	√				SE NC O	Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.	<u>Review Jan 22 2020-2021</u> Parents signposted to Triple P parenting course. Speech and language therapist also advises parents. <u>2019-2020</u> The deputy safeguard person signposts parents who have been identified through early help for parenting classes.
To introduce reading fluency workshops for each year group.	To plan out in advance. To use end of year expectation video clips for years 1,2,5 and 6. For children to read to their parents in the workshop. Teachers to model what parents can do to help their children read with fluency. To have welcome tea and coffee biscuits To promote workshops through the website, notice board, texts and phone calls. To ensure parents complete evaluation cards.	Children read with more fluency. Parents are aware of fluency expectations.	√	√	√	√					Raz na	Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.	<u>Review Jan 22 2020-2021</u> Due to the pandemic, parents were not invited into school. Videos were recorded by teachers and shared with parents online. <u>Review Jan 21 2019-2020</u> Reading workshops for parents took place for all year groups. Clear expectations were modelled to parents.

Equality Objectives: 3. 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 school policy or school improvement plan	Outcome
To ensure Rainbow Week is celebrated. LGBT discrimination is included in anti-bullying week. Texts (LGBT) are included and read in the Love of Reading curriculum.	To celebrate LGBT relationships during Rainbow Week. Staff are trained by Educate and Celebrate. To ensure assembly address celebrating differences. Ensure LGBT is included during anti-bullying Week.	The school embraces and celebrates differences.		√	√	√	√	√	√	PHS CE co- ord DHT	Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.	<p><u>Review Jan 22 2020-2021</u> Staff training by Educate and Celebrate Rainbow Day was included during Hallsville's Diversity Week. Books shared with children across the year to 'usualise' differences. Updated books in libraries to ensure represent all LGBT community</p> <p><u>Review Jan 21 2019-2020</u> Rainbow Week took place- week starting 24th Feb 2020 6 homophobic incidents that were dealt throughout 2019-20</p>

<p>To ensure a knife crime assembly is provided by a professional body.</p>	<p>To invite knife crime charity talk@letsgettalking.org to talk about knife crime in assemblies and class workshops in KS2.</p>	<p>Children tell immediately if they see a sibling, friend or peer with a knife. Children do not bring knives into school.</p>	√	√	√	√		√		Head of School DHT	<p>Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.</p>	<p><u>Review Jan 22 2020-2021</u> Met Police did workshops across the school on 23rd and 24th November 2020. Included knife crime assembly for years 5 and 6.</p> <p><u>Review Jan 21 2019-2020</u> Key Stage 2 Knife Crime assembly held 13th March 2020</p>
<p>To ensure community concern discussions are provided by a professional body.</p>	<p>The MET police booked to carry out workshops related to local community concerns i.e-gangs. Year 5 to take part in the citizenship day at Tate and Lyle.</p>	<p>Children are aware of concerns in their community and what to do if they have a concern. Children can keep themselves and others safe.</p>	√	√	√	√		√			<p>Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.</p>	<p><u>Review Jan 22 2020-2021</u> Met Police did workshops across the school on 23rd and 24th November 2020.</p> <p>Year 5 children did not visit Tate and Lyle due to the pandemic but they did visit in Year 6 on October 21 to catch up.</p> <p><u>Review Jan 21 2019-20</u> MET police spent two days 15th and 16th January 2020. A workshop was held for every class in the school: Nursery- Year 6. Tate and Lyle visit cancelled in 2020 due to Covid.</p>

Implementation of Relationships and Sex Health Education (RSHE)	To be part of the Newham RSHE Partnership. Consultation with parents Buy new updated Jigsaw programme that includes SRE for September 2020.	RSHE is taught from September 2020	√	√	√	√	√	√	√	√		Key Issue 3: To develop teaching and learning with a focus on vocabulary and cultural capital	<p><u>Review Jan 22 2020-2021</u> Parent consultation completed and the new RSHE framework was taught in all year groups. Teachers were supported with the new Jigsaw programme.</p> <p><u>Review Jan 21 2019-2020</u> SRE was taught under old framework due to not carrying out parent consultation Autumn 2020. Parent consultation postponed to Spring 2021.</p>
To continue to record all cases of discrimination.	Governors and trustees are updated every term Staff follow procedures and deal with incidents according to policy	All incidents are dealt with appropriately.	√	√	√	√	√	√	√	√		Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.	<p><u>Review Jan 22 2020-2021</u> All incidents recorded and reported to governors/trustees.</p> <p><u>Review Jan 21 2019-2020</u> All incidents recorded and reported to governors</p>

<p>To embed British values and the Hallsville values.</p>	<p>The whole school to use the British values and link them to our daily lives. Children to be able to explain what the Hallsville values are and how we can use them to be the best we can be. To use Citizenship lessons to explore democracy. To vote for a Head boy/girl in a whole school election. To look at democracy in different places around the world- Cultural Week.</p>	<p>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.</p>	√	√	√	√		√	√	<p>Head of School DHT SEN CO</p>	<p>Key Issue 1: To develop the leadership of SLT so that T&L and outcomes is of the highest standard.</p>	<p><u>Review Jan 22</u> <u>2020-2021</u> Hallsville values and the British values are promoted across the school. Adults refer to them daily when discussing behaviour. Both sets of values referred to every week in assemblies. The school became a Rights Respecting School and gained a bronze award. During Citizenship Week children looked at the British Values and the World of Work. The school celebrated Diversity Week</p> <p><u>Review Jan 21</u> <u>2019-2020</u> Both sets of values used and promoted across the school. Two new permanent displays in both halls promote the values. Head Boy and Girl vote took place during Citizenship week in January. Cultural Week was celebrated through the children that were in school during the lock down and through Google Classroom for those children and staff that were at home.</p>
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