

**Hallsville School Equality Action Plan: January 2020
Reviewed January 2021/January 2022/January 2023**

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) | | | | | | | | | |
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| Objective | Actions | Success Criteria | D i s a b i l i t y | G e n d e r | R a c e / E t h n i c i t y | R e l i g i o n / B e l i e f | P r e g n a n c y / M a t e r n i t y | S e x u a l o r i e n t a t i o n | G e n d e r r e a s s i g n m e n t | Lead Person | Links to school policy or SIP | Outcome |
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| <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>HT SENC O</p> | <p>Attendance action plan Key issue 3</p> | <p><u>Review Jan 23</u> <u>Spring and Autumn terms 2021-2022</u> (data to be released for the academic year March 2023) National absence in all schools 7.4% so attendance 92.6% (DFE) National absence for primary schools 6.2% so attendance 93.8% Hallsville absence 5.0% so attendance 95.5% <u>Autumn Term 2021</u> National absence in all schools 6.9% so attendance 93.1% (DFE) National absence for primary schools 5.7% so attendance 94.3% (DFE) Hallsville absence autumn term 2021 4.8% so attendance 95.2% <u>Academic Year 2021-2022</u> National absence in all schools 7.2% so attendance 92.8% (FFT) Hallsville absence 5.4% so attendance 94.6% <u>Review Jan 22 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</p> |
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| | | | | | | | | | | | | <p>Schools closed due to Covid January 2020 reopened March 8th 2021</p> <p>March 8th onwards Hallsville absence 4.9% so 95.1% attendance</p> <p><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>√</p> | <p>√</p> | <p>√</p> | | | | | | <p>SENCO/ attendance officers action plan</p> <p>Key issue 3</p> | <p><u>Review Jan 23</u></p> <p><u>Spring and Autumn terms 2021-2022</u> (data to be released for the academic year March 2023)</p> <p>National attendance in all schools 92.6% so absence 7.4% National absence rate for White British 7.8% National absence rate for White British in Primary schools 6.3% Hallsville absence rate for White British 6.5%</p> <p><u>Autumn Term</u></p> <p>National autumn term attendance 93.1% so absence 6.9% National autumn term attendance for White British 92.7% so absence 7.3% National autumn term attendance for White British in Primary schools 94.2% so absence 5.8% Hallsville autumn term attendance for White British children 93.9% so absence 6.1%</p> <p><u>Review Jan 22</u> <u>2020-2021</u></p> <p>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</u> <u>2019-2020</u></p> <p>National autumn term 2019 attendance was 95.7%.</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>HO S/ social workers</p> | <p>Attendance action plan Key issue 3</p> | <p><u>Review Jan 23</u> <u>Spring and Autumn terms 2021-2022</u> (data to be released for the academic year March 2023) <u>Persistent absence</u> National persistent absence in all schools 22.3% National persistent absence all primary schools was 18.2% Hallsville persistent absence 13.0% Hallsville persistent absence for White British children 29.0% <u>Autumn Term</u> National persistent absence for all schools 23.5% National persistent absence for Primary schools 19.5% Hallsville persistent absence 15.9% Hallsville persistent absence for White British 29.0% <u>Review Jan 22 2020-2021</u> <u>Autumn Term</u> 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% National White British persistent absence for autumn term 13% Hallsville White British persistent absence for autumn term 19.4% 2020-2021 school year</p> |
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| | | | | | | | | | | | <p>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</u> <u>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>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | | | | | | | | <p>Key issue 3</p> | <p><u>Review Jan 23</u> EYFS end of year age related teacher assessments 2022</p> <p><u>Pupil premium</u> (11) Reading - 54.5% Writing - 45.5 % Maths - 63.6%</p> <p><u>Non-pupil premium</u> (47) Reading - 95.7% Writing – 87.2% Maths – 93.6%</p> <p>NELI intervention and targeted ACI for lowest 20% are having a positive impact.</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 <u>Pupil Premium</u> (7) Reading-100% Writing 58% Number-85%</p> |
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| | | | | | | | | | | | | <p><u>Non-pupil Premium</u> (49) Reading-81% Writing-73% Number-81% 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>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | | | | | | | | | | | | | | | | | | | <p>Key issue 3</p> <p>KS1 action plan</p> | <p><u>Review Jan 23 2021-2022</u></p> <p>Year 1 phonics check June 2022 Whole cohort: 86.2% Black African (8) : 75% White British (4): 75%</p> <p>End of year teacher assessments Year 2 all children: Reading: 80% Maths: 80% Writing: 73%</p> <p>End of year teacher assessments for Year 2 Black African children (5): Reading: 40% Maths: 40% Writing: 40% 1 black African child EHCP</p> <p><u>Review Jan 22 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):</p> |
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| | | | | | | | | | | | | <p>Reading 88% Maths 88% Writing 77 %</p> <p><u>Review Jan 21</u> <u>2019-2020</u> 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. White British in reading (Hallsville progress 0.3 Newham progress 1.8) 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. 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. 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>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | | | | | | <p>Key issue 3 English action plan</p> | <p><u>Review Jan 23 2021-2022</u></p> <p>Progress in reading White British: +2.73 Progress in reading Black African: +4.44</p> <p>Year 1 phonics check June 2022 Whole cohort: 86.2% Black African (8) : 75% White British (4): 75%</p> <p>End of year reading teacher assessments Year 2: All children: 80 % Black African: 40%</p> <p><u>Review Jan 22 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 reading teacher assessments Year 2: All children 84% Black African 88%</p> <p><u>Review Jan 21 2019-2020</u> 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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| | | | | | | | | | | | | No progress data available for 2019-20 due to COVID |
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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 2</p> <p>Key issue 3</p> <p>SEND action plan</p> | <p><u>Review Jan 23</u> <u>2021-2022</u> SEN children are taught in small groups at their level for reading and maths by a qualified teacher.</p> <p>SEN children are part of the whole class learning for writing and non-core subjects.</p> <p>Planning is meaningful and purposeful for SEN children.</p> <p>All TAs trained with using visuals with SEN children.</p> <p>UPS teacher has joined the SEN team and plans/supports teachers with planning for SEN children.</p> <p>New outdoor area to SEN hub to meet children's needs.</p> <p><u>Review Jan 22</u> <u>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.</p> <p>EAL children receive quality first class teaching and planning ensures that they can access lessons.</p> <p>New SEN hub with better provision more in line with early years.</p> |
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| | | | | | | | | | | | | <p>Review Jan 21 2019-20</p> <p>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 | English action plan | EYFS action plan | Key issue 2 | <p><u>Review Jan 23</u> <u>2021-2022</u> Take One Book programme ensures children are exposed to quality, diverse texts and supports teachers’ pedagogical knowledge. Take One book is also taught in KS1 in addition to the phonics programme. Children are read to daily by their teacher. Reading to learn is embedded across the curriculum. Reading corners are diverse and reflect the children in the school. Reading Gladiators Years 2 - 6. Reading club in every year group (Year 1-6). All children visited Canning Town library and are members. 1:1 reading with an adult embedded across the school for the lowest 20%. Parent meetings highlight the importance of reading. Daily reading journals completed by parents.</p> <p><u>Review Jan 22</u> <u>2020-2021</u> Reading to learn is 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</u> <u>2019-2020</u> Five reads a day implemented across the school. New library fully open and used. Twelve books a year expectation</p> |
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| Objective | Actions | Success criteria | D i s a b i l i t y | G e n d e r | R a c e / E t h n i c i t y | R e l i g i o n / B e l i e f | P r e g n a n c y / M a t e r n i t y | S e x u a l o r i e n t a t i o n | G e n d e r r e a s s i g n m e n t | L e a d e r | Links school policy or school developm ent / improvem ent plan | Outcome |
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| To offer stay and play; stay and read; stay and tell stories to Nursery parents. | To plan for and run sessions | Increased parental interaction | √ | √ | √ | √ | | | | E Y F S | Key issue 3 EYFS policy | <p><u>Review Jan 23</u> <u>2021-2022</u> Parents invited in to settle their children when they start the nursery. Parent workshop with the speech and language therapist highlighted the importance of back-and-forth conversations and reading to children. Stay and play for special people in my life (Mother's and Father's Day).</p> <p><u>Review Jan 22</u> <u>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</u> <u>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> |

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| 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. | √ | √ | √ | √ | √ | | | S E N C O S p e e c h a n d l a n g u a g e t h e r a p i s t | Key issue 1 Key issue 3 EYFS policy | <p><u>Review Jan 23</u> <u>2021-2022</u> Parent workshop with the speech and language therapist (Hungry Minds) highlighted the importance of back-and-forth conversations.</p> <p><u>Review Jan 22</u> <u>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> |
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| 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. | √ | √ | √ | √ | √ | | | S E N C O | Key issue 1 Key issue 3 | <p><u>Review Jan 23</u> <u>2021-2022</u> School's home-school liaison officer delivers the Triple P parenting course on site. Speech and language therapist supports and advises parents. 2-year-old check helps early identification of children who need support with speech and language and informs parents.</p> <p><u>Review Jan 22</u> <u>2020-2021</u> Parents signposted to Triple P parenting</p> |
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| | | | | | | | | | | | | 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. | √ | √ | √ | √ | | | | | English lead | Key issue 1 Key issue 3 English action plan <u>Review Jan 23</u> <u>2021-2022</u> Parents workshops took place for all year groups. Reception held 2 extra workshops on the importance of reading to and with children at home. <u>Review Jan 22</u> <u>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</u> <u>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

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| SLT | | | Equality Strand (protected characteristic) | | | | | | | | | |
| Objective | Actions | Success criteria | Disability | Gender | Race/Ethnicity | Religion/Belief | Pregnancy/Maternity | Sexual orientation | Gender reassignment | Leader | 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 2. | <p><u>Review Jan 23</u> <u>2021-2022</u> Refresher staff training by Educate and Celebrate with a focus on gender School working towards Educate and Celebrate silver award. Rainbow Week celebrated diversity. Books shared with children across the year to 'usualise' differences. Hallsville's Diversity Week</p> <p><u>Review Jan 22</u> <u>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> |

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| | | | | | | | | | | | | | <p><u>Review Jan 21</u> <u>2019-2020</u> Rainbow Week took place- week starting 24th Feb 2020 6 homophobic incidents that were dealt throughout 2019-20</p> |
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| <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> | √ | √ | √ | √ | | √ | | <p>Head of School DHT</p> | <p>Key issue 2 PSHCE lead</p> | <p><u>Review Jan 23</u> <u>2021-2022</u> Year 6 attended Ben Kinsella workshops Met police delivered KS2 knife crime assemblies Met police delivered workshops on knife crime to Years 5 and 6. Year 6 children took part in What's the Point - a 6 week project delivered by Faith in Schools. <u>Review Jan 22</u> <u>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</u> <u>2019-2020</u> Key Stage 2 Knife Crime assembly held 13th March 2020</p> |
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| <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 2</p> <p>PSHCE action plan</p> | <p><u>Review Jan 23</u> <u>2021-2022</u> Met police delivered assemblies to KS2 Met police delivered workshops to years 5 and 6 Year 6 attended Joint Enterprises workshop at Tate and Lyle. Year 6 took part in What's the Point - a 6 week project delivered by Faith in Schools- focused and knife crime Dogs' Trust delivered workshops</p> <p><u>Review Jan 22</u> <u>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</u> <u>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> |
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| <p>Implementation of Relationships and Sex Health Education (RSHE)</p> | <p>To be part of the Newham RSHE Partnership. Consultation with parents Buy new updated Jigsaw programme that includes SRE for September 2020.</p> | <p>RSHE is taught from September 2020</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>SLT</p> | <p>PSHCE action plan</p> | <p><u>Review Jan 23 2021-2022</u> New RSHE framework embedded across the school. Teachers supported with updated Jigsaw programme. All children included in lessons. Parents with concerns were invited into school to look at the curriculum and discuss with a member of SLT.</p> <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> |
| <p>To continue to record all cases of discrimination.</p> | <p>Governors and trustees are updated every term Staff follow procedures and deal with incidents according to policy</p> | <p>All incidents are dealt with appropriately.</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>√</p> | <p>SLT</p> | <p>Key issue 2 PSHCE action plan</p> | <p><u>Review Jan 23 2021-2022</u> All incidents recorded and reported to governors/trustees. Teachers now categorise incidents so that it can be analysed.</p> <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> |

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| <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> | √ | √ | √ | √ | | √ | √ | Head of School DHT SEN CO | Key Issue 2 PSHCE action plan | <p><u>Review Jan 23</u> <u>2021-2022</u> Hallsville is a Rights respecting School and was accredited a silver award. Hallsville values and the British values are promoted across the school. Hallsville values and British values weaved across the curriculum. Weekly assembly focuses on Children’s Rights. Citizenship week focuses on British Values. Year 6 visited the Houses and Parliament. Whole school learnt about democracy and voted for the head pupils. Diversity Week celebrates differences/diversity.</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 are 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 are used and promoted across the school. Two new permanent displays in both halls promote the values.</p> |
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| | | | | | | | | | | | | <p>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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