

Keir Hardie Primary School Equality Objectives 2018

Reviewed February 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)									
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 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 Learning Mentors	Attendance action plan	Absence Keir Hardie 2015 4.4% National 2015 4.0% Keir Hardie :2016 4.9% National :2016 3.9% Keir Hardie: 2017 6.2% National :2017 4.0% Evidence: Attendance reports Attendance

												Assemblies
To improve the attendance of white British children from 90.9 % 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.			v							Keir Hardie: 2017 90.9%% National :2017 96.1%

To sustain the low levels of children who are persistently absent. (Below 90%) Targeting particular White British whose persistent absence is 19.4% 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.		V						HOS/ social worker s	Attendance action plan	Persistent absence: Keir Hardie :2016 17.5% National :2016 8.8% Keir Hardie :2017 22% National :2016 8.7%
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2. Advance Equality of Opportunity Between People who share a Protected Characteristic and People who do not.

Objective	Action	Success criteria	Equality Strand							Lead Person:	Links school policy or school development/ improvement plan
			SEN and Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment		
To raise the attainment of MAL's at KH to match that of National in Reading, Writing and Maths	INSET focus 2017-2018 – Raising Achievement For MAL's. Differentiation Staff training to embedded in practice. Termly analysis of data – Track progress of MAL's/identify progress of underperforming pupils	Outcomes for MAL's at KH in line with outcomes National.	V	V	V	V				English, Maths , Phase Leaders, Reading Lead and SLT.	SDP English Action plan Maths Action plan Reading Action plan Equalities Policy Evidence: Termly data (Target Tracker) Raise online data FFT Data analysis

	<p>PPM meetings - select strategies to improve attainment and target in class, catch-up sessions, intervention and boosters. PPM's highlight MAL's for the core subjects</p> <p>Y6/Y2 Reading Mentors 3 way split in Yr2 and Yr6 in Writing and 3 way split in Maths in Yr6</p>									<p>PPM notes Monitoring outcomes and feedback Phase SEF's</p>
<p>To raise the attainment of boys at KH to match that of boys nationally at KS1 and KS2 in Reading Writing and Maths.</p>	<p>Phase Meeting focus 2017-2018 – Raising Boys Achievement. Strategies to be trialled and embedded in practice.</p> <p>Termly analysis of data – identify boys who are underachieving.</p> <p>PPM meetings - select strategies to improve attainment and target in class, catch-up sessions, intervention and boosters.</p> <p>Y6/Y2 Reading Mentors 3 way split in Yr2 and Yr6 in Writing and 3</p>	<p>Outcomes for boys at KH in line with or above national average for boys.</p>	√	√	√	√			<p>English, Maths , Phase Leaders, Reading Lead and SLT.</p>	<p>SDP English Action plan Maths Action plan Reading Action plan Equalities Policy</p> <p>Evidence: Termly data (Target Tracker) Raise online data FFT Data analysis PPM notes Monitoring outcomes and feedback Phase SEF's Termly Writing Moderation</p>

	way split in Maths in Yr6 Yr 6 Easter School										
To raise the attainment of White British and Whit Eastern European pupils at KH to match national average at KS1 and KS2.	Termly analysis of data – identify WB and WEE’s pupils who are underachieving. PPM meetings - select strategies to improve attainment and target in class, catch-up sessions, intervention and boosters.	Outcomes for WB and WEE’s pupils at KH in line with outcomes for other groups. Outcomes for WB and WEE’s pupils at KH in line with or above national average for	√	√	√	√				English, Maths , Phase Leaders, Reading Lead and SLT.	SDP English Action plan Maths Action plan Reading Action plan Equalities Policy Evidence: Termly data (Target Tracker) Raise online data FFT Data analysis PPM notes Monitoring outcomes and feedback Phase SEF’s Termly Writing Moderation
To raise the attainment of boys in EYFS to match that of girls in all areas.	INSET focus 2017-2018 – Raising Boys Achievement. Strategies to be trialled and embedded in practice. Termly analysis of data – identify boys who are underachieving.		√	√	√	√				EYFS lead/DHT	SDP English Action plan Maths Action plan EYFS Action plan Equalities policy Evidence: EYFS data (Target Tracker) Raise online data LA data

	PPM meetings - select strategies to improve attainment and target in class and interventions.										Data analysis PPM notes Pupil profiles Termly Writing Moderation
To raise the attainment of SEN pupils to match that of SEN pupils nationally at KS1 and KS2.	<p>Termly analysis of data</p> <p>Training needs of all staff in relation to SEN identified and INSET programme in place</p> <p>Implementation of MITA project 2017 – 2018.</p> <p>Focus on differentiation (see below)</p>	<p>Early identification of SEN pupils and appropriate intervention in place and regularly reviewed.</p> <p>Teachers and TA's have knowledge and skills to meet needs of a range of SEN.</p> <p>Deployment of TAs by SLT and class teachers is effective in meeting the needs of SEN pupils.</p> <p>TAs skilled in supporting SEN pupils to develop greater independence in their learning.</p>	√	√	√	√			SENCO	<p>SDP</p> <p>English Action plan</p> <p>Maths Action plan</p> <p>Reading Action plan</p> <p>Equalities Policy</p> <p>SEN Policy</p> <p>Evidence:</p> <p>Termly data (Target Tracker)</p> <p>Raise online data</p> <p>FFT</p> <p>Data analysis</p> <p>PPM notes</p> <p>TA Monitoring outcomes and feedback</p> <p>Phase SEF's</p> <p>1:1 IEP's</p> <p>LEG's champions</p> <p>1:1 Profile books</p>	
Continue to improve percentage of good to outstanding lessons to 6	INSET on developing questioning skills for all staff (Spring 2018)		√	√	√	√		√		DHT/Phase Leaders/SLT	SDP Teaching and Learning Policy

	Targeting of individuals or groups to ensure equality of access.	Liaison with pupils and parents to encourage or enable participation.									
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Equality Objectives: 3. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who do Not											
Objective	Action	Success criteria	Equality Strand							Lead Person:	Links school policy or school development/ improvement plan
			Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment		
Ensure all children visit places of worship as part of RE curriculum	Expectation that all year groups will organise a visit to a place of worship linked to R. E curriculum.	Every child visits a place of worship at least once each year.				√				RE Co-ordinator	SDP R.E policy and Action Plan Evidence Pupil voice Pupils' work
Increase parental involvement in their children's learning and school life. 8	Continue to run parent workshops, targeting groups and individuals to attend.	Parents have greater knowledge of curriculum expectations and how to support their children at home.	√	√	√	√				Extended Services Co-ordinator PTA Lead Subject Leaders	SDP Evidence Parental workshop calendar and invitations.

	<p>Increase opportunities for parents to visit classrooms.</p> <p>Increase number of parent volunteers.</p> <p>Annual parental survey</p>	<p>Parents understand and appreciate Keir Hardie as a fully inclusive school.</p> <p>Pupils benefit from extra support in the classroom.</p>								<p>PTA</p> <p>Parental Curriculum evening</p> <p>Parental workshop registers.</p> <p>Parents Evening</p> <p>Newsletters</p> <p>Governor visits</p> <p>Feedback from parent volunteers.</p> <p>Reading Workshops</p> <p>Results of parental survey.</p>
<p>Provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.</p>	<p>Assemblies celebrating religious festivals – invite parents.</p> <p>Community Fair</p> <p>Carnival</p> <p>Heritage Week</p> <p>Keir Hardie Week</p> <p>Newham Halocaust Day</p>	<p>Pupils and parents have greater knowledge and understanding of other cultures and religions and their value systems leading to greater Community Cohesion.</p>	√	√	√	√			<p>R.E Lead</p> <p>Extended Services Lead</p> <p>History co-ordinator</p>	<p>SDP</p> <p>R.E. policy</p> <p>EAL/EMA policy</p> <p>Evidence</p> <p>Photos of events</p> <p>Pupil voice</p> <p>Children’s work</p> <p>Parental feedback</p> <p>Curriculum Sharing</p> <p>Assemblies</p>
<p>Provide opportunities to learn about and celebrate British Values and how they bring us together.</p> <p>9</p>	<p>Community Fair</p> <p>Carnival</p> <p>Teaching of Democracy and British History</p>	<p>Children understand the importance of fundamental British values such as equality, free speech and democracy.</p>	√	√	√	√			<p>Humanities Lead</p> <p>Extended Services Lead</p> <p>PSHE Lead</p>	<p>SDP</p> <p>Humanities policy</p> <p>PSHE policy</p> <p>Evidence</p> <p>Photos of events</p>

	(Citizenship and History curriculum).	<p>Children develop an identity that encompasses being a member of British society with rights and responsibilities.</p> <p>The school community is brought together to celebrate key British events.</p>								<p>Children's work</p> <p>Displays</p> <p>Monitoring by History and PSHE co-ordinator</p> <p>Parental feedback</p> <p>Assemblies</p>
Ensure participation by all protected groups in local and London-wide sporting events and competitions.	<p>Data analysis of those pupils taking part in sporting events.</p> <p>Select pupils from all protected groups including those with disabilities.</p>	<p>Positive image of all groups.</p> <p>Pupils from all groups have self-esteem and a positive self-image.</p> <p>Enjoyment and achievement by all.</p>	√	√	√	√			P.E. Lead	<p>PE policy</p> <p>Evidence:</p> <p>Diary of events</p> <p>Registers of those pupils taking part.</p> <p>Data analysis showing all groups represented.</p> <p>Photos.</p> <p>Para Olympics</p>

Equality Objectives: 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010											
Objective	Action	Success criteria	Equality Strand							Lead Person:	Links school policy or school development/ improvement plan
			Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment		
Ensure the behaviour policy continues to promote resilience and good learning behaviour across the school.	<p>Whole school involved in reviewing the effectiveness of the current behaviour policy and procedures (including pupils and parents).</p> <p>Policy updated and new procedures adopted and followed consistently by all.</p>	<p>Positive impact on pupil behaviour, both in and out of class.</p> <p>Improved learning behaviour has measureable impact on engagement, attainment and progress.</p>	√	√	√	√		√	√	<p>AHT/Learning Mentors</p> <p>SDP</p> <p>Evidence</p> <p>Behaviour policy</p> <p>Classroom and playground observation.</p> <p>Behaviour system records.</p> <p>Pupil, parent and staff voice.</p> <p>Head Start</p> <p>MAGIC Display in class</p> <p>Magic Assemblies</p> <p>Introduction of House Points</p>	
Introduce an Annual Rights and Respect Week	Teachers plan lessons and discussions on safety issues.	Children feel and are kept safe.	√	√	√	√		√	√	<p>HT</p> <p>PSHE co-ordinator</p> <p>Anti-bullying policy</p> <p>PSHE policy</p> <p>EMA policy</p>	

	Organise speakers, workshops, assemblies.	Children know how to keep themselves safe. Children speak up when they experience or are witness to abuse or bullying.									Evidence Records of bullying incidents. Pupil voice Pupils' work Behaviour records. CP records.
Continue to educate pupils, staff and parents about CP issues, e-safety and cyberbullying	Computing curriculum has annual focus on e-safety. Workshops for parents and pupils. INSET for staff(2017 Prevent Refresher)	Children know how to keep themselves safe online. Parents understand the potential for bullying and abuse online and how to take steps to protect their children. Staff are up to date on technologies used by pupils and the dangers they may pose. Staff are up to date on protecting themselves online in a professional capacity.	√	√	√	√		√	√	Computing co-ordinator	Computing policy CP policy PSHE policy Assemblies Evidence INSET notes Records of workshops for pupils and parents Pupil voice and work – displays Record of incidents involving online bullying, harassment or inappropriate use by pupils, parents and staff.
Continue to record and respond appropriately to all cases of harassment or bullying, including that of a racial or homophobic nature. 1	Review systems for recording and dealing with incidents as part of wider review of Behaviour Policy (see above).	Systems ensure swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording. All staff are	√	√	√	√		√	√	DHT	Behaviour policy Evidence: Records of incidents

		clear about their role in this system.										
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This plan has been drawn up by the DHT: Inclusion Lead

Progress towards these objectives will be monitored by the GB as part of the review of the School Development Plan.

Date of plan: February 2018