

Subject/Area action plan: Equalities			Equalities Leader: Emma Brown		
Vision: Equality for all			Link Governor: Abul Hussain		
<u>What we're aiming for:</u>					
<ul style="list-style-type: none"> • To promote equality of attainment and achievement • To foster Good Relations Between People • To eliminate Unlawful Discrimination, Harassment and Victimisation • To improve participation and engagement 					
Previous aims of PSED in 2017-2018		Planned action		Impact of policy in 2017-2018	
Raise attainment of boys across the school.		Appraisal targets for all staff re boys Ambitious targets set to close gaps X4 yearly tracking and intervention planning Review of whole school approaches to boys Booster staff targeted support in academic and social clubs EYFS – adaptation to continuous provision, targeted support and teaching(See EYFS Action Plan) Attainment tracking Intervention groups		Some improved outcomes for boys across the school. Gaps remain in attainment, most notably in English. Projects were targeted at boys – Nursery – Sustained Shared Thinking, Year 5 – Mindfulness, Boys were identified as target pupils at pupil progress meetings. Clubs and Sports Clubs were increased and boys' participation was high.	
Continue to raise the attainment of pupil premium pupils		(See 'Pupil premium' action plan) Appraisal targets for all staff re: pupil premium pupils Ambitious targets set to close gaps X4 yearly tracking and intervention planning		The difference in attainment and progress between disadvantaged and others remains significant, particularly in Key Stage 1, and gaps remain inconsistent across the school (see table 1). Year 1 – Significant gaps across subjects. Year 2 –Significant gaps across subjects Year 3 – Significant gaps across subjects Year 4 – Gaps have closed in writing and maths and narrowed in reading. Year 5 – Gaps have	

	<p>Booster staff and targeted support</p>	<p>widened in reading and writing and narrowed in maths. Year 6 – Writing gap remains closed.</p> <p>PPG pupils were identified as target pupils at pupil progress meetings, and in all attendance meetings.</p>
<p>To enable all pupils to behave well, especially boys, so that the number of incidents requiring intervention beyond the classroom or playground reduces</p>	<p>CPD for staff and clear targets to improve behaviour management strategies and raise pupils' expectations of themselves.</p> <p>Phase leader mentoring of pupils with high levels of behaviour intervention</p> <p>SLS teacher</p> <p>Increased opportunities for positive interventions with boys, e.g, increased number of clubs, sport provision, sports teams - pre-school sports clubs with focus on sportsmanship & managing conflict</p>	<p>Behaviour is now managed more consistently and there is a much greater sense of shared responsibility amongst all staff. Behaviour data remains similar to last year with an increase in fixed term exclusion – all of which were for boys.</p> <p>Pupils' presentation in books has improved.</p> <p>The SLS teacher has worked with pupils showing high levels of behavioural needs and with their families and teachers. She has also led CPD sessions to support and develop staff.</p> <p>Clubs and Sports Clubs were increased and boys' participation was high.</p>
<p>To reduce the number of discriminatory incidents, including gender stereotyping and homophobic language</p>	<p>Continue to monitor racist incidents – clear procedures followed – zero tolerance – immediate internal exclusion – effective reporting</p> <p>Continue to monitor homophobic incidents – effective reporting</p> <p>PIM re: Equalities & discrimination in Autumn Term</p>	<p>The number of racist and homophobic incidents has reduced.</p> <p>Prejudice and discriminatory attitudes within the community have been challenged.</p>

	<p>& presentation to Governors</p> <p>School to apply to become a Stonewall Champion</p> <p>New PHSE curriculum - continued work with staff following on from Stonewall training</p> <p>Assemblies</p>	<p>School has received Stonewall training</p> <p>The new PSHE curriculum will have had a positive impact of pupils' social and emotional development.</p>
<p>Continue to improve pupils' attitudes towards equalities, and safeguard against radicalisation</p>	<p>Assemblies</p> <p>New PSHE curriculum</p> <p>Continue to work with the SLS consultant & PREVENT team</p>	<p>Pupils have a positive attitude towards equalities issues, as evidenced through pupil voice interviews.</p>
<p>Ensure that the school community is fully engaged in the process of supporting the school to meet its equalities objectives</p>	<p>Parent meetings re: how the school promotes equalities – re-launch coffee morning as 'Parent Information Meetings' in Autumn Term</p> <p>Improve information available on the school's website</p> <p>Curriculum Evening in Autumn Term</p> <p>Presentations to Governors re: school's progress towards objectives termly</p>	<p>Parents attended presentations regarding the curriculum and how the school meets its equalities objectives. Parental attendance at Curriculum Evening was very good.</p> <p>Governors held the school to account in meeting its equalities objectives receiving termly updates about boys and FSM progress and attainment, and a presentation about the school's Equality policy.</p>
<p>Provide a range of educational opportunities for parents to develop their own skills to support their children</p>	<p>ESOL</p> <p>Tower Hamlets College courses run on site</p>	<p>The number of educational opportunities for parents has increased – see school calendar, course registers etc</p>

	<p>Parenting courses to reach all groups</p> <p>Curriculum workshops, including Reading workshops and Maths workshops</p>	<p>Parenting courses have successfully engaged a wide range of parents. There has been good attendance at whole school workshops with a measurable impact on pupils, and positive evaluation from parents.</p>
<p>To extend the involvement of 'hard to reach' families and improve the attendance of target families</p>	<p>Improve tracking of attendance and punctuality of families.</p> <p>AHTs and PSM to target specific families – develop use of text messages</p> <p>Inclusion team and AWA to work proactively with families on school attendance and attendance at events and parent meetings</p>	<p>Targeting families has had some successes. For some individuals, their attendance and punctuality has improved.</p> <p>Text messaging has improved parent attendance at key events.</p> <p>Families have been tracked.</p>
<p>Extend pupils' understanding of the range of peoples, cultures and religions</p>	<p>Curriculum overviews for geography ensure curriculum coverage</p> <p>Extend Black History Week into Diversity Week , International Month & Cultural festivals</p> <p>Partnership with SHS to broaden children's social awareness</p> <p>Assemblies and shared celebrations of significant festivals such as Diwali, Eid and Christmas</p> <p>Extend reference to religious perspectives in assemblies</p> <p>RE overviews for each unit based on new Agreed</p>	<p>Pupils are able to speak with confidence about other cultures and religions</p> <p>Pupils have had the opportunity to reflect on others' beliefs and traditions</p> <p>Pupils will have developed a greater understanding of children with complex needs. The Shakespeare in Schools project with SHS was extremely successful.</p> <p>Pupils' social, moral, spiritual and cultural understanding has improved.</p> <p>The new RE curriculum has improved the teaching of RE.</p>

	<p>local syllabus to be.</p> <p>Annual visit to place of worship – increase the number of visitors representing other faith groups</p>	<p>More classes have visited places of worship.</p>
<p>Ensure that the school community is fully engaged in the process of supporting the school to meet its equalities objectives</p>	<p>Parent meetings re: how the school promotes equalities – re-launch coffee morning as ‘Parent Information Meetings’ in Autumn Term</p> <p>Improve information available on the school’s website</p> <p>Curriculum Evening in Autumn Term Presentations to Governors re: school’s progress towards objectives termly</p>	<p>Parents attended presentations regarding the curriculum and how the school meets its equalities objectives. Parental attendance at Curriculum Evening was very good.</p> <p>Governors held the school to account in meeting its equalities objectives receiving termly updates about boys and FSM progress and attainment, and a presentation about the school’s Equality policy.</p>
<p>Aims of PSED in 2018-2019</p>	<p>Actions</p>	<p>Intended outcomes</p>
<p>Raise attainment of boys across the school.</p>	<p>Appraisal targets for all staff re boys Ambitious targets set to close gaps X4 yearly tracking and intervention planning Maintain increased number of clubs at lunchtime and after school. Build on findings of Peer Review – develop pedagogy to engage boys EYFS – adaptation to nursery provision and, targeted support and teaching, Attainment tracking</p>	<p>Improved outcomes for boys across the school</p>
<p>Continue to raise the attainment of pupil premium pupils</p>	<p>(See ‘Pupil premium’ action plan)</p> <p>Appraisal targets for all staff re: pupil premium</p>	<p>Improved outcomes for Pupil Premium across the school.</p>

	<p>pupils</p> <p>Ambitious targets set to close gaps</p> <p>X4 yearly tracking and intervention planning and targeted support</p> <p>Maintain increased number of clubs at lunchtime and after school and track numbers of PPG children attending</p>	
<p>To enable all pupils to behave well, especially boys, so that the number of incidents requiring intervention beyond the classroom or playground reduces</p>	<p>CPD for staff and clear targets to improve behaviour management strategies and raise pupils' expectations of themselves.</p> <p>Phase leader mentoring of pupils with high levels of behaviour intervention</p> <p>SLS teacher</p> <p>Increased opportunities for positive interventions with boys, e.g, increased number of clubs, sport provision, sports teams - pre-school sports clubs with focus on sportsmanship & managing conflict</p> <p>Changes to behaviour policy – introduce zero tolerance of physically aggressive behaviour</p> <p>Work with community on male role models</p>	<p>Number of incidents of physical aggression will have reduced</p> <p>Number of behaviour logs will have reduced</p> <p>Pupils will have raised expectations and sense of pride in themselves and their conduct.</p>

<p>To continue to reduce the number of discriminatory incidents, including gender stereotyping and homophobic language</p>	<p>Continue to monitor racist incidents – clear procedures followed – zero tolerance – immediate internal exclusion – effective reporting</p> <p>Continue to monitor homophobic incidents – effective reporting</p> <p>PIM re: Equalities & discrimination in Autumn Term & presentation to Governors</p> <p>New PHSE curriculum - continued work with staff following on from Stonewall training Assemblies</p>	<p>The number of racist and homophobic incidents has reduced.</p> <p>Prejudice and discriminatory attitudes within the community have been challenged.</p> <p>The new PSHE curriculum will continue to have a positive impact of pupils’ social and emotional development.</p>
<p>Continue to improve pupils’ attitudes towards equalities (including female empowerment), and safeguard against radicalisation</p>	<p>Assemblies</p> <p>All staff PREVENT training in Autumn term</p> <p>New PSHE curriculum</p> <p>Continue to work with the SLS consultant & PREVENT team</p>	<p>Pupils now have a positive attitude towards equalities issues, as evidenced through pupil voice interviews and older pupils will be better equipped to protect themselves from potentially harmful influences</p>
<p>Provide a range of educational opportunities for parents to develop their own skills to support their children</p>	<p>ESOL</p> <p>Tower Hamlets College courses run on site</p> <p>Parenting courses to reach all minority groups in the school –</p>	<p>The number of educational opportunities for parents has increased – see school calendar, course registers etc</p> <p>There has been good attendance at whole school workshops with a measurable impact on pupils, and positive evaluation from parents.</p>

	Curriculum workshops, including Reading workshops and Maths workshops	Courses and meetings for parents will have been well-attended was well-received.
To extend the involvement of 'hard to reach' families and improve the attendance of target families	<p>Improve tracking of attendance and punctuality of families.</p> <p>AHTs and PSM to target specific families</p> <p>Inclusion team and AWA to work proactively with families on school attendance and attendance at events and parent meetings</p>	Attendance of 'Hard to reach' families will have been tracked and will have improved as a result of intervention.
Extend pupils' understanding of the range of peoples, cultures and religions	<p>Curriculum overviews for geography ensure curriculum coverage</p> <p>Extend Diversity Week into Unity Week , International Month & and Cultural festivals</p> <p>Partnerships with SHS and Stepney Partnership to broaden children's social awareness</p> <p>Assemblies and shared celebrations of significant festivals such as Diwali, Eid and Christmas</p> <p>Annual visit to place of worship – increase the number of visitors representing other faith groups</p>	<p>Pupils are able to speak with confidence about other cultures and religions</p> <p>Pupils have had the opportunity to reflect on others' beliefs and traditions</p> <p>Pupils will have developed a greater understanding of children with complex needs.</p> <p>Pupils' social, moral, spiritual and cultural understanding has improved.</p> <p>All classes have visited places of worship.</p>