

Equality Objectives 2020-2024

Our Mission statement leads all we do at St Antony's and underpins our environment of Faith and learning.



God is at the heart of our school. With the help of our community we will strive to learn, love and achieve

Action plan 2020-24 Aspect of the Equality Duty and issue identified	Objectives and timescale	Activities	Responsibility	How we will measure progress
Protected characteristic: disability/SEN				
Attainment and progress of children with SEN	Over 3 years: Raise attainment of pupils with SEND and narrow the SEND Support /non-SEND gap Linked to OFSTED outcome 2 and 3: The provision for pupils who have special educational needs and/or disabilities supports the development of their learning skills, enables them to make better progress and prepares them well for the next phase of their education Attendance rates for pupils who have special educational needs and/or disabilities improve	• Quality first teaching • Using individual targets for teaching English and Maths highlighted on their Child Profiles • Interventions to support learning • Develop positive messages about Dyslexia • SEN review timetable 3 times a year review progress and target setting • Specialist support to teachers and SENCo • Progress meetings with parents and outside agencies where necessary	• Whole Staff • Headteacher • SENDco • SEN governor	• Pupil Progress Meetings • SEN review of targets • Pupil voice • Parent feedback
Protected characteristic: ethnicity (race)				
Awareness of different races	Over 2 year: Develop positive attitude to multi-cultural society Increase the representation of teachers from minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases in the teaching workforce.	• To embed school values • British Values Statement • Black History month/celebration of other cultural groups • Advertise posts in the local community and beyond • Analysis of staffing and comparison with the ethnicity trend of pupils	• Whole Staff • SLT • Headteacher	• Pupil conversations • Pupil questionnaires • Pupil presentation/performance • Staffing analysis • Contextual analysis and comparison

Protected characteristic: gender (sex)				
Equal progress and attainment of children	Over 3 years Ensure equal progress in reading, writing and maths for girls and boys.	• Early writing and handwriting in N, YR and Y1. • Engage boys and girls in the learning process through exciting and stimulating topics • To ensure positive experiences of Maths for girls – White Rose • Presenting positive male and female role models in school • Presenting positive male and female role models in society e.g. female scientists or mechanics • Lifting Limits – Gender Equality project 2019-2020	• All Staff	• Pupil Progress Meetings • Pupil voice • Work scrutiny • Outcomes
Protected characteristic: pregnancy and maternity				
n/a	n/a	n/a	n/a	n/a
Protected characteristic: religion or belief				
Awareness of different beliefs and cultures	Over 3 years Raise awareness of and develop a positive attitude and tolerance towards different religions	• Greater links with other places of worship • Visit to place of worship from a different religion • Visits from representatives from different religions • RE curriculum developed and embedded • Give opportunity for prayer, reflection and	• All staff	• Visits/ links made with other religious organisations • SDP shows good examples of 'Modern Britishness' • Pupil voice

		song in assemblies		
Protected characteristic: sexual orientation and gender reassignment				
Awareness of sexual orientation and gender reassignment	Develop positive attitude to sexual orientation and gender reassignment through Sex and Relationship Education.	- School response to pupil questions and inquisitiveness reinforces tolerance and understanding - Behaviour policy reinforces positive values and challenges inappropriate attitudes - School Journey in Love programme covering range of topics at age appropriate level	All staff	- Pupil voice - Behaviour log - Staff feedback
Access plan (including physical improvements, curriculum access and the provision of auxiliary aids)				
Improve the facilities	To ensure access to all areas is available to all All pupils physical and learning needs are supported through provision of resources	- Disabled access to 'The Stage' area in the playground - Use of medical room to support individual medical plans - SEN reviews will focus on provision of appropriate resources to support learning - Individual programmes for support from external agencies are adhered to	- Staff - Governors - SENCo	- Accessible for all - SEN reviews
Community cohesion plan (any additional actions not already covered under the above headings)				

Awareness of different beliefs and cultures Improve the facilities to support education in the local community	Over 4 years: To raise the profile of education within the local community.	• Local community supporting school events • Open days for the local community • Parent Workshops • Links to Global citizens groups through the School Council • Information to the community to promote engagement with the school • School visits in and around the local area – Redbridge Museum	• All staff • PTA • Governors	• Parent feedback form • Pupil numbers • Parental involvement • Press coverage
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