



Brentfield Primary School

Children of Today, Champions for Tomorrow

Equalities Information & Equalities Objectives

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Review Date	October 2025

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people and recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- Foster good community cohesion – between people who share a protected characteristic and people who do not share it

At Brentfield School, we also include socio-economic disadvantage in this policy, as we recognise that this can negatively impact the achievement of pupils.

We believe that educational inclusion is about equal opportunities for all. This does not mean that we treat everyone in the same way, but that we will respond to individuals in ways which take account of their varied life experiences and needs.

Our inclusive curriculum is carefully planned to ensure that all pupils have access to a broad and challenging curriculum, which provides children with rich experiences and opportunities to develop their understanding of our community and the wider world.

This policy is reflective of our BRAVE values:

1. **Belong:** helping our pupils to be active and responsible members of the school and the wider community, including nationally and globally.
2. **Responsible:** ensuring that our pupils are aware of and take responsibility for themselves, their school, their community and global issues.
3. **Aspirational:** helping our pupils to build aspirations and know available possibilities for their future lives.
4. **Value diversity:** developing our understanding and appreciation of our diverse school and local community as well as the wider world.
5. **Empowered:** ensuring that our pupils have self-determination and resilience to enable them to articulate what is important to them and be change makers.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

The Responsibility of the Governing Body

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

The Responsibility of the Headteacher

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Responsibility of the designated member of staff for equality

The Inclusion Lead, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

We have a school behaviour and anti-bullying policy which further underpin the school's commitment in dealing promptly and effectively with all incidents and complaints of bullying and harassment that may include discrimination against a protected characteristic. We keep a record of all such incidents and notify those affected of what action we have taken. Similarly our special educational needs policy outlines the provision the school makes for pupils with special educational needs and disabilities.

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We ensure that our Accessibility Plan outlines our aim to configure the structure of our school and its buildings to be as accessible as possible and reflects the needs of our population.

We believe that all staff have responsibility for promoting equality issues.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices and have procedures for addressing staff discipline, conduct and grievances.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. by carrying out accessibility planning to increase participation, improve the physical environment or increase the accessibility of information)
- Ensuring that the curriculum interest is aimed at all pupils (boys, girls etc.) and that teaching and learning styles are catered for.
- Encouraging pupils/families who have a particular characteristic to participate fully in any school activity (e.g. encouraging all pupils to be involved school visits and clubs)
- Set challenging targets and have high expectations of all pupils including those with SEND so that they are able to fully participate.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

6. Fostering Good Relations

The school aims to foster good relations between all those who are part of the Brentfield community by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our inclusive curriculum. For example, as part of teaching and learning, pupils are exposed to content from different cultural figures such as Malala Yousafzai, Frida Kahlo and have an opportunity to join in celebrations of our largest faith groups.
- Ensuring that the curriculum has positive images of protected groups and positively reflects modern Britain.
- Holding assemblies dealing with issues relevant to the school population. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes organising school trips and activities based around the local community and holding whole school community events
- Encouraging participation and involvement of different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds and abilities.
- Taking steps (reasonable adjustments) to ensure that pupils with a disability are not put at a disadvantage compared to other pupils.
- Gaining relevant external advice and support and share this with all stakeholders
- Listening to families and holding regular structured conversation meetings for pupils with complex needs.
- Listening to our pupils and encouraging them to have a voice.
- Providing coffee mornings and workshops to support parents.

7. Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We involve pupils, their families and staff in the changes and improvements we make and consult them on issues affecting them.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Overlaps with significant religious holidays
- Is accessible to pupils with special educational needs and disabilities
- Has equivalent facilities for boys and girls

8. Equalities Objectives (2021-2025)

The school's current equality objectives represent the school's priorities and also take into account national and local priorities and issues.

Objective 1: To develop pupils' understanding of valuing diversity to include protected characteristics

Progress made towards objective

- Behaviour policy updated to make explicit the duty of staff and pupils to challenge all discriminatory language – particularly in the playground
- Liaison with external providers to deliver workshops pupils and parents (e.g. FGM)

Steps to be taken to achieve objective:

- Empower pupils to understand and celebrate differences in each other.
- Highlight what leadership looks like and ensure that all pupil groups have an opportunity to participate in leadership opportunities
- Continue to promote positive messages about equality and diversity through displays, newsletters, assemblies and whole school events incl. participating in School Diversity Week 2023

Objective 2: Broaden and challenge pupils' understanding of gender stereotypes

Steps to be taken to achieve objective:

- Review the RSE curriculum to ensure that there are sufficient opportunities to explore stereotypes
- Develop a common language around gender stereotypes with pupils and parents
- Challenge and address gender stereotypes in the world of work, art, media and sport etc.
- Introduce a careers week across the school to ensure all pupils know the opportunities and options open to them.
- Continued participation in Primary Futures *challenging common gender stereotypes* workshops.

Objective 3: To increase staff understanding of equality in order to reduce or remove inequalities, particularly inequalities relating to the protected characteristics listed in the

Equality Act.

Progress made towards objective

- All teaching staff completed Equality, diversity and inclusion training
- Teaching staff completed unconscious bias training
- Relevant staff to receive appropriate training to support pupils with additional needs (visual/hearing impairments and medical needs) including making reasonable adjustments to the classroom and outdoor environment.
- 2023-24 School are developing an anti-racist strategy and have engaged in whole school training.

Steps to be taken to achieve objective:

- Equalities policy and objectives to be included in yearly training
- Staff to undertake specific training in dyslexia and ASD

Objective 4: To continue to close the gaps in attainment in reading and writing between boys and girls, disadvantaged pupils, and those from Black Caribbean heritage.

Progress made towards objective

- West London Zone programme implemented to targeted (PPG) pupils to thrive (Years 2-6)

Steps to be taken to achieve objective:

- Regular analysis of data from identified groups and plan appropriate timely intervention
- Deepen staff understanding of what makes an effective learner
- External community partnership to raise attainment and engagement of BCH pupils
- Closer support and family partnership through Family Liaison Manager
- West London Zone programme to enable targeted (PPG) pupils to thrive (Years 1-5)
- Continue to develop a cultural capital programme to complement the curriculum and enhance background learning.
- To further develop word rich environments (particularly in the Early Years)

9. Monitoring Arrangements

The equality information and objectives will be reviewed at least every year.

For further information contact:

Ms S Rawat (Assistant Head-Inclusion) admin@brentfield.brent.sch.uk 020 89655326

The governor responsible for Inclusion is Ms Milimo Ninvalle admin@brentfield.brent.sch.uk 020 89655326

10. Links with other Policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour policy

- Anti-Bullying Policy
- PPG strategy