



---

**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	September 2020

**Contents**

1. Aims.....	3
2. Legislation and guidance .....	4
3. Eliminating discrimination.....	4
4. Advancing equality of opportunity.....	4
5. Fostering good relations .....	4
6. Equality considerations in decision-making. ....	4
7. Key Characteristics.....	5
8. Equality objectives .....	6
9. Monitoring arrangements .....	7
10. Links with other policies .....	7

## 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.
- Ensure that no-one experiences harassment, less favourable treatment or discrimination because of the following protected characteristics:
  1. Sex
  2. Race
  3. Disability
  4. Religion or belief
  5. Sexual orientation
  6. Gender reassignment
  7. Pregnancy or maternity
- Foster good community cohesion – between people who share a protected characteristic and people who do not share it

At Brentfield School, we also include economic disadvantage in this policy, as we recognise that this has one of the most significant impacts on the achievement of children and young people. 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. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Pupils who are in receipt of free school meals/ Pupil Premium Grant
- Girls and boys
- Pupils from different ethnic backgrounds
- Pupils who need support to learn English as an additional language. (EAL)
- Pupils with special educational needs and disabilities (SEND)
- Pupils who are most able
- Pupils who are looked after by the local authority
- Pupils who are at risk of disaffection and exclusion

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment
- encouraging all pupils to have aspirations and be independent learners

We endeavour to provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
- recognising achievement in class and in the whole school through certificates, assemblies and the end-of-KS2 graduation ceremony
- listening and responding to the concerns of children and parents

- taking care to balance the needs of all members of the school community
- maintaining an ethos where it is good to achieve
- promoting a sense of community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil increase in attainment including the achieving of non-curriculum goals?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

## 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. Eliminating discrimination

The Leadership Team of the school closely monitor the gaps between protected groups.

- 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 try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and a school anti-bullying policy that supports us to deal promptly and effectively with all incidents and complaints of bullying and harassment that may include. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs and disabilities.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- 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.
- Supporting pupils to build their sense of identity and belonging, to enable them to flourish within their communities and to become global citizens.

## 4. 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 like peers.

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.

## **5. 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.
- 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 holding community whole school 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 disabled pupils are not put at a disadvantage compared to other pupils.
- Gaining relevant external advice and support and share this with all stakeholders
- Engaging in home visits prior to starting school in our Reception and Nursery/induction meeting prior to a school placement.
- Holding regular structured conversation meetings for pupils with complex needs.
- Providing coffee mornings and adult courses to support parents.

## **6. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We involve disabled learners, their families and disabled 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

## 7. Key Characteristics

<b>Total No. of pupils</b>	508 (October 2019)
<b>Girls</b>	255 (50.2%)
<b>Boys</b>	253 (49.8%)
<b>Pupils with SEND</b>	80 (15.7%)
<b>LAC/ post LAC</b>	2 (0.39%)
<b>Refugee</b>	12 (2.3%)
<b>PPG</b>	112
<b>FSM</b>	69

<b>Religion</b>	<b>No. of pupils</b>
Buddhist	1
Christian	65
Hindu	18
Muslim	294
No Religion	21
Other Religion	15
Refused	2
Unknown	92

<b>Ethnicity</b>	<b>No. of pupils</b>	<b>Ethnicity</b>	<b>No. of pupils</b>
Afghan	23	Other ethnic group	25
African Asian	1	Pakistani	12
Albanian	11	Portuguese	6
Any other Black background	7	Refused	5
Any other mixed background	11	Sri Lankan Sinhalese	1
Bangladeshi	6	Sri Lankan Tamil	13
Black - Ghanaian	3	Traveller of Irish heritage	4
Black - Nigerian	1	Turkish	2
Black - Somali	180	White - British	7
Black Caribbean	33	White - Irish	0
Indian	23	White + any other Asian Background	3
Iraqi	7	White and Black African	19

Italian	1	White and Black Caribbean	22
Kosovan	2	White and Pakistani	1
Kurdish	2	White Eastern European	31
Other Asian	14	White Other	5
Other Black African	23	White Western European	4

## 8. Equality objectives

**Objective 1:** Improve outcomes for all Black Caribbean pupils at the end of EY, Key Stage 1 & 2 in reading, writing and maths.

Steps to be taken to achieve objective:

- Half-termly monitoring of intervention and carefully planned support
- Continued detailed analysis of performance data across the school
- Targeted pastoral care where needed
- Structured conversations with parent/carers
- Continued parent meetings/coffee mornings to gather the views of families

Progress we are making towards this objective:

- The Black Caribbean Achievement champion allocated and attended 4 full day training (2019) Audit conducted in partnership with Brent Schools Partnership in April 2019 focusing on outcomes for pupils, the quality of teaching, learning and assessment and personal development, behaviour and welfare
- Action plan in place for 2019-20
- Coffee morning and parent meeting held with parent/carers.

**Objective 2:** Increase outcomes for SEND pupils in the Phonics Screening Check at the end of Year 1 when compared to similar pupils nationally.

Steps to be taken to achieve objective:

- Additional Phonics intervention
- Parent workshops
- Smaller targeted groups
- Most experienced staff members supporting pupils with greatest need

Progress we are making towards this objective:

- Revised phonics provision across year 1
- Additional targeted support
- Regular benchmarking of reading
- Structured conversations with families of pupils with most complex needs

**Objective 3:** Close the attainment gap between boys and girls in reading, writing and maths at the end of Key Stage One and Two.

Steps to be taken to achieve objective:

- Curriculum content modification to reflect interests and learning preferences of boys across the school
- Continued tracking of defined groups and identification detailed next steps of support

- Promoting reading for enjoyment and engaging parents, particularly fathers
- Parenting initiatives to support the development of English and the Maths

Progress we are making towards this objective:

- Targeted small group intervention in place
- Curriculum re-evaluated to appeal to both boys and girls

## **9. Monitoring arrangements and further information**

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](mailto:admin@brentfield.brent.sch.uk) 020 89655326

Mrs A Ali (Governor responsible for Inclusion) [admin@brentfield.brent.sch.uk](mailto:admin@brentfield.brent.sch.uk) 020 89655326

## **10. Links with other policies and documents**

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour policy
- Anti-Bullying Policy
- PPG strategy