



Brentfield Primary School

Children of Today, Champions for Tomorrow

Equality Information & Objectives Policy

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Review Date	October 2029

1. Aims and Ethos

Brentfield School's Equality Policy is grounded in the Public Sector Equality Duty as set out in the Equality Act 2010. In addition to the protected characteristics defined within the Act, the school also recognises the impact of socio-economic disadvantage and other context-specific vulnerable groups within our community. While socio-economic status is not a protected characteristic under the Act, we believe addressing disadvantage is essential to achieving true equity.

At Brentfield School, we recognise that equality does not mean treating everyone the same. Instead, it means understanding and responding to individual needs, experiences and barriers to learning so that every pupil can thrive.

This policy is aligned with our BRAVE values:

- **Belong** – promoting active participation within the school and wider global communities
- **Responsible** – encouraging awareness and accountability for self, school and community
- **Aspirational** – fostering high aspirations and an understanding of future opportunities
- **Value Diversity** – appreciating and celebrating diverse backgrounds locally and globally
- **Empowered** – developing self-determination, resilience and the confidence to be change-makers

Our aim is to secure educational inclusion for all pupils by ensuring access to a broad, ambitious and culturally rich curriculum, supported by inclusive practice and high expectations.

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](#).

Under the Equality Act 2010, the protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (employment only in schools)
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

3. Roles and Responsibilities

Governing Body: Ensure that the school publishes and updates equality objectives and communicates them to the school community.

Headteacher: Promotes knowledge of objectives, monitors progress, reports to governors.

Inclusion Lead (Designated Staff): Supports training, awareness, and objective achievement.

All Staff: Uphold policy in teaching, interactions, and school operations.

4. Eliminating Discrimination

Brentfield School meets its duties under the Equality Act 2010 and is committed to eliminating discrimination, harassment and victimisation.

We ensure that no pupil, member of staff or member of our community is treated less favourably because of a protected characteristic.

Equality considerations are embedded across all aspects of school life, including admissions, curriculum provision, behaviour, exclusions and employment practices.

We make reasonable adjustments to ensure that disabled pupils, staff and visitors are not placed at a disadvantage. Our Accessibility Plan outlines how we improve access to the curriculum, physical environment and information.

All staff share responsibility for promoting equality, challenging discriminatory behaviour and modelling inclusive values.

All incidents of discriminatory behaviour or prejudice are taken seriously, recorded and addressed promptly. Through our Behaviour, Anti-Bullying and SEND policies, we promote a culture of respect, dignity and inclusion for all.

5. Advancing Equality of Opportunity

Brentfield School works to advance equality of opportunity for all pupils.

We do this by:

- Removing or reducing disadvantages linked to protected characteristics, including through effective accessibility planning
- Ensuring our curriculum is ambitious and inclusive for all pupils
- Adapting teaching approaches to meet diverse learning needs

- Encouraging full participation in school life, including trips, clubs and enrichment activities
- Setting high expectations for every pupil, including those with SEND

To support this work, we:

- Monitor attainment and progress data for different groups of pupils
- Analyse outcomes to identify strengths and areas for improvement
- Take targeted action where gaps are identified

Through these actions, we aim to ensure that every pupil has the opportunity to succeed and thrive.

6. Fostering Good Relations

We actively promote tolerance, understanding and respect through our inclusive and culturally rich curriculum. Teaching reflects modern Britain and represents a wide range of cultures, faiths, backgrounds and protected groups. Pupils are encouraged to explore different perspectives, learn about world religions and celebrate significant cultural events in meaningful and age-appropriate ways.

We strengthen community cohesion by:

- Delivering assemblies and pupil-led activities that explore equality, identity, fairness and social responsibility
- Encouraging respectful discussion and critical thinking about difference and diversity
- Working closely with our local community through visits, partnerships and whole-school events such as International Days
- Promoting inclusive pupil leadership, including through a representative School Council made up of pupils from different abilities, backgrounds, including those with SEND
- Making reasonable adjustments to ensure pupils with disabilities can participate fully in all aspects of school life
- Seeking and sharing external expertise where appropriate to strengthen inclusive practice
- Listening carefully to pupils and families, including through structured conversations for pupils with complex needs
- Providing workshops, information sessions and coffee mornings to support parents and carers

Through these approaches, we aim to build a strong sense of belonging, ensuring that all members of the Brentfield community feel respected, valued and empowered to contribute positively to school life.

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 (2025-2029)

Objective 1: To promote equity across school specific disadvantaged groups by ensuring that pupils receive the support, resources and opportunities they need to succeed.

Progress made towards objective

- Regular cycle of pupil progress /learning conversations, with group performance identified and reviewed.

Steps to be taken to achieve objective:

- Develop staff knowledge of how the school context impacts access to learning and future opportunities
- Using contextual and performance data to identify school-specific disadvantaged groups and inform targeted provision and resource allocation.
- Communicate regularly with families of targeted groups about learning, progress, and available support.
- Offer workshops, coffee mornings, or one-to-one guidance to help families support learning at home.

Objective 2: To ensure that all pupils including those with neurodivergent profiles can access the curriculum through inclusive flexible teaching approaches that value different ways of thinking and learning.

Progress made towards objective

- CPD developed using evidence informed approaches e.g. EEF SEND in Mainstream Schools
- Autism Champion in place

Steps to be taken to achieve objective:

- Strengthen staff knowledge and confidence through Participation in Partnerships for Inclusion neurodiversity in Schools (PINS) Project
- Provide practical classroom self-help station to support adaptive teaching to enhance universal offer
- Review the effectiveness of visual supports, resource stations, and adaptive strategies on access to the curriculum.
- Strengthen parent understanding of neurodiversity (coffee mornings and partner days)

Objective 3: To continue to close the gap in maths between girls and boys at the end of KS2.

Progress made towards objective

- Regular analysis of data from identified groups and focused interventions planned in pupil progress meetings.
- Specialist maths teacher and practitioner in place to support closing the gap
- Gap narrowed from 28% to 15% (End of Autumn 2025)
- CPD focused on adaptive teaching strategies
- Y5 pupils attended Maths Challenge competition

Steps to be taken to achieve objective:

- Continue to develop a cultural capital programme to complement the curriculum and enhance background learning.
- Create KS2 girls maths club
- Continued close tracking of girls performance and specific gaps

- Identify spotlight girls in each class for targeted support
- STEM week (March 2026)

Objective 4: To embed a whole-school Anti-Racism Strategy

Progress made towards objective:

- Pupil workshops (KS2) – February 2026
- Units incorporated into PSHE curriculum
- Partnership working with Leeds Beckett (Centre for Race Education and Decoloniality CRED) – towards Anti-racist school award
- Anti-racism policy in place

Steps to be taken to achieve objective:

- Review Brentfield Anti-Racism Strategy
- Establish a pupil and staff Anti-Racism Working Group to lead initiatives and gather feedback
- On-going review of curriculum content and practice to ensure representation of diverse cultures, histories, and perspectives
- Provide ongoing staff CPD focused on anti-racist practice and inclusive pedagogy
- Monitor and analyse incident data to identify patterns and respond promptly and effectively
- Strengthen links with parents and community organisations to support anti-racist education and dialogue
- Celebrate key events such as Black History Month and Windrush Day, ensuring they are meaningfully embedded in learning throughout the year

9. Monitoring Arrangements

Equality information is reviewed annually and equality objectives reviewed at least every four years.

For further information contact:

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The governor responsible for Inclusion is Ms Milimo Ninvalle and Race Equality is Lisa Kopa 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