



Brentford School for Girls

Equality Duty Information and Objectives

<i>Rev</i>	<i>Date</i>	<i>Description</i>
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Equality and Diversity Lead: Gita Agnihotri

1: Introduction

School Vision for the 'Brentford Girl' is at the centre of all decision making at our school:

'Imagine the future Brentford Girl; she thrives on challenge and has a desire to fulfil her learning potential; she is able to think independently and is confident in her social and academic capability; she is emotionally aware and emotionally intelligent; she is capable and dependable; she is resourceful and inquisitive; she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community; she accepts the welfare of others as her responsibility; she understands the need for sustainable living both locally and globally; she is ready for life in the future – whatever that may be. She is the centre of our vision and will remain the very core of our being and purpose'

2: Principles

The Equality Act, of which most provisions came into force on 1st October 2010, brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. The Act therefore replaces and incorporates for example, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Discrimination Act (1995).

At Brentford School for Girls we are focused on:

- ensuring everyone is treated fairly and with respect;
- ensuring that our school is a safe, secure and stimulating place for everyone;
- recognising that all people within our community have different needs, and that understand that treating people equally does not always involve treating them all exactly the same;
- recognising that for some pupils extra support is needed to help them to achieve and be successful;
- ensuring that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through student voice opportunities.
- ensuring no-one experiences any unlawful discrimination because of their age; any disability they may have; their ethnicity; colour or national origin; their sex; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

3: Background to the Equality Duty

Equality Act 2010

For the purposes of the Act:

***Equality** is having equal opportunities and rights. It means being treated fairly and not being put at a disadvantage. It also means being able, and supported, to reach your potential.*

***Inequality** is when people aren't given equal opportunities and right. They might be treated unfairly and experience discrimination.*

The provision of the Act

The Act applies to all schools and all people covered by the schools provision including:

- prospective students (in relation to admissions arrangements);
- students at the school;
- former students (if there is a continuing relationship based on them having been at the school);
- teaching and support staff;
- parents and governors;
- contractors and volunteers.

Protected Characteristics

All activities that take place as part of the life of the school must protect people from discrimination on the basis of nine protected characteristics.

The protected characteristics relevant to students and adults in the school community:

- disability
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief or no religion
- sex
- sexual orientation

The additional protected characteristics for adults include;

- Age
- Marriage or civil partnership
- Gender reassignment

Discrimination, Harassment and Victimisation

The law therefore protects against;

Discrimination:

- Direct discrimination, treating a person unfavourably because of any protected characteristics including;
 - because a person is *perceived* to have a particular characteristic
 - because a person has been *associated* with someone who does have that characteristic
- Indirect discrimination, where a “one-size-fits-all” rule is applied too generally and puts particular groups at a significant disadvantage.

Additionally, in relation to disability only the law protects against;

- Discrimination arising from disability
- Failure to make *reasonable adjustments* in relation to disability

Harassment:

- related to a protected characteristic
- including when a persons' dignity is violated
- an intimidating, hostile, degrading, humiliating or offensive environment is created

Victimisation:

- when a person is put at a disadvantage because of a previous complaint made in good faith
- a previous complaint could have been that persons
- a person could have given evidence or information relating to someone else's complaint.

Complaints procedures

In the event of a breach of any aspect of the Equality Act, Brentford School for Girls encourages all wider community members to engage in informal discussions with the Head Teacher or a member of the school Leadership Team. In the event that a mutually satisfactory resolution cannot be found the schools complaints procedures may be followed. Additionally the Equality Act also outlines a formal complaints procedure.

The Public Sector Equality Duty

Since 2011 all public bodies including schools have been bound by what is known as the Public Sector Equality Duty (PSED). Specifically schools have a general duty and two specific duties.

The General Duty

In the General Duty a school must have *due regard* for the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act;
- advance quality of opportunity between persons who share a relevant protected characteristic and persons who do not share it which includes removing or minimising disadvantages, taking steps to meet the particular needs of people who have a protected characteristic and encouraging people who have a protected characteristic to participate fully in any activities;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it which includes tackling prejudice and promoting understanding.

Due regard

Having due regard includes:

- demonstrating knowledge of the Equality Act and Duty;
- be timeless in approach – new policies and practices should be considered in respect of the Equality Duty before they are introduced;
- involve real regard in decision making rather than 'box ticking';
- involve acquiring sufficient information;
- not involve delegation of the duty

- involve continual record keeping and review in relationship to the duty.

The Specific Duties

The specific duties of a school are to:

- Publish in accessible manner equality information which demonstrates compliance with the duty (6th April 2012 and at least annually thereafter).
 - information relating to the school community who are affected by the schools policies and practices who share protected characteristics;
 - information that demonstrates the schools due regard or engagement with the general duty;
 - information on the equality challenges or current levels of effectiveness in promoting each of the three aims for each of the protected groups.
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years (6th April 2012 and at least every four years thereafter).

The choice of information for publication, the format of that publication and where the information is published is up to the school to decide. However the published information will support transparency and allow parents and the community to hold the school to account.

The Equality Duty is a 'living' agenda from which to establish a framework that will ensure the regular appraisal of all policies in light of the needs of all individuals but especially those with protected characteristics within the school community.

Roles and Responsibilities

Governors

- The Governing Body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of all students and the wider school community;
- The Governing Body seeks to ensure that people are not discriminated against when applying for posts at the school;
- The Governing Body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible;
- The Governing Body ensures that no child is discriminated against on account of any of the protected characteristics outlined in the Equality Act.

Headteacher and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the impact of the Equality Policy and Objectives
- The Head Teacher/SLT ensure that appointment panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment within

the school community with due seriousness

Staff

- All staff ensure that all students are treated fairly, equally and with respect, and maintain awareness of the Equality Plan and Objectives;
- All staff strive to provide material with positive images of people covered by the protected characteristics outlined in the Equality Act;
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents for the attention of LT;
- They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Students

Brentford School for Girls vision focuses on developing the future 'Brentford Girl'. Students will be made aware of how the Equality Act and school objectives apply to them. The BLOSSOM curriculum and tutor programme explores topics and current issues related to equality and diversity, and students are encouraged to express and discuss their wishes and opinions.

Gender Reassignment

The school applies the guidance in the NASUWT Trans equality in schools and colleges guidelines when applying principles around gender re-assignment. All requests will be considered on a case by case basis.

Brentford School for Girls Equality information

The ethnic diversity of students at Brentford School for Girls is listed

Ethnicity
Afghan
Albanian
Arab
Asian and any other ethnic group
Bangladeshi
Black - Ghanaian
Black - Nigerian
Black - Somali
Black and any other ethnic group
Black Caribbean
Bosnian-Herzegovinian
Chinese + any other ethnic group
Filipino
Indian
Information Not Yet Obtained
Iranian
Italian
Kashmiri other
Kosovan
Kurdish
Nepali
Other Asian
Other Black
Other Black African
Other ethnic group
Other mixed background
Other Pakistani
Other White British
Portuguese
Refused
Sri Lankan Other
Sri Lankan Sinhalese
Sri Lankan Tamil
Turkish
White - English
White - Irish
White - Welsh
White + any other Asian Backgrnd

White and any other ethnic group
White and Black African
White and Black Caribbean
White Eastern European
White European
White Other
White Western European

Figure 1.2 Gender	Female	Brentford School for Girls is a girl's school. Through consortium arrangement in the Sixth Form we have a small number of female and male 'guest' students.
	100%	

Figure 1.3 Disability	
Statement (E)	13
SEND (K)	67
Perceived Disability	

Christian
Buddhist
Hindu
Jewish
Muslim
Sikh
No religion
Other religion or belief
Unknown

Figure 1.4 Sexual Orientation	For ethical reasons we do not collect data on the sexual orientation of our students
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Figure 1.6 Pregnancy or maternity	To protect our students we do not publish information on pregnancy or maternity
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Figure 1.7 Information of employees	The school community currently comprises of more than 112 staff therefore we are fully aware of our commitment to meet all premise of the Equality Duty while at the same time maintaining staff confidentially therefore acting with integrity and sensitivity at all times.
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NB. The information can be requested as per the freedom of information policy. However, due to the influx and existing pupils (due to borough mobility) this changes frequently

Figure 2.1– School Policies

Equality Duty – relevant School Policies
Behaviour Policy and Code of Conduct
Attendance Policy
SEND Policy
Exams Policy and regulations

Recruitment and Retention Policy
Anti-Bullying Policy
Grievances and disciplinary procedures
Sixth Form Admissions Policy
Complaints Policy

	Equality Aspect	Action	RAG rating			£	SLT Link	Staff	Comments on progress
			Yr 1	Yr 2	Yr 3				
We aim to narrow the progress gap between disadvantaged and non-disadvantaged students	Advance equality of opportunity	analyse student achievement and Inclusion data in all year groups							
		promote and encourage this group of students to become more involved in the co-curricular programme of the school							
		activities that encourage "Reading for Pleasure"							
		Disadvantaged students (ongoing) monitor the quality of marking							
We aim to narrow the progress gap between WBR students and non- WBR student	Advance equality of opportunity	analyse student achievement and Inclusion data in all year groups							
	Foster good relations	reviewing the curriculum offer at KS4 and KS5 pathways							
		continuing our engagement with parents/carers through Structured Conversations, whilst working with external agencies							
Promote the aspirations of all girls to full engagement in their learning and the next steps in their education.	Eliminate discrimination, harassment or victimisation	Development of a differentiated response system for a small number of students less able to meet school expectations.				Headteacher AHT Pastoral	SENCO AHT Pastoral Head of Year CP Officer		
	Advance equality of opportunity	Further develop the use of the school internal withdrawal facility to promote positive re-engagement in learning.							
		Continue to track data to identify trends and initiate action plans e.g. SEN pupils (attendance)							

Ensuring that our school is a safe, secure and stimulating place for staff and students	Foster good relations. Eliminate discrimination, harassment or victimisation.	To review the staff CPD offer and include opportunities for training related to the protected factors					E&D lead and AHT (whole school CPD)		
		To establish a student diversity group							
Further promote the British values of respecting the rights therefore differences of all school community members by the greater use of community languages therefore promoting greater engagement in school activities of students' family members for which English is an additional language.	Foster good relations	CPD for all staff and Governors on the Equality Duty and the importance of Brentford community languages.				£500	SLT Link responsible for the Duty	All staff and Governors	
		Audit the current use of community languages across the school community Assemble a team of volunteer and where necessary, paid translators for key community languages willing to engage in activities that use community languages more widely across the school.					SLT responsible for the British Values audit		
Further promote the British values of respecting the rights therefore differences of all school community members by the greater use of community languages therefore promoting greater engagement in school activities of students' family members for which English is an additional language.	Foster good relations	Build the use of community languages into assemblies, school events, bulletins, newsletters and the school website.				£500	SLT Link responsible for the Duty	All staff and Governors	
		Devise a baseline measure from which to quantify progress against this objective.					SLT responsible for the British Values audit		
		Assemble a team of volunteer and where necessary, paid translators for key community languages willing to engage in activities that use community languages more widely across the school.					SLT - Curriculum		

To ensure that the SMSC programme address issues surrounding terrorism, radicalisation, increasing Islamophobia projected through the media	Foster good relationships	Review tutor programme to ensure it is responsive to topical issues and current news items						Aaron	
		Address key issues , radicalisation, terrorism, Islamophobia through schemes of work development in PSHCE and RE							
Promote the aspirations of all girls to full engagement in their learning and the next steps in the education.	Eliminate discrimination, harassment or victimisation Advance quality of opportunity	Development of a differentiated response system for a small number of students less able to meet school expectations.					Headteacher	SENCO AHT Pastoral Head of Year CP Officer	
		Further develop the use of the school internal withdrawal facility to promote positive re-engagement in learning.					AHT Pastoral		
Further promote the British values of respecting the rights therefore differences of all school community members by the greater use of community languages therefore promoting greater engagement in school activities of students' family members for which English is an additional language.	Foster good relations	CPD for all staff and Governors on the Equality Duty and the importance of Brentford community languages.				£500	SLT Link responsible for the Duty	All staff and Governors	
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