

# **Brentford School for Girls & 6<sup>th</sup> Form**

## **Equality Duty Policy and Objectives**

**2025-2028**

Date: September 2025

Date of Review: June 2028

## **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.*

(Source: EHRC)

### 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 (6<sup>th</sup> 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 (6<sup>th</sup> 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, staff 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/ Designated extended leadership member to strategise the objectives and action plan in the context of the school.
- 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

Arab Other

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

Kosovan

Kurdish

Latin/South/Central American

Nepali

Other Asian

Other Black African

Other Chinese

Other ethnic group

Other Gypsy/Roma

Other mixed background

Other Pakistani

Other White British

Portuguese

Refused

Sri Lankan Sinhalese

Sri Lankan Tamil

Turkish

Turkish Cypriot

White - English

White - Irish

White - Welsh

White + any other Asian Background

White and any other ethnic group

White and Black African

White and Black Caribbean

White and Indian

White Eastern European

White European

White Other

White Western European

<b>Figure 1.2 Gender</b>		Brentford School for Girls is a girl's school with a very small number of Males in the 6th Form. Through consortium arrangement in the Sixth Form we have a small number of female and male 'guest' students.
	99.88% Female (834) 0.12% Male (1)	

<b>Figure 1.3 Disability (No.)</b>	
<b>Statement (E)</b>	19
<b>SEND (K)</b>	51
<b>Perceived Disability</b>	

<b>Religion</b>	<b>No.</b>	<b>%</b>
<b>Muslim</b>	<b>384</b>	<b>46%</b>
<b>Christian</b>	<b>168</b>	<b>20%</b>
<b>Unknown</b>	<b>157</b>	<b>19%</b>
<b>Hindu</b>	<b>50</b>	<b>6%</b>
<b>Other Faith</b>	<b>28</b>	<b>3.4%</b>

<b>Sikh</b>	<b>22</b>	<b>2.6%</b>
<b>Refused</b>	<b>15</b>	<b>1.8%</b>
<b>Buddhist</b>	<b>7</b>	<b>0.8%</b>
<b>Roman Catholic</b>	<b>2</b>	<b>0.2%</b>
<b>Church of England</b>	<b>1</b>	<b>0.1%</b>
<b>Jewish</b>	<b>1</b>	<b>0.1%</b>
	<b>835</b>	

**Figure 1.4 Sexual Orientation**

For ethical reasons we do not collect data on the sexual orientation of our students

**Figure 1.6 Pregnancy or maternity**

To protect our students we do not publish information on pregnancy or maternity

**Figure 1.7 Information of employees**

The school community currently comprises more than 100 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.

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

Workplace Harassment Policy

Grievances and disciplinary procedures

Sixth Form Admissions Policy

Complaints Policy

**BSfG Equalities Objectives 2025-2028**

Aim	Actions	Success Criteria	Who
<p><b>1. We aim to narrow the progress gap between PPG and non-PPG students</b></p> <p>(Advance equality of opportunity)</p>	<ul style="list-style-type: none"> <li>- Continue detailed analysis of attainment, attendance, and behaviour data by characteristic each term</li> <li>- Strengthen mentoring and aspiration programmes for WBR and PPG students</li> <li>- Ensure PPG students are actively supported to engage with enrichment, reading schemes, and leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement and attendance gap reduces by at least 10% over 3 years</li> <li>- Participation in enrichment increases year-on-year</li> <li>- Student voice shows ≥90% feel supported in their learning</li> </ul>	<p>MCR/HODs/HOYs</p> <p>MBA - PPG spending PMA</p>
<p><b>2. Promote the aspirations and re-engagement of students at risk of marginalisation (inc. SEND and vulnerable girls)</b></p> <p>(Advance equality of opportunity and Eliminate discrimination)</p>	<ul style="list-style-type: none"> <li>- Review provision and staffing of internal inclusion room to ensure focus on positive re-engagement</li> <li>- Continue differentiated response systems (e.g., check-ins, mentoring, Thrive-style support)</li> <li>- Track and act on attendance/punctuality data</li> <li>- Training for all staff on trauma informed practice (2025-26)</li> <li>-HOYS create plans for pupils, which is to be monitored and evaluated</li> </ul>	<ul style="list-style-type: none"> <li>- Reduction in re-referral to internal inclusion</li> <li>- Increased attendance from key vulnerable groups (e.g., SEN girls by 5%)</li> <li>- Pupil case studies in each year group demonstrate impact</li> <li>- Reduction in exclusions</li> <li>- Date on achievement improves as at risk groups make better progress in school</li> <li>- Data on participation in extra-curricular significantly improves for all PPG/SEND students across all year groups</li> </ul>	<p>HODs/HOYs KMA/Inclusion team</p> <p>MCR (Careers/PPG)</p> <p>PMA/AWA</p>
<p><b>3. Ensure student voice and lived experience drive inclusion priorities</b></p> <p>(Foster good relations and eliminate discrimination, harassment or victimisation)</p>	<ul style="list-style-type: none"> <li>- Half termly meeting with inclusion and PD team to review equality priorities</li> <li>- Formal feedback loops from activism groups (e.g., LGBTQIA+ Feminist Group, Cultural Voices)</li> <li>- Involve students in designing/leading assemblies, events and training</li> </ul>	<ul style="list-style-type: none"> <li>- At least 3 actionable items per year are implemented based on student voice</li> <li>- Growth in participation in activism groups</li> <li>- At least 1 student-led staff CPD session annually</li> </ul>	<p>PMA HOYS YAG</p>
<p><b>4. Improve whole-school</b></p>	<ul style="list-style-type: none"> <li>- Embed review of subject schemes to ensure diverse voices and protected characteristics are reflected</li> </ul>	<ul style="list-style-type: none"> <li>- 100% subject areas document examples of inclusive content by end of 2026/27</li> </ul>	<p>JHU</p>

<p><b>representation and inclusivity within the curriculum and community languages</b></p> <p>(Advance equality)</p>	<ul style="list-style-type: none"> <li>- Develop CPD for staff on reviewing and embedding the changes set out in 2025 curriculum and assessment review. (e.g cutting edge, diverse and inclusive)</li> <li>- Expand use of community languages via translated letters, events and displays</li> <li>- PTA events</li> </ul>	<ul style="list-style-type: none"> <li>- Family participation in school events increases (targeted tracking for SEND/EAL groups)</li> <li>- At least 1 student newsletter per term celebrating diversity</li> <li>- Increase in parental engagement and attendance to events</li> </ul>	<p>JHU/KSE PMA (PD team)</p> <p>EDO</p>
<p><b>5. Continue building on our British Values and the SMSC curriculum to address extremism and any form of discrimination</b></p>	<ul style="list-style-type: none"> <li>- Refresh and review SMSC and Blossom tutor content annually during the summer term.</li> <li>- Continue use of RE and PSHE to address issues around radicalisation, Islamophobia, and anti-racism</li> <li>- External speakers and enrichment linked to real-world case studies</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil surveys show increased understanding/confidence in discussing extremism and equality issues</li> <li>- Blossom evaluations show improved coverage of topical issues</li> <li>- No significant increase in prejudice-based incidents</li> </ul>	<p>PMA/YAG Pastoral teams</p>
<p><b>6. Continue to celebrate diversity visibly and meaningfully across the school calendar</b></p>	<ul style="list-style-type: none"> <li>- Maintain annual Diversity Week, linked to protected characteristics</li> <li>- Ensure activities are inclusive, intersectional, and co-led by students</li> <li>- Continue to use external partnerships (e.g. LVA, Mind, alumni)</li> </ul>	<ul style="list-style-type: none"> <li>- 90%+ student participation in at least one Diversity Week event</li> <li>- 100% tutor groups take part in one equality-related session each half term</li> <li>- At least 3 external contributors per year support whole-school events</li> </ul>	<p>YAG/Pastoral Teams</p> <p>All staff</p>
<p><b>7. Identify and address inequalities to ensure a truly inclusive, equitable, and anti-discriminatory learning environment for all students and staff.</b></p>	<p>Over the 26-27 academic year: Equalities and Race Equality Audit - SSAT's rigorous, in-depth Equalities Audit and Race Equality Audit to assess the extent to which policies, curriculum, staffing, leadership, behaviour systems, and daily practices promote equity, diversity, and inclusion.</p> <ul style="list-style-type: none"> <li>- Reveal any unconscious bias, structural inequalities, or barriers faced by students and staff from minority or disadvantaged groups.</li> </ul> <p><a href="#">Further information</a></p>	<ul style="list-style-type: none"> <li>- Quantitative and qualitative data is collected across key areas: <ul style="list-style-type: none"> <li>● Student outcomes (attainment, progress, behaviour, attendance, exclusions).</li> <li>● Staff representation, recruitment, and retention.</li> <li>● Curriculum content and classroom practice.</li> <li>● Stakeholder voice (students, staff, parents/carers).</li> <li>● Protected characteristics (especially race/ethnicity) are considered in all datasets.</li> </ul> </li> <li>-The audit leads to a clear, SMART (Specific, Measurable, Achievable, Relevant, Time-bound) action plan; priorities are aligned with the school's wider improvement strategy and Equality Duty objectives.</li> </ul> <p style="text-align: center;">- EDI Accreditation for Schools</p>	<p>YAG/SLT/CMT</p> <p>All staff</p>



