

EQUALITY DUTY INFORMATION REPORT

2023/24

1.0 INTRODUCTION

The Equality Act 2010 places a duty on the school to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Brentside Primary Academy, part of Attain Academy Partnership, is an inclusive school. All staff and pupils are treated equally at the school irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity (the Act extended this protection to pupils). Where necessary, actions are put in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics.

The school believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensure that the school continues to tackle issues of disadvantage and underachievement of different groups.

2.0 EQUALITY INFORMATION

2.1 Pupil Characteristics

We use the following school population information to help us ensure we do not disadvantage anyone in our school.

| Gender | Brentside % | National % |
|---------------------------|-------------|------------|
| Male | 52.66% | 51.09% |
| Female | 47.34% | 48.91% |
| Special Educational Needs | Brentside % | National % |
| No SEND | 78.00% | 81.60% |
| SEND | 22.00% | 18.40% |
| EHCP | 4.11% | 4.80% |
| First Language | Brentside % | National % |
| No EAL | 41.00% | 79.20% |
| EAL | 59.00% | 20.80% |
| Free School Meals | Brentside % | National % |
| Not Eligible for FSM | 63.04 | 75.40% |
| Eligible for FSM | 36.96 | 24.60% |

*National data from <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

*National SEND data from <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

**BPA data from July 2024 Headteacher's Report

| Ethnicity | Brentside % | National % |
|-------------------------------------|-------------|------------|
| Any other ethnic group | 21.26% | 2.30% |
| Asian - Any other Asian background | 12.08% | 2.20% |
| Asian - Bangladeshi | 0.97% | 1.80% |
| Asian - Chinese | 0.24% | 0.80% |
| Asian - Indian | 3.62% | 4.00% |
| Asian - Pakistani | 9.42% | 4.60% |
| Black - Any other Black background | 1.21% | 0.80% |
| Black - Black African | 17.63% | 4.80% |
| Black - Black Caribbean | 4.35% | 0.90% |
| Mixed - Any other Mixed background | 4.11% | 2.80% |
| Mixed - White and Asian | 2.42% | 1.70% |
| Mixed - White and Black African | 3.38% | 0.90% |
| Mixed - White and Black Caribbean | 4.11% | 1.60% |
| White - Any other White background | 5.07% | 7.20% |
| White - Gypsy/Roma | 0.00% | 0.30% |
| White - Irish | 0.00% | 0.20% |
| White - Traveller of Irish heritage | 0.24% | 0.10% |
| White - White British | 7.25% | 61.30% |
| Unclassified | 2.66% | 1.70% |

*National data from <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

**BPA data from July 2024 Headteacher's Report

2.2 Analysis of the School Population

Rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, the school aims to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

- The balance of boys was higher than girls, however the difference has come down from the previous year (Male- 2023: 53.32%, 2024: 52.66%)
- The number of pupils who are entitled to FSM is well above national average, however has dropped slightly from last year (FSM- 2023: 63.62%, 2024: 63.04%)
- SEND is slightly above national statistics, however the number of EHCPs is lower than the national average.

3.0 ELIMINATING UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION

The information provided here aims to demonstrate that the school gives careful consideration to equality issues in everything that we do at the school. This ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Ensuring that all staff and pupils are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Keeping an accurate record of the protected characteristics of our pupils and staff.
- Having clear procedures to ensure that policies and practices do not discriminate, directly or indirectly against adults or pupils in schools; and that positive role models and a wider perspective will strengthen the school.
- Reporting, responding to and monitoring all incidents of prejudice related incidents related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. However, instances of bullying, including for example, cyberbullying and prejudice-based bullying, within the school are extremely rare.
- Having clear procedures for dealing with any incidents of inappropriate behaviour including prejudice-related bullying. The academy behaviour and anti-bullying policies outline our expectations for both pupils and staff in their interaction with each other and our commitment to anti-bullying. Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others.
- Having clear policies that outline the provision the trust and academies makes for pupils with special educational needs
- Ensuring safer recruitment practices are adhered to safeguard and protect our pupils.
- Having procedures for addressing staff discipline, conduct and grievances
- Ensuring teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures

4.0 IMPACT INDICATORS

4.1 Attendance

Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Pupils need to attend school regularly.

Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well.

The school attendance data for 2023/24

| Attendance | Brentside % | National % |
|--------------------------------|-------------|------------|
| Overall Attendance | 93.63% | 94.50% |
| Authorised Absence | 4.90% | 3.90% |
| Unauthorised Absence | 1.47% | 1.60% |
| Persistent Absence (Below 90%) | 14.99% | 15.20% |

*National data from <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools>

**BPA data from July 24 attendance report

4.2 Exclusions

In 2023/24 the number of exclusions were lower than the previous year and there were no permanent exclusions.

| Number of Fixed Term Exclusions | Total Number of Days | Number of Permanent Exclusions |
|---------------------------------|----------------------|--------------------------------|
| 8 | 24.75 | 0 |

4.3 Prejudice-related incidents

There were 2 significant prejudice-related incidents recorded during 2023/24 related to victimisation or discrimination.

These incidents required further investigation and additional support for pupils involved.

All reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence.

The school Vision and Values are shared regularly with the school community and woven through the curriculum. The SLT and subject leaders ensure that curriculum is current, rich in diversity and equality, the PSHE curriculum supports positive relationships and behaviour across the school.

Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others. Pupils are recognised for positive behaviour choices through pupil of the week certificates, merit charts and other rewards as part of the school's overall behaviour management policy. We have a positive behaviour management approach.

Messages around bullying are reinforced throughout the year through our PSHE curriculum. E-Safety learning is carried out each year to ensure safety in respect of internet technologies and electronic communications are promoted. The school has also organised a number of online safety workshop for the school community.

4.4 Attainment

EYFSP

Specific Areas

| Areas | Brentside | Ealing | National |
|--|-----------|--------|----------|
| Communication and language | 66.00% | 77.40% | 79.30% |
| Personal, social & emotional development | 68.10% | 83.20% | 82.90% |
| Physical development | 85.11% | 86.20% | 84.80% |
| Literacy | 61.70% | 71.00% | 70.00% |
| Mathematics | 63.83% | 76.70% | 77.10% |
| Understanding the world | 68.10% | 78.30% | 80.00% |
| Expressive arts & design | 70.21% | 85.60% | 84.70% |

Overall Results

| | Brentside | Ealing | National |
|---------------------------------|-----------|--------|----------|
| Good Level of Development (GLD) | 61.70% | 68.40% | 67.70% |

| | Brentside | Ealing | National |
|----------------------------------|-----------|--------|----------|
| Early Years Learning Goals (ELG) | 61.70% | 68.40% | 67.70% |

PHONICS

| | BPA% | Ealing % | National % |
|---------------|-------|----------|------------|
| Year 1 | 87.5% | 84% | 81.25% |
| End of Year 2 | 75% | 90% | 89% |

KEY STAGE 1 SAT (No Longer Statutory)

| | Emerging % | Expected + % | Exceeding % |
|---------|------------|--------------|-------------|
| | BPA | BPA | BPA |
| Reading | 33% | 67% | 4% |
| Maths | 36% | 64% | 9% |
| Writing | 40% | 50% | 0% |
| RWM | 53% | 47% | 0% |

KEY STAGE 2 SAT

Percentage Achieving Expected Standard (100)

| | BPA% | National% |
|--------------------------|------|-----------|
| Reading | 93% | 74% |
| Maths | 91% | 73% |
| Writing | 86% | 72% |
| GPS | 91% | 72% |
| Science | 89% | 81% |
| Reading, Writing & Maths | 77% | 61% |

Average Scores

| | BPA |
|---------|-------|
| Reading | 106.9 |
| Maths | 107.1 |
| GPS | 109.8 |

5.0 ADVANCING EQUAL OPPORTUNITY BETWEEN PEOPLE

As a school we advance equality of opportunity by:

- Providing good access to high quality education and promoting achievement and attainment for all pupils
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Supporting disabled staff and pupils by meeting their individual needs. Where possible, reasonable adjustments are made to ensure they are not put at a disadvantage compared to others in the school
- Listening to parents/carers
- Listening to pupils

5.1 Foster Good relations between people

The school fosters good relations by

- Ensuring that Brentside Primary Academy is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum

Spending more time within the community, fund raising for local charities and attending community run events has been a focus of BPA for the last few years.

6.0 PARTICIPATION AND ENGAGEMENT

The school actively encourages high levels of participations in all aspects of school life. Successful strategies for children include a buddying system to help the new pupils settle in, and assemblies. All children are actively encouraged to participate in charity and fundraising events.

Successful strategies are also in place for engaging with parents and carers, including those who might find working with the school difficult. These include an open-door policy and the availability of regular meetings with parents to discuss ways in which they can support their child at school.

The curriculum is fully accessible to all pupils, with financial support or additional staffing available to enable a child to participate in an event or activity, for example a school trip. Please see the published information on how we spend our Pupil Premium and Sport Premium funding to raise the pupil attainment and participation at Brentside Primary Academy.

7.0. STAFF INFORMATION – OVERVIEW

The academy aims to observe and implement the principles of equal opportunities and non-discrimination in our employment practices

7.1 Staff Characteristics

This section refers to Brentside Primary Academy staff employed at the end of July 2024. This includes employed staff only.

| Total Staff | Number | Percentage |
|---|--------|------------|
| Number of staff employed | 49 | 100% |
| Gender | Number | Percentage |
| Male | 3 | 6.12% |
| Female | 46 | 93.88% |
| Ethnicity | Number | Percentage |
| Asian or Asian British, Bangladeshi (ABAN) | 0 | 0.00% |
| Asian or Asian British, Indian (AIND) | 4 | 8.16% |
| Asian or Asian British, Any other Asian Background (AOTH) | 2 | 4.08% |
| Asian or Asian British, Pakistani (APKN) | 0 | 0.00% |
| Black or Black British, African (BAFR) | 9 | 18.37% |
| Black or Black British, Caribbean (BCRB) | 2 | 4.08% |
| Black or Black British, Any other Black background (BOTH) | 0 | 0.00% |
| Chinese (CHNE) | 0 | 0.00% |
| Mixed, any other mixed background (MOTH) | 1 | 2.04% |
| Mixed White and Asian (MWAS) | 1 | 2.04% |
| Mixed, White and Black African (MWBA) | 0 | 0.00% |
| Mixed, White and Black Caribbean (MWBC) | 0 | 0.00% |
| Not Obtained (NOBT) | 0 | 0.00% |
| Any other ethnic background (OOTH) | 3 | 6.12% |
| Did not wish to be recorded (REFU) | 0 | 0.00% |
| White, British (WBRI) | 17 | 34.69% |
| White, Irish (WIRI) | 1 | 2.04% |
| Traveller of Irish Heritage (WIRT) | 0 | 0.00% |
| White, any other White Background (WOTH) | 9 | 18.37% |
| Gypsy/Roma (WROM) | 0 | 0.00% |
| Disability | Number | Percentage |
| Number of staff with a disability | 1 | 2.04% |

The school is an equal opportunities employer however as is common for the public sector and education, the school has a predominance of female employees in the work force.

The school does not routinely collect or hold information on religious beliefs, unless specifically requested by a member of staff. The Trust's absence policy allows time off with pay for major religious observance days for all faiths.

No data is collected or held by the academy about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.



The school operates policies for maternity leave, paternity leave. These policies are based on model Local Authority policies and procedures. The school provides sensitive and appropriate support to any member of the school community who is pregnant or who has recently had a baby including respecting confidentiality when appropriate. All pregnant staff have a meeting to assess their individual needs and steps are taken to ensure these are met.

All staff have access to CPD relevant to their role. There is no difference in the amount of time spent by staff on relevant training activities with regards to gender and ethnicity.

The school does not collect or retain data on job applicants for any purpose other than recruitment.

7.2 Staff Pay

Employers over 250 staff are required by law to carry out Gender Pay Gap Reporting in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. Brentside Primary Academy is a Single Academy Trust (SAT) and does not reach the criteria for gender pay gap reporting for 2023/24