Equalities Case Study 2025-26 - Gender

Summary & Context

Due to the school's make-up of the vast majority being boys (77% boys and 23% girls), we realised that there needed to be after school club provision that would specifically appeal to our female cohort focused on giving them a voice and promoting their independence and confidence. Clubs that were on offer were very low on uptake for girls.

Our aim when running after school clubs for the female cohort is to ensure representation and inclusion and to build on each child's individual progression with social communication through play, independence skills and the development of new friendships.

<table>
<tr><th>Targets</th><th>Timescale / Intervention</th><th>Impact / Evidence</th></tr>
<tr><td>To set up after school provision that appeals to the small female minority and gives them confidence, independence and social skills.</td><td>Brownies has been running for 6 years and is delivered by staff who volunteer their time. The unit is formally established as 1st Marjory Kinnon (Bedfont) Brownies and all the girls and adults are official members of Girlguiding. This is an intervention for girls up to the age of 11.</td><td rowspan="3">Parent and pupil feedback is very positive. Pupils love their uniform and working for their badges and going on trips.

They develop social communication and independence skills, form friendships and find their voice.

MKS Brownies was mentioned in the OFSTED Report, following the last Inspection in December 2022.

Brownies is for girls aged seven and over, in year three to six, and there are currently 24 eligible girls. There is a good take up and the unit currently has 11 Brownies (the highest yet), with 10 of the girls attending regularly each week. All demonstrate increased independence and confidence with routines such as preparing equipment and participating in group tasks (e.g. baking from scratch in pairs, group ball games, singing, Brownie sleepover).

Attending new activities can be challenging due to rigid thoughts and repetitive behaviours associated with autism. These barriers were overcome by offering a club at a child's usual setting with familiar staff using appropriate strategies to support changes to routine. This enabled the children to access all the activities on offer.

Girls successfully interacted outside their usual class. Staff reported on new friendships and pupils developing confidence around unfamiliar adults. This is a significant achievement for pupils presenting with delayed social skills and rigid thoughts and preconceptions with regards to who they perceive as their 'safe known people'.</td></tr>
<tr><td>To survey Secondary Age girls about what after school clubs they would enjoy.</td><td></td></tr>
<tr><td>At the Change Team Meeting a female Secondary Pupil Representative requested the Drama Club be reinstated.</td><td>The Drama Club has recently been set up on Thursday after school and is delivered by staff volunteers from the Interventions Team.</td></tr>
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Next Steps: To survey Secondary Age girls about what after school clubs they would enjoy.

Update: It has been reported that girls felt safe whilst attending clubs and had been able to engage well in all the different activities provided and experience new challenges such as a **Brownies Sleepover** (Feb '26) and the **Drama Club Pantomime** (Jan '26).