Bismilahir-Rahmanir-Rahim

IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)

Single Equalities Policy

We Learn, We Lead, We Inspire

Review Date.....3rd June 2018.....

Signature.....

Frequency of Review.....Annual.....

Next Review Date.....3rd June 2019.....

IQRA Slough Islamic Primary School
SINGLE EQUALITIES POLICY

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"O you who believe! Be upright for Allah, bearers of witness with justice, and let not hatred of a people incite you not to act equitably; act equitably, that is nearer to piety, and be careful of (your duty to) Allah; surely Allah is Aware of what you do." (Quran, 5:8)

1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of IQRA Slough Islamic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

At Iqra Primary School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles (paying particular regard to the protected characteristics set out in the Equality Act 2010). The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live.

Inclusion for all through providing an environment where all feel valued and free from discrimination is part of the core values which underpins all our work, practice and ethos at Iqra. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disablist, gender based, religious and homophobic remarks. In fact we actively seek to combat all forms of negative discrimination.

2 School in Context

- Currently how many boys and girls are on the school roll?
- What is the ethnic make-up of the pupils registered at the school?
- Which minority ethnic groups are represented in the school staff and governing body?
- The linguistic profile of the school
- How many pupils with a known disability does the school have on roll?
- Does the school know the number of staff and governors who have a disability?
- Is the school physically accessible? What other adjustments are available?
- Are there particular demographic trends in the local area?
- Are there any Children in Care

3 Ethos and Atmosphere

- At IQRA Slough Islamic Primary School, the leadership of the school demonstrate mutual respect between all members of the school community
- There is an *openness* of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

4 Monitoring and Review

IQRA is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

- Attainment data
- Attendance data
- Exclusions, involvement with extended learning opportunities, complaints of bullying or harassment.

We ensure that these are analysed by ethnicity, disability, gender, free school meals (FSM). This analysis informs our Teaching and Learning and is an integral part of action planning.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all form of bullying

- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

IQRA Slough Islamic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We recognise The Employment Duty within the legislation and collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors:

For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

All information is subject to ***strict confidentiality.***

We have identified the following issues from the analysis of the data:

Due regard is given to the promotion of equality in the School Improvement Plan. The SLT are responsible for the monitoring and evaluation of the policy and action plan is

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

5 Developing Best Practice

Accessibility

The school has worked hard to be as accessible as possible. However, should any individual encounter any difficulties with our provision we would actively seek to support them.

The Curriculum

At Iqra Slough Islamic Primary School we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children's knowledge and experience of Islam as a global faith and of and other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender , ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society.

These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without

stereotyping

- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all staff, pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. Staff have agreed a list of non negotiables that are now embedded in all classrooms across all year groups.

All members of staff and pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment –

both internal and external, including displays and signage

Curriculum

At IQRA Slough Islamic Primary School, we implement the International Primary Curriculum. We aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within IQRA School is a high priority. When planning and ordering new resources and materials we consider how they show equality'

These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at IQRA school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school

community. This has been/will be developed to support the school with matters related to its equalities duties

- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

6 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

7 Commissioning and Procurement

IQRA Slough Islamic Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

8 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

9 Publicising the Policy and Plan

We regard this policy as a public document ensure that it is made available to any interested stakeholder - staff and parent newsletter, induction booklets, distribute to local community and voluntary groups. . The Policy is available on our website.

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, inclusion permeates all aspects of school life and this document should therefore be read in conjunction with other policies e.g. SEN Policy, Behaviour Policy, Anti-bullying Policy, Values for Education Policy, SMSC Policy and Safeguarding and Child Protection Policy..

10 Annual Review of Progress

We will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

11 Equality Impact Analysis

We regularly undertake an equality impact analysis (EIAs) - similar to undertaking health and safety risk assessments. This involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

(Note: EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access services.)