



Equal Opportunities Policy

Al-Falah Primary School

Reviewed on:	July 2023
Next review:	July 2025

Equal Opportunities Policy

Statement

Al-Falah is committed to promoting equality of opportunity for all members of its community and values the rich diversity and creative potential that pupils with different backgrounds, skills, and abilities bring to the school. The school is opposed to any form of discrimination, harassment, or bullying on the grounds of any protected characteristic and aims to create an environment where all current and prospective pupils are treated with dignity, respect, and fairly with regard to their "protected characteristics." This Equal Opportunities (Pupils) Policy sets out how the school intends to meet these aims and comply with its equality duties. It is written under the requirements of the Equality Act 2010 (the "Act") and draws upon the DfE guidance The Equality Act 2010 and Schools (2014). All members of the school community are expected to comply with this policy. The school seeks to encourage greater awareness of its aims, policies, and procedures in relation to equal opportunity and will provide information and training as required.

Aims and objectives:

We do not discriminate against anyone, be they staff or pupil, on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. We promote the principles of fairness and justice for all through the education that we provide in our school.

- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.

- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism:

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

Equal Opportunities:

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Protected Characteristics

It is illegal for a school to discriminate against a student or prospective

student by treating them differently.
them less favourably because of their

- Sex (but please note the admissions criteria above)
- Disability
- Sexual orientation
- Gender reassignment
- Religion or belief¹
- Race (including colour, nationality, and ethnic or national origins)
- Pregnancy and maternity
- Age
- Marriage and civil partnership

Everyone has at least some characteristics included in this list. The school aims to foster a sense of community in which all Pupils are valued, can thrive regardless of any of these characteristics, and will seek to Practices that are counterproductive and discriminatory. Under the 2010 Act, unlawful discrimination can take the following different forms:

- Direct discrimination: when someone is treated less favourably than others because they possess a protected characteristic, or because they are perceived to have, or they are associated with someone who has, a protected characteristic.
- Indirect discrimination: when there is a policy, rule, or procedure in place at work that applies equally to everyone but puts someone who possesses a protected characteristic at an unfair disadvantage when compared with others.
- Harassment: when someone's dignity is violated at work through unwanted conduct linked to a protected characteristic or where this conduct creates an intimidating, hostile, degrading, humiliating, or offensive environment for them.
- victimisation: when someone is treated unfairly at work because they have complained about, or supported a complaint in relation to, discrimination or harassment.

The role of governors:

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the Head teacher:

It is the head teacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.

It is the head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The head teacher treats all incidents of discrimination/prejudice and any racist incidents with due seriousness (LA Guidelines).

The role of the class teacher:

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school logbook, and draw them to the attention of the head teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and review:

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the head teacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal

- opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.