

**DARUL ULOOM
EQUAL OPPORTUNITIES
POLICY
September 2024**



**Ratified by the Trustee: 30 August 2024
Signed by the Trustee: 30 August 2024**

ISLAMIC FRAMEWORK

O people, We have created you all from a single man and a single woman, and made you into nations and tribes so that you may recognise one another.

Certainly, the most noble of you in the sight of Allah is the one who is most God-fearing. Surely, Allah is all-knowing, all aware.

Al-Qur'aan 49:13

Verily in the sight of Allah, the most honoured amongst you is the one who is most God-fearing.

There is no superiority for an Arab over a non-Arab and for a non-Arab over an Arab, nor for the white over the black nor for the black over the white except in God-consciousness.

Prophet's last sermon

Serve Allah, and join not any partners with Him; and do good -to parents, kinsfolk? Orphans, those in need, neighbours who are near, neighbours who are strangers, the companion by your side, the wayfarer (you meet).

Al-Qur'aan 4:36

Whoever believes in Allah and the Last Day let him treat his neighbour well

Bukhari and Muslim

Whoever believes in Allah and the Last Day let him not harm or annoy his Neighbour.

Bukhari

Abdullah ibn Ami- had a sheep slaughtered and asked his servant,

Did you give some meat to our Jewish neighbour? For I have heard the Messenger of Allah say ' Jibreel kept on enjoining the good treatment of neighbours to the extent that I thought he would include neighbours as heirs'

Bukhari and Muslim

'He is not a believer. He is not a believer. He is not a believer.' The people enquired 'Who, O Messenger Of Allah?' He said 'The one from whose evil (or troubles) his neighbour does not feel safe,'

Bukhari and Muslim

Introduction

We need an Equal Opportunities Policy because inequalities exist in our society. This can make achieving some people's full potential considerably more difficult than others. Equal opportunities in a school situation means ensuring that every individual has equal access to education and career development in education. Equality means having the same opportunities for rights and status as everybody else.

The law guides us and provides positive duties for schools to promote equality. This policy, in particular, considers the Equality Act 2010 and other relevant Acts. It outlines how our school ensures that equality is promoted, what provision is available, and what action should be taken. Darul Uloom Islamic High School is very seriously committed to promoting community cohesion. It is the responsibility of the whole school community to abide by this policy.

The Aims of the Equal Opportunities Policy

At Darul Uloom Islamic High School, we believe that every member of our school community has the right to receive education or employment in an environment free from prejudice. Every pupil has the right to receive the best possible education. We are committed to providing all our pupils with an equal opportunity to thrive in a setting free from discrimination in all its forms. We strive to be a school where adults and children, regardless of race, religion, gender, abilities, sexual orientation, family, and social circumstances, will find safety and respect for themselves, their families, and their traditions. Our policy should ensure that every member of our community respects others and is respected, achieves his or her full potential and is welcomed and valued.

To make this commitment real, we aim to develop policies and practices based on our school's and its community's particular needs.

We aim to:

- ✓ *ensure that pupils have the opportunity to reach their potential in all areas of school*
- ✓ *life;*
- ✓ *ensure that parents and pupils can make choices free from prejudice and*
- ✓ *stereotyping;*
- ✓ *oppose any form of racism, sexism or any other form of discrimination;*
- ✓ *value every pupil's language and cultural background;*
- ✓ *promote respect between other faiths;*
- ✓ *promote respect between cultures*
- ✓ *ensure students' identities are safe in that their data is protected*

Ethos and Atmosphere

The school positively values all staff and pupils and welcomes diversity. We seek to promote the achievement of all pupils. Teaching staff make time to praise children for their behaviour, contributions, and work. Each term, we hold a merit assembly where children are publicly awarded for achievement in all areas of school life. All pupils will have examples of their work displayed in classrooms and corridors.

Children and staff are called by their preferred names, and we ensure their names are spelt and pronounced correctly.

Our school's general assemblies, nasihah sessions, khutbahs, PHSE/Citizenship and Religious Education lessons promote justice, fairness, and equality and inform pupils about many different religious customs, traditions, and beliefs.

We will have a children's School Council that meets regularly to discuss concerns and suggestions raised in class council meetings. The councillors are elected by their class members. The council initiates many discussions and contributes to the decision-making process regarding issues concerning children in the school.

We have an equality statement displayed throughout the school's premises. This highlights our commitment to promoting the Equalities Act.

Playground behaviour is monitored, and unacceptable behaviour is challenged to ensure that pupils are safe and free from harassment. Unacceptable behaviour is dealt with immediately. We have developed systems to deal with playground incidents and racism. Offensive remarks or behaviour based upon prejudice or misinformation are always challenged (refer to Behaviour Management Policy).

An Inclusive Curriculum

At Darul Uloom Islamic High School, pupils have the opportunity to develop their knowledge, skills, concepts, and experiences through participation in a broad and balanced curriculum. We have high expectations of all our pupils and do not make assumptions about ability or areas of interest.

The school aims to deliver an inclusive curriculum. The teachers have due regard to three key principles:

- 1 setting suitable learning challenges;
- 2 responding to pupils' diverse learning needs;
- 3 overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The focus is far broader than special educational needs. It includes pupils from all social and cultural backgrounds, pupils of different ethnic groups, travellers, refugees and asylum seekers and those from diverse linguistic backgrounds.

The commitment to meet the diverse needs of children is through:

- ✓ careful planning;
- ✓ appropriate teaching strategies and support;
- ✓ providing a safe environment where racial, religious, disability, class and gender stereotypes are challenged.

An awareness of multicultural issues informs all our planning. Through R.S. and PSHE topics, pupils learn about different societies, environments, and cultures. The teacher treats religions, traditions, and societies with equal respect and value. When discussing these issues, teachers focus on similarities as well as differences.

Teachers aim to consider individual pupils' experiences and make lessons and activities interesting and accessible to all.

Children who speak English as an additional language and those identified as having educational or physical needs are considered in all aspects of planning, teaching and assessment.

Observing inclusive teaching strategies is key to the Headteacher's annual monitoring programme.

Classroom Management and Organisation

All class teachers develop strategies to ensure appropriate access to classroom equipment and resources, including computer timetables, rotating activities and providing independent choice time.

Teachers regularly mix groups in the classroom to enable pupils to work with various class members.

As some teaching styles can advantage particular pupils, we use a variety of strategies, including whole-class teaching, group discussions, and paired and individual activities.

Pupil Welfare and Guidance

Pupils are offered sympathetic support by their class teacher and other school community members.

There are planned opportunities, often arising from literacy and humanity topics, to discuss equality issues and challenge stereotyping, discrimination, and harassment. This ensures that these issues are dealt with proactively, not just after an incident. We have developed a behaviour policy and an anti-bullying policy that includes positive strategies and monitoring procedures.

The phone numbers for children's support agency networks are displayed.

Child Protection

Our utmost priority is the safety and well-being of the children in our care. The school-based Child Protection Officers, the Headteacher, and the SLT are always made aware of any concerns staff may have, and appropriate steps are taken to protect the children.

Teaching staff receive regular training and support on how to act when suspicions of child abuse are raised and how to proceed sensitively if a child discloses information. The Designated Safeguarding Leads, as Child Protection Officers, work closely with other agencies to promote the safety and well-being of the child.

The Headteacher and a trustee have undertaken mandatory Safer-Recruitment Training to strengthen our recruitment procedures.

Resources

The term "resources" includes all the learning materials used in school.

We intend for pictures and posters to be displayed around the school to present positive messages from all sections of our society. We aim to show a positive portrayal of women and men, people of different ages, physical abilities, races and religions, across the social class spectrum. When ordering new resources, time is spent choosing material which challenges stereotypes and promotes our diverse community.

Staff

The school is committed to implementing equal opportunities principles and monitoring and actively promoting equality in all aspects of staffing.

All staff appointments and promotions are made based on merit and ability and in compliance with the law. Section 15 of this policy provides further details of some relevant legal provisions.

A commitment to equal opportunities is included in the selection criteria for all posts.

Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Parents, Carers and the Community

We acknowledge and support the varied family circumstances in which our pupils live and ensure that all carers and parents are always welcomed at our school. A weekly newsletter detailing current events and other information about school life is sent home to parents and carers. This, ET-Aims, and the school website are our key forms of communication. In addition, specific letters are sent home each term to inform parents of work being undertaken in their children's classes and in advance of class trips.

A formal written report of children's progress is provided twice a year. The interim report highlights levels, and the final report details levels and progress over the year. We will help with understanding or translating any of the above if necessary.

Language can sometimes be used to exclude certain groups. Therefore, we aim to use appropriate and accessible language in all written and verbal correspondence.

We hold two official Parent Forums each year. Parents' commitments and availability are taken into consideration, so appointments can be made during the day and on parents' days. Parents are also invited to make appointments with class teachers throughout the term to discuss particular concerns or issues.

Equal Opportunities Affecting Particular Groups

Sometimes, an individual or group of people need additional support to assist them in reaching their full potential. We aim to recognise these areas of concern and act accordingly. We have identified particular groups, and we strive to address equality in the following ways:

Class

The school values all its staff and pupils. We are not judgmental of our families regarding their employment status; everyone is valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips, and arrangements can be made to provide support. We have a sensitive system of collecting yearly fees, trip money, and dinner money that does not cause embarrassment.

It is recognised that homework can be more difficult for pupils with little space or extra responsibility at home. Staff are sensitive to these issues and invite parents to discuss difficulties so that an understanding exists between parent and teacher.

Gender

The school recognises we are a boy's school, so we naturally interact more with boys. We teach the importance of women and their roles in all aspects of life. We have visiting speakers who are both males and females.

We encourage all our boys to be assertive, articulate, and proud of their abilities.

Language

Bilingualism is seen as a positive advantage.

We understand that children need time to feel secure and may experience a "silent" period. We recognise, however, that some bilingual pupils may also have special educational needs.

Children are encouraged and given opportunities to use their first language.

Bilingual pupils work with monolingual pupils who provide good role models of language use at their level.

Learning Ability

The school is proud to be a "community faith school" and welcomes and provides for pupils of all attainments. We recognise that all pupils are entitled to follow a broad and balanced curriculum and aim to ensure that all pupils have access to such a curriculum.

Children with an IEP or a statement of need are treated with equal respect and value. All staff have high expectations of all pupils.

A wide range of resources is available to cater to pupils of all abilities, and work is often differentiated so that pupils can achieve personal goals.

Physical Ability

The school welcomes staff and pupils with differing physical abilities.

We try to use resources that challenge the stereotypical views of those with different physical abilities.

The terminology used to describe forms of physical ability should not be offensive.

Staff are made aware of pupils' needs and how to cope with them (e.g. asthma attacks) safely, sensitively and practically.

Race

Britain has a racially diverse population, and we recognise that our multicultural society positively enriches schools. All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful and tactful, and to examine and criticise their racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

Resources should give a positive view of our multi-racial society and encourage respect for people as individuals.

Religion

We welcome families of any religious or non-religious persuasion. All individuals have the right to express their religious views and practices within the constraints of the National Curriculum while maintaining respect for the beliefs of others.

Lessons and assemblies about religion allow pupils to learn about various world religions. Pupils are encouraged to accept and respect multiple religious and cultural views within the religions studied. They are also encouraged to challenge stereotypes and discuss diversity.

Displays and resources should reflect the diversity of religions.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a particular home situation as part of our commitment to safeguarding.

Teachers are sensitive to the experiences of children in their class when teaching them about the dangers of drug and alcohol abuse. We aim to give factual information in a balanced, nonjudgmental way. We encourage children to discuss issues and develop their own opinions.

Offensive language is challenged, and staff explain why specific language is considered offensive to groups of people.

Dealing with Harassment

Harassment on account of ability, gender, race, religion, sexuality or social background is unjust and unacceptable. Harassment can take many forms, including verbal or physical abuse, name-calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

We aim to take all incidents of harassment seriously, and the school has a statutory responsibility to deal with racial and sexual harassment.

We have developed a straightforward procedure for dealing with complaints and grievances, including those regarding harassment.

Monitoring and Evaluation

The headteacher and trustee monitor the policy, its effectiveness, and any issues.

To be read in line with:

1. Keeping Children Safe in Education Proposed Revisions September 2024
2. DU Policies: Safeguarding, Anti-bullying, Health and Safety and Equalities, British Values, Curriculum, Behaviour, GDPR

Appendix I

The Law

The following section briefly summarises some relevant legal provisions on school equality issues. It is not a comprehensive guide to the law. It should be read with detailed guidance and Codes of Practice available from the Department for Education and Skills, the Equal Opportunities Commission, the Commission for Racial Equality, the Disability Rights Commission, and other bodies.

Education Reform Act 1988

All pupils in maintained schools should follow the national curriculum to the maximum extent possible.

Education Act 1944/Children Act 1989

Pupils are entitled to efficient full-time education suitable to their ages, abilities, aptitudes, and special educational needs.

Education Act 1981 and 1993

Where a pupil has been assessed as having special educational needs, a statement of needs must be prepared and maintained by its provisions.

Children with special educational needs require access to a broad and balanced education, including the National Curriculum. Close partnership with parents and consideration of the child's wishes are essential for practical assessment and special educational needs provision.

Education Act 1993

Equality Act 2010

This act legally protects people from discrimination in the workplace and wider society.

1. Types of discrimination ('protected characteristics')

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability (DDA)
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

All people are protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

A person is also protected from discrimination if:

- he/she is associated with someone who has a protected characteristic, e.g. a family member or friend
- he/she complained about discrimination or supported someone else's claim

Disability Discrimination Act 2003

It may be unlawful to discriminate against disabled people applying for jobs, or against existing disabled staff. A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Reasonable adjustments (such as the provision of ramps) may be made if premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person.

Disabled people are also protected from discrimination in providing non-educational services (such as fund-raising events) on school premises.

Equal Pay Act 1970

In principle, women and men are entitled to the same pay and contractual terms if they carry out the same or similar work, or work of equal value. 'Pay' is broadly defined and includes, for example, pensions, bonus and performance pay, sick pay and overtime.

Human Rights Act 1998

It may be unlawful for the school to act in a way that infringes on the rights and freedoms of a pupil or member of staff under the European Convention for the Protection of Human Rights and Fundamental Freedoms. An example of a possible infringement might be a failure to take action against bullying a pupil in breach of the prohibition of inhumane and degrading treatment.

Race Relations Act 1976

A school must not treat a person less favourably on racial grounds about admissions, exclusions, access to benefits, facilities or services or staff employment. Racial grounds are race, colour, nationality, or ethnic or national origin. Discrimination on racial grounds can also be indirect. Indirect discrimination is unlawful unless justified, irrespective of racial grounds, and can occur when a practice appears neutral but has a disproportionate adverse impact on those from a particular racial group.

It is unlawful for an educational establishment to discriminate directly or indirectly on racial grounds about:

- admissions
- access to benefits, facilities or services
- exclusions
- the employment of staff

Racial grounds are grounds of race, colour, nationality, citizenship, or ethnic or national origins. A more precise definition of racial group has been given by the House of Lords, who said that;

- a long shared history, and
- a cultural tradition of its own was an essential characteristic, but other characteristics were also relevant:
- a common geographical origin or descent from a small number of common ancestors;
- a common language;
- a common literature;
- a common religion;
- being either a minority or a majority within a larger community

For the Race Relations Act, 'gypsies' (Travellers) are defined as a racial group.

Race Relations (Amendment) Act 2000

Schools are required to carry out their functions with due regard to the need to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between persons of different racial

groups.

Sex Discrimination Act 1975

A school must not treat a person less favourably on the grounds of sex or status as married about admissions, exclusions, access to benefits, facilities or services or staff employment. Discrimination on the grounds of sex can also be indirect. Indirect discrimination is unlawful unless justified, irrespective of grounds of sex. It can occur when a practice appears neutral but has a disproportionate adverse impact on those of one sex.

It is unlawful to discriminate against a boy or a girl on the grounds of sex about:

- admissions
- access to benefits, facilities or services
- exclusions

Admissions to single-sex schools are exempt, though the facilities available at such schools should not be less favourable than those at other schools.

It is also unlawful to discriminate against staff about employment on grounds of sex or marriage.

Special Educational Needs and Disability Act 2001

A school will be required to take reasonable steps to remedy the substantial disadvantage of disabled pupils and not treat them less favourably than non-disabled pupils. The Act also affects the law on Special Educational Needs, including strengthening parents' rights to a mainstream place for their child with SEN.