



Equality Information and Objectives

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Statement of intent

Iqra Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 1.2 This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- 1.3 This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Complaints Procedures Policy
 - Equal Opportunities Policy
- 1.4 The Equality Act 2010 provides a modern, single legal framework with three broad duties:
 - Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations



- 1.5 For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.6 The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7 Protected characteristics, under the Act, are as follows:
- Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership.
- 1.8 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions
 - In the way it provides education for pupils
 - In the way it provides pupils access to any benefit, facility or service.
- 1.9 The responsible body for the school is the Governing Body.
- 1.10 The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to 'old pupils' communications and activities.
- 1.11 The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and Aims

- 2.1 We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2 Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3 The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4 The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment, and encouraging participation by disabled people in public life.
- 2.5 The school will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity for all.



- 2.6 The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.7 The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.8 The school's Admissions Policy will not discriminate against any protected characteristic in any way.
- 2.9 The school will:
- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing body.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
 - Reduce and remove inequalities and barriers that already exist.
 - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
 - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
 - Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

- 3.1 The Governing Body will:
- Ensure that the school complies with the appropriate equality legislation and regulations.
 - Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
 - Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
 - Ensure that the school's Admissions Policy does not discriminate in any way.
 - Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
 - Proactively recruit high-quality applicants from under-represented groups.
 - Provide information in appropriate and accessible formats.
 - Ensure that the necessary disciplinary measures are in place to enforce this policy.
- 3.2 The headteacher will:
- Implement this policy and its procedures.
 - Ensure that all staff members receive the appropriate equality and diversity training

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as part of their induction and CPD.

- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the Governing Body.

3.3 Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4 Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or equivalent member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4. Equality objectives

4.1 The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established a number of objectives which can be found in Appendix 1.

4.2 The school will update all published equality documentation annually and will publish its objectives at least every four years.

5. Collecting and using information

5.1 The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.2 The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion.
- Numbers of part-time and full-time staff.
- Pay and remuneration.
- Training.
- Return to work of women on maternity leave.



- Return to work of disabled employees following sick leave relating to their disabilities.
- Appraisals.
- Grievances (including about harassment).
- Disciplinary action (including for harassment).
- Dismissals and other reasons for leaving.

5.3 The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.

5.4 Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

6.1 The school will publish information to demonstrate its compliance with the Act.

6.2 The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures

6.3 The school will not provide this information if:

- The employee is employed under contract personally to do work
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands.

7. Promoting equality

7.1 In order to meet our objectives, the school has identified the following priorities:

- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will consider how best to deliver written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

7.2 The school will consult with stakeholders to establish equality objectives and draw up a



plan based on information collected on protected groups and accessibility planning.

7.3 Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4 Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5 Annual safeguarding training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

8.1 The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

8.2 The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3 If incidents continue to occur, the school will address them immediately and report them to the Local Authority.

9. Appeal process

9.1 Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2 The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10. Curriculum

10.1 All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2 When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3 When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4 The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.5 The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1 The headteacher will review this policy annually, to ensure that all procedures are up-to-date.



11.2 The policy will be monitored and evaluated by the headteacher and Governing Body in the following ways:

- Individual attainment data (where necessary)
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying.

11.3 Any changes made to this policy will be communicated to all members of staff.

Appendix 1

Equal Opportunities Objectives

Objective 1

To improve staff understanding of and response to the complex needs of disabled pupils in the classroom, around the school and in the playgrounds.

We have chosen this objective following an increase in the number of disabled pupils with individual, complex needs. We are committed to giving these pupils the best possible education and experience we can within our mainstream setting. To achieve this objective, we will compile detailed reviews of each disabled child, outlining their progress and attainment each academic year and evaluating current provision arrangements. This will include an audit of their accessibility of the school premises, resources, specialist equipment, teaching, sports activities, extracurricular activities and school trips.

We will look at the profile of the staff who have direct access to each individual disabled pupil and the training they have had in the last year. We will arrange further training where necessary and/or reminders of best practice in the classroom and outside. In addition, we will consult with parents, carers and the staff team every academic year so we can have a targeted approach around provision we have in place, training needs and gauge the impact of our initiatives upon disabled pupils. This will be led by the SEND leader. The accessibility plan will be up-dated to reflect any changes as well as individual pupils' SEND plans. Progress made towards achieving this objective will be reported to the governor committee each term.

Objective 2

To ensure that the curriculum on offer at Iqra Primary School is one that is rich in real life learning experiences and based around the acquisition of knowledge.

We chosen this objective to ensure that the learners at Iqra Primary are provided with a curriculum that is rich in real life experiences and one that enables them to build upon there learning and in doing so gain knowledge that will remain with them for life and offers opportunities for additionality and talent spotting.

Current progress towards this objective includes ensuring that the curriculum is well designed and sequenced. Assessment opportunities for the team to ascertain that the children know and remember more is evidenced effectively in books. We continue to ensure that there are rich real-life lived experiences.

Objective 3

To ensure that there all staff within the school feel that they are valued, their achievements are recognised and that there are opportunities for professional development. In addition, that the school continues to address the issues around work life balance and unnecessary paperwork.



The reason for this objective is to ensure that all members of staff at the school feel valued and believe that their opinions are listened to. This will mean that the school is able to retain its staff and continue to strive for further school improvements.

Current progress towards this objective includes but is not limited to: The school has achieved the Well Being Award Roles; responsibilities have been adapted and changed as a result of staff interviews and meetings Middle and Senior Leaders; the staff have PPA from home once a month; staff are entitled to a day from home for their contribution towards running after school clubs.

Document Management

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