



EQUALITY AND COMMUNITY COHESION POLICY

Suffah Primary School

Autumn 1 2020

Review Date: Autumn 1 2022

1. ISLAMIC PERSPECTIVE

"O Mankind, We created you from a single (pair) of a male and a female and made you into nations and tribes, that you may know each other. Verily the most honoured of you in the sight of God is he who is the most righteous of you" (Quran 49:13)

"O people, remember that your Lord is One. An Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also, a black has no superiority over white, nor a white has any superiority over black, except by piety and good action (Taqwa). Indeed, the best among you is the one with the best character (Taqwa)." (Excerpt from the Prophet's Last Sermon – Baihaqi)

VISION AND VALUES

At **Suffah Primary School** we are committed to the inclusion of all pupils and community members. This includes equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, governors and other representatives who work with our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We therefore:

- *Believe that diversity is a strength, which should be reflected and celebrated by all who learn, teach and visit Suffah Primary School.*
- *Tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, creating an environment which champions respect for all.*
- *Provide an environment which enables every pupil to be safe and encourages health.*
- *Believe that every teacher is a teacher of every child or young person including those with Special Educational Needs or Disabilities (SEND).*
- *Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.*
- *Enable every pupil to make a positive contribution to their school and community.*
- *Identify and respond to the diverse and individual needs of our community members.*
- *Identify and overcome potential barriers to learning.*
- *Set appropriate learning challenges for every pupil.*
- *Promote the development of staff to enable them to deliver an exciting, challenging and inclusive curriculum, whilst keeping abreast of local and national changes.*

WHAT WE MEAN BY EQUALITY?

At Suffah Primary School we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

ADMISSIONS

Our school does not discriminate against any in its admission policy or practice. Links to this policy can be found on the school website. Our Admission Policy does not discriminate on race, gender, religion, sexual orientation, disability or socio-economic factors. The policy states the protocols for pupils who are added to school waiting lists and sets out the process of appeal.

EXCLUSIONS

Headteachers, or senior staff acting for the Headteacher, can make the decision to exclude a pupil for a fixed period or permanently. Protocols for the exclusion of a pupil follow the school Behaviour Policy. Parents will be involved very early on in the behaviour discussions and will be fully aware if matters are moving towards an exclusion. Exclusions are closely monitored by the school.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further in this policy, we at Suffah Primary School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation
- whatever their age.

Principle 2: We recognise, celebrate and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments can be made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised
- age.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, good relations between those with disabilities and those without, and an absence of harassment of people with disabilities
- positive interaction, good relations and dialogue between groups and communities different to each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Subject Lead or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Management Team support to ensure equality of opportunity for all.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without disability
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- age (where appropriate).

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- people with disabilities and those without disability
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys
- people of different ages and between generations.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities and those without disability
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys
- Lesbian, Gay, Bisexual and Transgender
- people of different ages and between generations.

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- SEND
- Physical disability
- Ethnicity
- Gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

ACTION PLANS

1. We recognise that the actions resulting from a policy are what make a difference.
2. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review the policy on a two year cycle.
3. The school development plan is agreed by the Governing Body.
4. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, socio-economic indicators and SEND, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

THE CURRICULUM

At Suffah we believe that all children should be given the opportunity to achieve their full potential.

In order to meet each child's individual needs, we:

- Provide a broad, balanced and relevant curriculum, both in breadth and depth, looking for innovative and logical ways to link learning and give it meaning.
- Ensure a continued focus and rigour in English and Mathematics, enabling pupils to demonstrate these skills across the curriculum.
- Tailor our approach to celebrate our unique school and community, making links to local contexts and the world of our children, maximising opportunities to enrich learning with educational visits and bringing key people and resources into school.
- Develop children's ability to transfer skills between different areas of the curriculum, developing their resilience and self-belief and teaching them how to use their strengths in one area of the curriculum to overcome challenges in another.
- Ensure children take a lead in their learning – we capitalise on their curiosity and develop a desire to learn using an enquiry and investigative approach. Children know what they are learning and why and also what they need to do to improve.
- Ensure we are always meeting the needs of each individual child's learning – all learners must be challenged.
- We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, special educational need, disability vulnerable groups and ensure that where there are gaps in attainment or progress, these are addressed through school development plans.

- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society whilst instilling the fundamentals of British values.
- Use learning experiences and materials that reflect the diversity of our school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

Spiritual, Moral, Social and Cultural Values in our Curriculum

The development of our spiritual, moral, social, cultural and British values is a key aspect of our school curriculum and is threaded through our school ethos. Through our long-term planning and enriching experiences, children have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

Our Behaviour policy identifies a 'restorative practice' approach, enabling children to develop an understanding of their own and others' feelings and emotions and the way in which our actions impact on other people.

Assemblies and Collective Worship at Suffah Primary School are both spiritual and educational and are recognised as having a major contribution to the spiritual and moral development of all pupils.

Through Collective Worship we aim to: provide an all-inclusive opportunity to build and reinforce community values; reflect on and understand elements of life which are of value and worth; provide a variety of opportunities for spiritual, moral, social, cultural and intellectual development; provide opportunities for expressing shared experiences and interests and for celebrating special occasions together; and provide opportunities in which pupils interact with other year groups, staff and on occasions, the wider community.

Pupils' spiritual development will involve their feeling of closeness to Allah, their creator, the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they will try to answer for themselves some of life's fundamental questions.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. We base our morals on the teaching of the Quran and Sunnah of Prophet Muhammad (peace be upon him), where all life forms and emotions are valued.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

British Values

At Suffah Primary we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We achieve this through our classroom rules, our school behaviour, our ethos, in our collective worship, theme of the week and school assemblies.

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse and modern society
- promoting the physical, social and emotional well-being of all.

TACKLING DISCRIMINATION

Harassment or prejudice on account of race, gender, SEND or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist, homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Designated Safeguarding Lead where necessary. All incidents are reported to the Headteacher and recorded on the appropriate school recording form.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

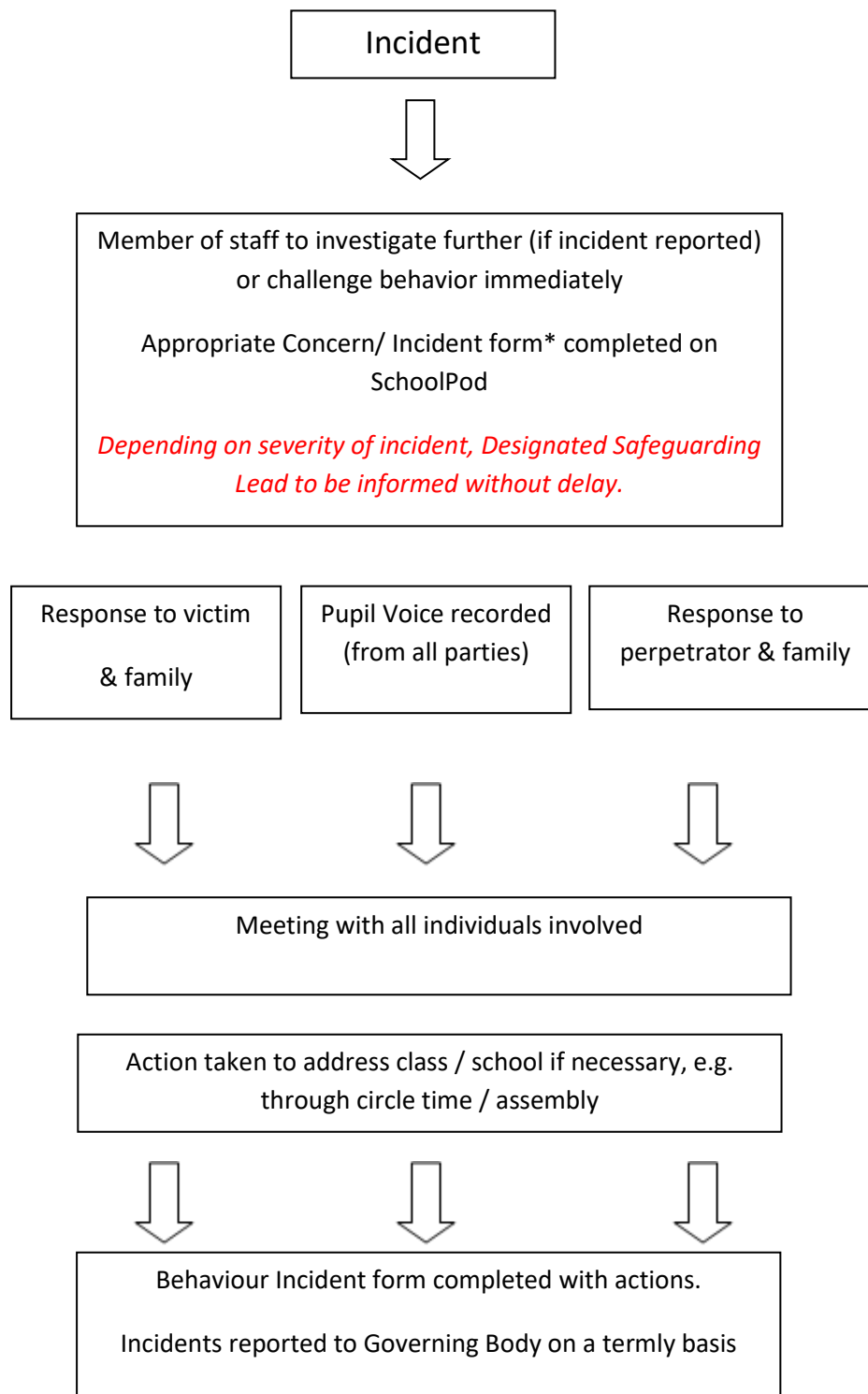
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, religion, gender, disability or sexual orientation.

Responding to and reporting incidents

The reporting of incidents is made clear to all staff and pupils. This is achieved through the promotion of our school values, the expectations as detailed in our Behaviour and Anti-bullying policies. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:



ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

A dedicated member of the governing body (Afzaal Kiani, Chair of Governors) has a watching brief regarding the implementation of this policy.

The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- keep up-to-date with equalities legislation relevant to their work
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. The policy will be available on the school website.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams to increase awareness of and the skills to promote inclusion and equality.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

To review good practice, we make use of a range of auditing schedules including:

- Monitoring & evaluation
- Termly reporting to governors
- Termly meetings with Sub Committee Governors

Date approved by the Governing Body:

Dec 2016

Review date

December 2019

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Suffah Primary School will also comply with and have due regard to the following equalities legislation:

New Equality Act 2010

The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability**

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a person with disability no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- **Gender re-assignment**

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and maternity**

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- **Race**

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief**

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

- **Sex**

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation**

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age**

Under the school's provisions of the Act age is excluded from the list of protected characteristics.

The [Employment Equality Regulations 2003](#) protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post-employment, for example provision of references

The **Employment Equality (Sexual Orientation) Regulations 2003** and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008.

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

Glossary:

Equality is the state of being equal, especially in status, rights or opportunities.

Equity is the quality of being fair and impartial.

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

Duty

A mandatory and legal obligation to do something.

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally, “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non-disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

“Positive action” means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

"O Mankind, We created you from a single (pair) of a male and a female and made you into nations and tribes, that you may know each other. Verily the most honoured of you in the sight of God is he who is the most righteous of you" (Quran 49:13)

"O people, remember that your Lord is One. An Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also, a black has no superiority over white, nor a white has any superiority over black, except by piety and good action (Taqwa). Indeed, the best among you is the one with the best character (Taqwa)." (Excerpt from the Prophet's Last Sermon – Baihaqi)