



## **Equality & Diversity Policy**

**Darul Hadis Latifah Secondary School & College**

## 1. Aims and objectives:

1.1 We do not discriminate against anyone, be they staff or pupil or any other person, on the grounds of their age, sex, race, color, religion, beliefs, nationality, ethnic or national origins, marital status, sexual orientation, or pregnancy and maternity, except where we are exempted by the law as a Muslim boys' school. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

1.2 We do not discriminate against anyone, be they staff or pupil or any other person, on the grounds of physical or mental disability. We are part of the Tower Hamlets 'No place for Hate' campaign.

1.3 We promote the principles of fairness and justice for all through the education that we provide in our school. We actively promote the Equality Act 2010 and respect for the protected characteristics which are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. To this effect, we have mapped how, when and where we teach about the Equality Act and the characteristics that are protected by law, i.e. the 'protected characteristics;' and about the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.4 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

1.5 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

1.6 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

1.7 We challenge stereotyping and prejudice whenever it occurs.

1.8 We show respect to the cultural diversity of our community and also show respect for all minority groups.

1.9 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive, religious educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## **2. Anti-racism:**

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

2.2 We endeavor 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 to promote equality and diversity.

2.3 Our curriculum reflects the attitudes, values and respect that we have for all including minority ethnic groups. So, for example, the history curriculum gives due emphasis to the cultures and traditions of world cultures. In the religious education curriculum students study the basic tenets of the major faiths as well as studying their divergent cultures and celebrations.

2.4 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.

## **3. The role of governors:**

3.1 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 equally.

3.2 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.

3.3 The governing body will, in the school prospectus, make reference to arrangements for disabled pupils.

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

3.5 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race and other protected characteristics. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied to all pupils.

#### **4. The role of the Principal:**

4.1 It is the Principal's role to implement the school's equality and diversity policy and he is supported by the governing body in so doing.

4.2 It is the Principal'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.

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

4.4 The Principal 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 women, people with disabilities and the other protected characteristics is a regular theme, and in displays shown around the school.

4.5 The Principal treats all incidents of unfair treatment and any racist incidents with due seriousness.

#### **5. The role of the form and subject teacher:**

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

5.2 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.

5.3 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.

5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school management system and draw them to the attention of the Principal. Incidents are analysed every half term to assess what the school can do further to reduce such occurrences. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **6. Monitoring and review:**

6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equality and Diversity 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 Principal 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 behavior and exclusions policy, so those pupils from minority groups are not unfairly treated.

Date Policy Updated: 2<sup>nd</sup> September 2019

Next Review Date: September 2020

Responsibility for review: Principal / Governors