

Equality Information and Objectives

Hazrat khadijatul Kubra Girls School



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Contents

1. Aims	2
2. Rationale.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	5
5. Advancing equality of opportunity.....	5
6. Fostering good relations	5
7. Equality considerations in decision-making.....	6
7. Reasonable adjustments	6
8. Complaints.....	6
9. Equality objectives	7
10. Monitoring arrangements.....	8
11. Links with other policies.....	8

1. Aims

The aims of this policy and the School's ethos are to:

- Eliminate and challenge discrimination on the grounds of any of the protected characteristics and other conduct that is prohibited by the Equalities Act 2010
- Eliminate all bullying and discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in the Equality Act 2010
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping children safe in Education
- Provide a learning environment where all individuals, feel valued and feel they have a sense of belonging
- Prepare pupils for life in a diverse and inclusive society
- Embed inclusion through all our activities

School values and ethos

Under the values of Compassion, Respect and Courage, we want all pupils to develop a sense of community, respect for differences and diversity, equality and justice and the courage to challenge any form of discrimination or unfairness. We actively work to build respectful and positive relationships with parents, promote good relationships in all areas of school life, and remove barriers to participation and achievement.

2. Rationale

Islam teaches that we must respect the dignity of all human beings and that every person has a right over us whatever their background or characteristics.

“Verily we have honoured the children of Adam. We carry them on the land and the sea, and have made provision of good things for them, and have preferred them above many of those whom We created with a marked preferment.”

(The Holy Qur’an, 17:70)

“Kindness is not to be found in anything but that it adds to its beauty and it is not withdrawn from anything but it makes it defective.” (saying of the Prophet Muhammad, may peace be upon him, Sahih Muslim, 6274)

We believe that whatever differences groups of people have between each other, these differences never justify unfair treatment (poorer or better).

“Verily Allah commands you to fulfill your trusts to those whom they are due and when you judge, judge with justice. Verily how excellent is the guidance Allah gave you, it is he who sees all things.” (The Holy Qur’an, Chapter An-Nisa” verse 58)

Islam strongly disapproves of bullying and harassment of others and commands that we extend Mercy and respect to others, putting the interests and needs of others before our own to attain God’s pleasure and reward in this life and the Hereafter.

“O ye who believe! let not some men among you laugh at others: it may be that the (latter) are better than the (former): nor let some women laugh at others: it may be that the (latter) are better than the (former): nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames: Ill-seeming is a name connoting wickedness, (to be used of one) after he has believed: And those who do not desist are (Indeed) doing wrong.” (The Holy Qur’an, 49:11)

We take a strong moral stand against discrimination on the grounds of any protected characteristic. We promote the principles of fairness and justice for all through the education that we provide, which is in-keeping with our strong Islamic ethos.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school which is in-keeping with our Mission statement:

“Developing young minds, helping them fulfil their potential”.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The board of trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link trustee is Habib Ullah. They will:

- Meet with the senior leadership every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to trustees
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage
- Ensure the wider school curriculum promotes and celebrates equality and diversity
- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination or harassment
- Ensure that all visitors and contractors are aware of, and comply with, this policy.

All Staff will:

- Positively role model inclusive behaviour
- Actively challenge any forms of discrimination, victimization, harassment or bullying
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- The School will not discriminate against a pupil on the grounds of protected characteristic by excluding them or subjecting them to any other detriment. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and trustees are regularly reminded of their responsibilities under the Equality Act
- New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training every April.
- We operate a zero tolerance policy towards abusive or discriminatory behaviour.
- We work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.
- The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data to determine strengths and areas for improvement, implement actions in response and publish this information

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, enrichment days, participation in the faith and belief form, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- HKKGS educates pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures, holding assemblies dealing with relevant issues.
- Working with our local community and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils participate in international day activities and explore different cultures. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities as part of the planning and risk assessment process.

7. Reasonable adjustments

The School treats every application for admission in a fair and equal way in accordance with this policy and the Admissions Policy.

Parents must inform the School when completing the registration form of any special circumstances or learning needs which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for their needs.

HKKGS monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place, a copy of which can be made available upon request.

HKKGS recognises that the Equality Act allows schools with a religious character to give preference to the admission of Muslim pupils to its school. The school's admissions policy does not state this explicitly.

In addition, we recognise that schools with a religious character also have exceptions from how they provide education to pupils from religions not of the school's religion and the way they allow access to other aspects of school life of a religious nature to allow them to conduct themselves in a way that is compatible with their religious ethos.

HKKGS understand that schools do not act unlawfully if they do not provide an equivalent act of worship for other faiths but recognises that faith is an important part of the life of many families and respect this.

HKKGS does not discriminate in the treatment of pupils with regards to its uniform and is sensitive to the needs of different groups but recognises that legal duty of the school's trustees to decide specifics in light of the Human Rights act 1998.

8. Complaints

- Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Deputy Head or Pastoral lead
- Any pupil who harasses another pupil on the grounds of any protected characteristic will be
- subject to the School's disciplinary measures in accordance with the School's Behaviour Policy.
- If parents feel this policy has been breached they should raise their concern or complaint through
- the School's Complaints Policy which is available on the School website.

9. Equality objectives

Objectives	Reason for choosing the objective	Our plan	Progress towards this objective
Promote role models and heroes that students positively identify with, who reflect and broaden the school's diversity	Recently, there has been a change in ethnic and cultural diversity of our school community and local community as well.	Recruit staff who can speak different languages to break down barriers. Ensure that role models and heroes are promoted within the curriculum areas, considering Muslim, women and BAME authors, scientists, artist etc. Invite speakers that they can identify with.	Increase of diverse community in the school and staff and students feeling welcome and part of the school, by having teachers and students from different cultures and ethnic groups.
Raise equality awareness within students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.	Several new recruited staff, ECTs and few staff who need training and updates.	Train all staff on equalities act to ensure they are more aware and can challenge discriminatory behaviour	Staff are more aware, rare cases of discriminatory behaviour that is promptly dealt with. Equality and inclusion embedded in the curriculum, assemblies and in PSHEE.
Train all members of staff and trustees involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.	Two new senior leaders are in charge of recruitment and little evidence of current or recent training on equal opportunities by those involved in recruitment. This is needed to ensure that we are compliant with the law in our recruitment process and aware of our statutory duties.	Attend training and update our recruitment documentation, and selection process.	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

10. Monitoring arrangements

The trustees and headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed and approved by the trustees at least every 4 years.

11. Links with other policies

This document links to the following policies:

- Accessibility plan and risk assessment
- Curriculum policy
- SEND policy
- Behaviour policy
- Anti-bullying policy