

Equality Statement and Equality Objectives

Where education is more than what you know,
it's who you can become...

Approved By	Hujjat School Trust Board
Date	November 2022
Owner	HPS SLT
Review By	November 2024



**HUJJAT
PRIMARY
SCHOOL**

VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

MISSION

We will facilitate the well-being and growth of every child's mind, body and character through:

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.
- This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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LEGAL FRAMEWORK

1. We acknowledge our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We acknowledge our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. The 9 characteristics are:
 - i. Age
 - ii. Disability
 - iii. Gender reassignment
 - iv. Marriage and civil partnership
 - v. Pregnancy and maternity
 - vi. Race
 - vii. Religion or belief
 - viii. Sex
 - ix. Sexual orientation

GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by nine principles:

PRINCIPLE 1

We see all learners and potential learners, and their parents and carers, of equal value.

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their identity.
- Whatever their age

PRINCIPLE 2

We recognise and respect differences.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- Religion, belief or faith background
- Sexual identity.
- 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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, age, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

PRINCIPLE 4

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should 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 national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- Whatever their age

PRINCIPLE 5

We aim to reduce and remove inequalities and barriers that already exist.

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

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys; women and men
- Ages

PRINCIPLE 6

We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys

- People of different sexual orientation
- People of different ages

PRINCIPLE 7

We intend on our society benefiting.

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

- Disabled people as well as non-disabled;
- People of a wide range of ethnic, cultural and religious backgrounds;
- Both women and men, girls and boys;
- People of different sexual orientation.
- People of different ages

PRINCIPLE 8

We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability;
- Ethnicity, religion and culture;
- Gender

PRINCIPLE 9

We devise our evidence based objectives through participation of public voice

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- Disability;
- Ethnicity, religion and culture.

We keep our equality objectives under review and report annually on progress towards achieving them.

THE CURRICULUM

We review each curriculum subject in order to ensure that teaching and learning reflect the nine principles set out above.

ETHOS AND ORGANISATION

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

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff 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

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

Hujjat School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example Antisemitism and Islamophobia, and those that are directed against Travellers, Migrants, Refugees and Asylum Seekers
- Prejudices reflecting Sexism and Homophobia
- Prejudices reflecting ageism

Guidance will be provided on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

ROLES AND RESPONSIBILITIES

The Board of Trustees

- Make sure that the school complies with the relevant equality legislation
- Ensure that the school's Equality Statement and its procedures are adhered to, monitored and its impact measured and reviewed every two years.

The Headteacher

- Ensure that the school's Equality Scheme and its procedures are adhered to
- To share our Equality Objectives with staff and parents
- Make sure all know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination including racist bullying, homophobic bullying and bullying related to gender or disability
- Make sure that all reports of hate incidents are dealt with

Staff

- Promote an inclusive and collaborative ethos in their classroom
- Plan and deliver a curriculum and lessons that reflect our principles
- Deal with racist, homophobic and other hate incidents
- Recognise and tackle bias and stereotyping
- Promote equal opportunities and good race relations
- Avoid discrimination against anyone for reasons of ethnicity, disability or gender
- Be prepared to attend training when requested to do so
- Keep up-to-date with equalities legislation relevant to their work

Visitors and Contractors

- Take heed of our Equality Statement and act accordingly whilst working at our school.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and trustees and, as appropriate, to all pupils and their parents and carers.

All staff and trustees 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.

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STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

MONITORING AND EVALUATION

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

We will collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, religious affiliation and gender.

At Hujjat Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.