



## Equality and Diversity Policy

### Introduction

Taleem Institute is committed to equality for children, parents/guardian and staff, we will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities. Taleem Institute welcomes its duty not to be discriminatory in its practices.

The care for each child is central to Taleem Institute's aims and provision, we feel our curriculum is enhanced by children learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage, or any other personal characteristics.

### Aim

- To promote self-esteem and to foster the social and emotional growth of each child
- To endeavour to ensure that all children have equal access to a broad and balanced programme
- To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviours in their interactions with each other and with the children
- To respect the cultural and ethnic diversity of children, parents/carers and staff, welcoming the enrichment of the environment to foster positive attitudes towards our multicultural society
- To recognise and value differing cultures, customs and beliefs in order to teach tolerance of other's ideas and values
- To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- To make use of opportunities to increase religious awareness and tolerance to promote an understanding of and respect for others, and appreciation of British values
- To ensure that none of the following groups face any form of discrimination:
  1. Race
  2. Disability
  3. Religion or belief
  4. Sex, Sexual orientation or Gender reassignment
  5. Pregnancy and maternity
  6. Age discrimination



## **This policy takes account of**

- Equality and Human Rights Commission directives
- The Equality Act 2010
- Human Rights Act 1998
- The Prevent Duty 2015
- The Common Inspection Framework 2015
- Keeping Children Safe in Education 2020

## **Managing Equality in Practice**

- We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage.
- Discriminatory language and behaviour and other acts of intolerance are not accepted.
- We recognise the value of children having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage. All staff have equal access to in-service training and posts of responsibility.
- The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents/carers will wish to give their full support to the school in this vital aspect of its life.
- We will promote positive images and role models to avoid prejudice and raise awareness of related issues. Details how we encourage children to value and respect others.
- We have clear policy and procedures for supporting children who are identified as having specific learning difficulties.



## **Equality of Opportunity and celebration of Diversity will be reflected in all practice**

### **Language**

Taleem Institute views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem.. Staff will use the correct terminology when referring to particular groups of people or individuals e.g. Native Americans rather than Red Indians.

### **Resources**

Taleem Institute's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members.

### **Parents/carers**

Taleem Institute is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus, website, and admission meetings with parents/carers and on parents/carers evenings. In addition, copies of our policies are available for all parents/carers on request and signposted on the school website.

### **Curriculum**

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities.

### **Children**

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

### **Staff**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.



**We will be proactive to ensure that we meet our goal of meeting the differing needs of all our children:**

1. We will encourage our children to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the 'right' way to live. We will respect and value all cultures, faiths and traditions by:

- Helping children to learn about and respect cultures other than their own.
- Showing that we value all cultures equally.
- Ensuring that children know about their British culture (Fundamental British Values) and its traditions and ways of life, including the law, the government and other national institutions and public services

2. We will demonstrate our recognition of the individuality of people by:

- Avoiding reference to stereotypes because of one characteristic e.g. colour, gender, disability etc.
- Looking to the needs of the whole child rather than concentrating on one characteristic.

3. We will promote self-esteem and self-worth by:

- Ensuring that each child in our care is respected equally and feels pride in him/herself.
- Preventing children being subjected to prejudice.
- Respecting the family and background of our children.
- Using appropriate language.

4. We will ensure equal access to opportunities which will enhance welfare and development by:

- Avoiding assumptions about any child's potential for development.
- Not stereotyping the role people play in adult life.
- Offering all opportunities to all children both inside and outside the classroom.
- Using role models to illustrate positive images of all in adult life.

5. We will oppose prejudice and discrimination by:

- Recognising that all children are damaged by prejudice.
- Avoiding damage to self-esteem by discrimination.
- Avoiding children growing up with a distorted view of life because they wrongly believe some people are superior to others.
- Challenging any prejudice and discrimination

6. We will demonstrate that we value the differences between individuals and groups in society by

- Encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
- Giving children accurate information about "differences" to promote understanding & avoid prejudice.

7. We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.



## **Success Criteria**

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus.

1. Examination results
2. Playground/classroom interaction
3. Displays in school – Learning environment review
4. Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
5. Teaching styles and differentiated work/activities – through scrutiny of planning and work
6. Use of resources
7. Teacher assessment and value-added information
8. Classroom observations of the quality of teaching and learning
9. Participation in extracurricular activities
10. Attendance
11. Reports of any incidents of discrimination
12. Monitoring of playtime/ break time behaviour

The Head teacher is responsible for ensuring that this policy is followed. Any child, parent or member of staff who considers that there has been a breach of this policy should inform the responsible people who will investigate the matter and take action, as appropriate.