



**SAPIENCE**  
GIRLS ACADEMY

# EQUAL OPPORTUNITIES POLICY

**2023-24**

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Reviewed by- Chair of Trustees

Approved by- SGA Governing Body

## CONTENTS

- STATEMENT OF PURPOSE
- AIMS
- OBJECTIVES
- ACCESS
- THE CURRICULUM
- PHYSICAL ENVIRONMENT
- COMMUNICATION
- RESOURCING
- STAFF
- RELATIONSHIPS
- THE SCHOOL IN THE COMMUNITY
- TRUSTEES
- RELATIONSHIP WITH OTHER POLICIES
- ROLES AND RESPONSIBILITIES
- BREACHES OF POLICY
- TRAINING
- MONITORING AND REVIEW

## **EQUAL OPPORTUNITIES POLICY**

The policies and procedures will be regularly reviewed, and their effectiveness evaluated, taking into account the views of all sections of the school community. The co-ordinator of this area will keep up to date with current thinking, literature, resources, attending appropriate courses and feeding back to colleagues.

### **1. STATEMENT OF PURPOSE**

Sapience Girls Academy (SGA) is a school with an Islamic ethos. We strive to provide all our students with a caring and supportive environment to enable them to develop spiritually, morally, academically and socially according to the teachings of Islam.

We are committed to the pursuit of an equal opportunities policy which addresses the need and right of everyone in the school to be treated with respect and dignity, in an environment in which a diversity of backgrounds and experience is valued. This policy applies to all pupils and staff, teaching and non-teaching at Sapience Girls Academy

Islam does not accept any form of inequality. It says in the Quran: -

*“O mankind! We created you from a single (pair) of a male and a female and made you into nations and tribes, so that ye may know each other (not that ye may despise each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. Allah has full knowledge and is well acquainted (with all things).” (The Holy Quran: 49:13)*

### **2. AIMS**

- 1 To ensure that the school’s ethos, policies and practices respect and protect the rights of all individuals.
- 2 To promote positive action to ensure that all students and staff are enabled to make the most of their abilities and qualities.

### **3. OBJECTIVES**

- 1 To ensure all relevant legislation is complied with.
- 2 To prevent discrimination on the basis of gender, disability, sexuality or ethnicity and prevent racial or sexual harassment or bullying.
- 3 To celebrate racial and cultural diversity.
- 4 To plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of students.
- 5 To ensure an inclusive approach, setting targets to challenge all students to achieve their potential.
- 6 To deploy resources effectively and efficiently and to ensure all students receive appropriate support.

- 7 To ensure that all staff understand what constitutes direct and indirect discrimination by providing training in equal opportunities and anti-discrimination issues.
- 8 To ensure recruitment and selection processes are not discriminatory and follow official guidance on employment issues.

A requirement stated in the Sex Discrimination Act is that a school must give all pupils equal access to all the “benefit, facilities and services” offered by the school. Our aim is to work towards providing equal opportunities throughout practices, especially in the following key areas:

#### **4. ACCESS**

With due reference to the resources available: -

- The learning environment should not prejudice any individual or group
- The learning environment has been designed to ensure that all students and groups can access the range of classroom activities.
- Curriculum grouping will be decided with reference to the school’s Curriculum Policy and the needs of the students.
- Teachers will teach and promote equal opportunities
- Access for those under the disability Discrimination Act is secured via the Disability Action Plan.

#### **5. THE CURRICULUM**

*We believe that equality of opportunity is an essential principle of Islam and for us it is about enabling all our students to fulfil their full potential.*

This can be achieved by ensuring: -

- All students will have access to a broad and balanced curriculum within the framework of the Quran and Sunnah in line with the National Curriculum will promote racial, gender and disability equality.
- Equal opportunity issues will be addressed directly and consistently in the taught curriculum and indirectly in the hidden curriculum.
- Equal opportunities will be taken into account in all curriculum planning and regularly reviewed.
- Differentiated learning experiences, commensurate with their age, ability and aptitude.
- All pupils are offered the same opportunity of access to each of the subject areas on offer.
- All pupils have equal opportunity of access to the extra curriculum provision on offer; provision would reflect the range of interests and diversity of students. Regular monitoring of attendance to ensure that all groups are able to access provision on offer.

#### **6. PHYSICAL ENVIRONMENT**

- The school is committed to providing wheelchair access wherever practicable.

- The site and facilities will be monitored by trustees and senior staff in order to ensure that all students and staff can access appropriate resources and suitable teaching area in line with the school's accessibility plan.

## **7. COMMUNICATION**

- The policy will be communicated via the school website (when available) and through the following mechanisms:
  - Students reward system
  - Staff briefings
  - Parent handbook
- All staff, student and trustees must be familiar with the policy and act in accordance with it.

## **8. RESOURCING**

- We will try to eliminate bias in the text books, library books and resources used in school.
- We will endeavour to present a balanced perspective when curriculum topics are developed.
- We will ensure that resources reflect the diversity within the community and promotes positive images.

## **9. STAFF**

- The Staff Recruitment Policy embodies the principles of equal opportunities.
- All staff will have equal access to professional development opportunities.

## **10. RELATIONSHIPS**

*Each individual must be treated in accordance with the Islamic principles, with the same care and consideration regardless of their ability, ethnicity, disability or socio-economic background. Within our school we work towards trying to promote self-esteem, with respect for everyone regardless of their gender, race, religion, colour, sexuality, language, culture, social circumstances, appearance, ability or disability.*

This approach should be evident in every aspect of the life of the school:

- Across the whole curriculum.
- Pastoral care and Personal and Social Development programmes.
- We use a system of "rewarding" to acknowledge when children try their best, whether in an academic or social context.
- When there are disputes, we try to ensure that everyone concerned gets a fair hearing and justice is achieved.
- Expectations of behaviour and any sanctions due to irresponsibility are imposed evenly.
- We expect mutual standards of respect between pupils and staff.

### **11. THE SCHOOL IN THE COMMUNITY**

- We encourage all parents and pupils to participate in school events.
- All parents are offered equality of access, subject to prior appointment, to discuss their daughter's progress.
- The school will endeavour to create positive learning links with educational and other local community establishments in order to promote inter-faith links.

### **12. TRUSTEES**

The school will be proactive in attracting and recruiting parent/community trustees to reflect the diversity of the school and the local community in terms of culture, religion/belief, ethnicity and social background.

### **13. RELATIONSHIP WITH OTHER POLICIES**

Equal opportunities are directly linked with all school policies and are reflected in them. It has particularly close links with the following policies and should be read and used in conjunction with them:

- Special Educational Needs
- Race Equality
- Disability Discrimination
- Admissions
- Complaints
- Curriculum

### **14. ROLES AND RESPONSIBILITIES**

- All students to uphold the principles of this policy.
- All staff to ensure equality of opportunity for all students
- The Head Teacher to monitor the policy within the school, deal with issues arising and report back to the governing body annually as specified below.
- The governing body to monitor implementation of the policy.

### **15. BREACHES OF POLICY**

Procedures for dealing with incidents of discrimination and harassment on the grounds of race, special educational needs, disability or age will be in accordance with the school's behavior policy and the anti-bullying policy.

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

### **16. TRAINING**

All staff and trustees will receive training on the policy and its content and their responsibilities under

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it. All new staff will have the policy explained to them as part of the induction arrangements. Following revision of the policy changes will be communicated to all staff and students.

### **17. MONITORING AND REVIEW**

The Head Teacher will report annually to the Trustees on implementation of the Equal Opportunities Policy. The Headteacher and trustees will review the Equal Opportunities policy annually to take account of any legal changes. Any changes will be regularly communicated to students, parents and visitors.