



LANTERN OF KNOWLEDGE
EDUCATIONAL INSTITUTE

LoK Equal Opportunities Policy

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2024

Revised by S.
Ahmed

		Next Review Date	01/09/2025
Approved By	Position	Date	Sign
Shakil Ahmed	Headteacher	02/9/2024	
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1. Aims

The aims of this policy are:

- to promote positive attitudes to diversity and difference
- to ensure that every child is included and not disadvantaged
- to ensure that children learn to value diversity in other
- to provide a safe and caring environment, free from discrimination
- to promote freedom from discrimination and to promote equality of access and opportunity for all members of the school community.

2. Policy Statements

Equal opportunities underpin the value system of LoK School. The ethos of the school is one of tolerance, understanding and striving for excellence in all. All members of LoK community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes.

LoK recognises its responsibility to avoid discrimination and to promote equality for pupils, staff and others using the school facilities. It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality must exist in our employment procedures and in our dealings with pupils, parents and other members of the community. This includes equal opportunity issues for the children, parents and staff, in for example resources, building, admissions and recruitment.

3. Staff

We shall not discriminate in the recruitment or employment of staff on grounds of any of the following “Protected Characteristics” as identified in the Equality Act 2010 and its Schedules: disability, ethnicity (including gypsy and traveller groups), gender, gender identity and transgender, faith, religion and belief, marriage and civil partnership, sexual orientation, pregnancy and maternity, age.

With regards to disability, we shall make every reasonable adjustment so that a disabled person is not at a substantial disadvantage in comparison with people who are not disabled. We shall not discriminate in relation to terms and conditions, promotions, disciplinary procedures and trainings opportunities. However, as a faith school, we have a dress code to which all Muslim staff are expected to adhere. Non-Muslim staff are expected to wear full-length trousers/skirts and long-sleeved tops.

Staff are required, through their behaviour towards each other and towards the children, to foster an awareness of the importance of equal opportunities and respect for others.

4. Pupils

We will not discriminate against children seeking admission to the school or with regard to how current pupils are treated, on grounds of gender, race, disability, religion or belief. All pupils will have equal access to the curriculum.

With regard to children with disabilities, this may mean treating them more favourably so that they are not at a substantial disadvantage when compared to children who are not disabled. LoK

has regard to the SEND Code of Practice (within admission policy criteria) and strives to put its recommendations into practice in all aspects of provision (see SEND policy). Children with special educational needs (i.e. those who have a learning difficulty which calls for special educational provisions to be made for them) have equality of access to the curriculum and have their needs met through inclusion.

5. Promoting Equality

The schools' aims and ethos will be effectively communicated to all members of the community and our Code of Conduct, policies and procedures will underpin the promotion of equal opportunities. Any incident of discrimination or intolerance will be dealt with promptly and sensitively.

6. Race

LoK is committed to promoting equality of opportunity and to promoting good relations between people of different race and nationality. An annual review will assess:

- the success of the school in recruiting staff and pupils representative of our society in race and nationality
- the promotion of race equality through the curriculum
- attainment levels of pupils from different groups.

The Schools' Improvement Plans will include a response to such reviews.

All racist incidents will be recorded and will be subject to sanctions as set out in the school's Behaviour and Anti-bullying policies.

7. Disability

LoK is committed to promoting equality of opportunity between disabled and other people. A disability is defined by the Disability Discrimination Act 1995 as 'a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'. To be disabled, a person must fulfil each and every criterion listed in this definition. A disabled person is a person with a disability.

While LoK Schools physical facilities for the disabled are limited, we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under 'The Equality Act' (2010) and the 'Special Educational Needs and Disabilities Code of Practice' (2014) to accommodate the needs of applicants, pupils and members of the staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

In line with the 'Special Educational Needs and Disabilities Code of Practice' (2014) LoK will make reasonable adjustments to ensure that children with disabilities are not disadvantaged in their access to:

- the physical environment (e.g. extra laptops available, ground floor classroom available, etc)

- the programme of learning and development offered the information provided to children and parents
- high aspirations and outcomes (e.g. homework and classwork support clubs offered by teachers).

8. The Curriculum

The curriculum must demonstrate a commitment to equal opportunities

LoK undertakes to:

- have regard to the outcomes of 'Every Child Matters' held within the Children Act 2004 i.e. being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing
- encourage everyone to value the contributions of others regardless of cultural and religious differences
- provide opportunities for all members of the school community to understand roles in society free from prejudice based on race, gender and religion
- provide the children with the opportunity to experience aspects of different cultures at first hand
- promote the needs and rights of others
- encourage the development of personal, social and professional relationships
- acknowledge individuals' rights and roles in the world of work and the work environment
- provide equal educational opportunity regardless of physical ability
- fulfil its legal obligations under the Equality Act 2010.

The curriculum will achieve these aims by:

- using positive images to combat negative stereotypes
- being aware of different types of learning and developing and encouraging different teaching methods to take account of these
- ensuring that children with special needs have access to the curriculum through the implementation of the special educational needs policy
- screening the reading and audio-visual resources to ensure that positive images of women, people of different races and cultural backgrounds and people with disabilities are promoted
- using assemblies as a forum where the children are encouraged to acknowledge and celebrate individual differences
- staging events and visits with the aim of promotion equal opportunities using display materials which promote the positive contribution of women to society, racial equality, cultural diversity and awareness of disability, and
- involving pupils, staff and parents in welcoming the cultural and ethnic diversity of our community.

9. Unconscious bias

Unconscious bias can contribute to the way we treat others, without us even realising it. The

types of unconscious bias are:

- Prejudice –pre-judging a person or group of people without prior knowledge of them
- Stereotyping –assuming people have certain behaviours or attitudes that a ‘type’ of person is expected to exhibit
- Unfair discrimination –treating a person or a group of people less favourably than another based on their colour, ethnic origin or nationality, gender, age, disability, sexual orientation, religion or belief or marital status

Unconscious bias is formed by our upbringing, family, friends, colleagues, school, television and social media. As a result, unconscious bias is unique to each of us and forms the basis of our judgment about the people around us.

Unconscious biases affect our decision making and how we view and interact with people, or groups of people. These biases can have an impact upon our day-to-day decisions, such as how we speak to certain pupils, or who gets picked to answer a question. It can influence how staff perceive their pupils and lead to favouritism or underestimating their ability to achieve success, potentially affecting educational outcomes.

If we are aware of our biases, we can challenge the motivations for the actions and decisions we make, and attempt to eliminate some of our unconscious decisions. To eliminate discrimination (bias or non-bias) in decision making all staff will be trained and made more aware of conscious and unconscious bias and equality.

All new staff will undertake unconscious bias training at induction time and there will be annual reminders for all teachers on the same subject.

10. Parents

We shall ensure that parents are informed of the principles and philosophies that lie behind our Equal Opportunities Policy. Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to the school. Through the Code of Conduct and in all dealings with parents, the schools will demonstrate and encourage respect. If a parent or carer believes that our practices or procedures are not meeting the aims of this policy or that they or their children have been treated less favourably because of their ethnicity, religion, culture, gender, disability or special educational needs they may make a formal complaint under our complaints procedure.

This is a whole school policy. In this and in all our policies it should be noted that any reference to a “parent” applies not only to a pupil’s birth parents, but to adoptive, step or foster parents, or other persons who have parental responsibility for or care of a pupil.

11. REFERENCES

This Policy has been informed by:

DfE Statutory guidance ‘SEND Code of Practice: 0 – 25 years’ (January 2015)

DfE Departmental advice ‘The Equality Act 2010 and Schools’ (May 2014)

HM Gov ‘Every Child Matters’ (2004)

See also: Admissions Policy, SEND Policy, Accessibility Plan, Safeguarding Policy.