



# Equal Opportunities Policy

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| <b>Policy Links</b>   | SEN Policy<br>EAL Policy<br>Disability and discrimination<br>Policy<br>Dignity at work Policy |

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| School Motto                                               |
| Together we can achieve more                               |
| School Values                                              |
| Respect . Aspiration . Responsibility                      |
| Learning Drivers                                           |
| Caring for Ourselves, Our World, Our Education, Our Rights |

### **School Vision Statement**

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Quwwat ul Islam Girls' School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, governors, volunteers and parents/carers to share this commitment.

## Introduction

The School aims to be an equal opportunities employer in all respects and in compliance with the Equality Act 2010. No job applicant, employee or worker will receive less favourable treatment in terms of direct or indirect discrimination, harassment or victimisation on the grounds of the nine protected characteristics as defined by the Equality Act 2010.

- The Protected Characteristics are **age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.**
- The School will follow the recommendations and Codes of Practice of the Equality and Human Rights Commission, embracing those previously provided by the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission.
- Assessment and consideration of job applicants, employees and workers will be based on objective and relevant criteria, that is, skills, knowledge, qualifications and relevant experience. Selection criteria and procedures will be reviewed to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities.
- The School will ensure that it applies its Equal Opportunities Policy in a fair and consistent manner to its recruitment practices. This will include open recruitment methods, which provide the opportunity for all potential candidates to apply without discrimination or restriction from sources such as press advertising, recruitment agencies, job centres, the careers' service, etc. All recruitment advertisements will be vetted prior to issue to ensure that they do not include anything which may be considered discriminatory in either words or images. All vacancies and opportunities will be advertised internally to allow employees to apply and be considered for such positions.
- The School management will review the Equal Opportunities Policy and the School's recruitment and selection practices at regular intervals to ensure full compliance with Statutory Codes of Practice.

## Definitions

**Direct Discrimination** occurs when a person is treated less favourably than another person because of a protected characteristic which they have or are thought to have (i.e. perceptive discrimination), or because they associate with someone who has a protected characteristic (i.e. associative discrimination).

**Indirect Discrimination** occurs when a condition, rule, policy, practice or requirement is applicable within the organisation but which adversely affects or disadvantages a particular group who share a protected characteristic, more than others,

and which cannot be justified or considered reasonable in terms of being a proportionate means of achieving a legitimate aim in running the business.

**Harassment** is defined as unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. This is also applicable to harassment because of **perception** (i.e. although the person does not actually possess that characteristic, they are perceived as doing so by others) and **association** (i.e. because the person is associated with someone who possesses the characteristic).

**Victimisation** is defined as the singling out of an individual for bad treatment, or unfair action/sanction because they have made or supported an allegation or complaint, or raised a grievance under the Equality Act, or because they are suspected of doing so. However, they are not protected from victimisation if an untrue complaint was made or supported maliciously.

### **The Schools' Responsibility as an Employer**

In order for the Equal Opportunities Policy to be fully effective, the responsibility for ensuring that its terms are adhered to will lie with the Senior Leadership Team (SLT). It is, however, the responsibility of each teacher and all other supervisory staff to actively promote equality of opportunity within their own programmes and spheres of responsibility.

It should not be overlooked that harassment can take many forms and may relate to any of the protected characteristics. Victimisation in the widest sense of the word is also a form of harassment and those exposed to or subject to such action need protection. If a senior leader identifies any form of discrimination, harassment or victimisation they should take immediate steps to investigate the matter and take appropriate action, regardless of whether or not a formal complaint has been made.

The school will inform its employees of their responsibilities and opportunities under the Equality Act and will make sure that the School's Equal Opportunities Policy is known to all staff and applicants. All new staff will be informed of this at their induction and will receive copies of the policies which are contained in the QUIGS Employee Handbook. The Employee Handbook containing these policies is provided for all employees and the school encourages an open and consultative approach with all staff in order that views may be expressed, feedback obtained such that the effectiveness of the policy may be monitored and assessed.

The School will take disciplinary action against employees who are found to infringe the Equal Opportunities Policy.

### **What the School expects from its Employees**

- ☐ While the main responsibility for providing equal opportunities lies with the School, individual employees at all levels have responsibilities. Eradicating discrimination depends on everyone's collaboration.
- ☐ Employees must not on any grounds harass, victimise, abuse or intimidate other employees or anyone else they come into contact with during the course of their work.

- ☐ Employees should co-operate with measures introduced by the school to make sure there is equal opportunity and non-discrimination. Employees must not victimise individuals on the grounds that they have made complaints or provided information about discrimination or harassment.

## **Disability Discrimination**

In line with the Equality Act 2010, it is the School's policy not to discriminate against persons whether in, or applying for, employment, who have the protected characteristic of disability. The principles, responsibilities and steps to be taken are outlined in the Equal Opportunities Policy, but the following specific aspects also apply:

### **Definitions**

Disability is where a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Discrimination occurs where a person receives less favourable treatment because of the protected characteristic of disability.

This form of direct discrimination is wide enough to also embrace associative discrimination (where the person is associated with someone else who has a disability) and discrimination by perception (where they are thought to have, or are treated as if they have, a disability, even though they may not).

Discrimination also occurs where a person is treated unfavourably or suffers a disadvantage arising from their disability. As this would be as a consequence of an aspect of their disability, it would not be necessary to identify a comparator without such a disability. This type of discrimination is only justifiable if it can be shown that it is a proportionate means of achieving a legitimate aim.

### **Procedures**

- ☐ Job advertisements will provide equal opportunity to all applicants and will not discriminate in any way.
- ☐ Prior to offering a job, any questions relating to an applicant's health will be limited to those permitted under the Equality Act. i.e. to decide if adjustments are needed to enable the applicant to be assessed fairly; to establish if a person can carry out a function which is essential and 'intrinsic' to the job and to take positive action to assist such a person by way of reasonable adjustment if they are the most suitable for the job in terms of the objective criteria defined in paragraph above.
- ☐ Applicants for employment who have a disability will not be considered less favourably than those without disabilities. If appropriate, reasonable adjustments will be considered and made to enable the candidate to be assessed and/or interviewed fairly compared with non-disabled candidates.
- ☐ Consideration will be given to making reasonable adjustments, where practicable, to the workplace and to methods of working, to accommodate disabled employees to enable them to overcome any disadvantage resulting from an impairment. In order to be able

to do this, there is a responsibility on employees to make the school aware if they have any impairments/conditions, which may constitute a disability under the terms of the Act.

- ☐ Appointments of disabled people will be made on the same terms and conditions as other comparable employees without disabilities.
- ☐ Disabled employees will be given equal opportunity in applications for training and promotion and will not be considered any less favourably because of their disability.
- ☐ Any acts of discrimination or harassment on the grounds of disability should be reported to the appropriate senior management.
- ☐ Allegations of discrimination or harassment on the grounds of disability will be investigated and disciplinary action will be taken against anyone found to have acted in any way, which is in breach of this policy.

## **Age Equality**

- ☐ The School will provide a working environment free from discrimination on the grounds of age, and recognises the valuable contributions made by staff of all ages.
- ☐ The School will not discriminate on the grounds of age in the way it recruits and selects staff. Advertisements will not state an age preference, unless it is to take positive action to invite applications from a group which is under-represented.
- ☐ Dates of birth will only be requested from job applicants for monitoring purposes, or to comply with any specific legal requirement, or other external justifiable requirement
- ☐ All employees will have equal rights to training, promotion and other aspects of career development. Age will not be used to justify a failure to promote or train any employee, nor will it be used as a selection criterion in a redundancy situation.

In accordance with the School's Equal Opportunities Policy, any complaints of discrimination, harassment or victimisation relating to a person's age will be fully investigated and in the event that such allegations are upheld, appropriate disciplinary action will be taken.