

Single Equality Plan



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
Sep 2026	Kawsar Ahmed	Anamul Khan	Review as necessary

MISSION STATEMENT

At London East Academy & Al Mizan School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school may, where relevant and appropriate, analyse achievement, progress and participation data across a range of pupil groups and characteristics, including gender, ethnicity, SEND, disadvantage, EAL, higher prior attainment and other contextual factors. This information may be used to identify trends, inform school improvement and support the promotion of equality of opportunity.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At London East Academy & Al Mizan School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This plan fulfils our duties under the Equality Act 2010, including the Public Sector Equality Duty (s.149), and reflects our commitment to the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. It also supports our obligations under the Education Inspection Framework (EIF) 2019 in relation to personal development, behaviour and attitudes, and curriculum intent.

MAINSTREAMING EQUALITY INTO POLICY & PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement different pupil groups and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;

- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; and
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- embed the promotion of equality across the curriculum, ensuring that curriculum intent explicitly reflects our commitment to diversity, inclusion, and the protected characteristics under the Equality Act 2010;
- actively promote pupils' personal development — including character, values and understanding of life in modern Britain — in line with the Education Inspection Framework (EIF) personal development strand.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

We will monitor exclusion data by protected characteristic and report any patterns to the governing body. Where a pupil with SEND or an Education, Health and Care Plan (EHCP) is at risk of exclusion, we will ensure all reasonable adjustments and support have been explored prior to any formal action.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at London East Academy & Al Mizan School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff;
- continued professional development opportunities for all staff; and
- School Leadership Team (SLT) support to ensure equality of opportunity for all.
- annual equality monitoring of the workforce by protected characteristic, with findings reported to the governing body;

- ensuring staff who raise concerns about discrimination or harassment are protected from detriment and that grievance procedures are accessible to all.

EQUALITY AND THE LAW

The principal legislation governing this plan is the Equality Act 2010, which consolidated and replaced a number of previous equality laws including the Race Relations Acts, the Disability Discrimination Act, and the Gender Equality Duty. The action plan at the end of this Equality Plan outlines the actions London East Academy & Al Mizan School will take to meet the duties detailed below.

The Equality Act 2010 identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Schools are required to have due regard to the Public Sector Equality Duty (PSED, s.149), which means actively considering equality implications in all decisions, policies and practices.

RACE EQUALITY

This section of the plan reflects our duties in respect of race as a protected characteristic under the Equality Act 2010.

The Public Sector Equality Duty (PSED) requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

Under our specific duty we will:

- publish this Single Equality Plan, which includes our written policy on race equality;
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils; and
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

DISABILITY

Definition of disability

The Equality Act 2010 defines a disabled person as someone who 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.

The Equality Act 2010 also provides that:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled from the point of diagnosis; and
- individuals with a mental illness are covered by the definition without needing to demonstrate that the condition is 'clinically well-recognised', provided they can show a long-term and substantial adverse impact on their ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a duty on schools to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination and harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people; and
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- publish this Single Equality Plan, which sets out our disability equality goals and the actions we will take to meet them; and
- review and revise this Plan every three years.

We will additionally ensure compliance with our reasonable adjustments duty (Equality Act 2010, s.20), making adjustments to provisions, criteria and practices where a disabled pupil or member of staff would otherwise be placed at a substantial disadvantage.

GENDER EQUALITY

The Equality Act 2010 places a duty on schools to eliminate unlawful discrimination and harassment on the grounds of sex and gender reassignment, and to promote equality of opportunity between female and male pupils and between women and men.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment; and
- promote equality between men and women.

Under our specific duty we will:

- publish this Single Equality Plan, which sets out our gender equality goals and the actions we will take to meet them; and
- review and revise this Plan every three years.

SEXUAL ORIENTATION

The Equality Act 2010 protects individuals from discrimination on grounds of sexual orientation. For schools, this covers admissions, benefits and services for pupils, and the treatment of pupils and staff. We will not discriminate against, harass or victimise any pupil or member of staff because of their sexual orientation.

RELIGION OR BELIEF

The Equality Act 2010 protects individuals from discrimination on grounds of religion or belief. As a faith school, we celebrate our Islamic ethos and character whilst remaining committed to ensuring that no pupil, parent or member of staff is treated less favourably because of their religion or belief, or because of a lack of religious

belief. We will foster mutual respect and understanding across different faiths and worldviews.

FUNDAMENTAL BRITISH VALUES AND PREVENT

London East Academy & Al Mizan School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our approach to equality and are embedded across our curriculum and pastoral provision.

In line with the Prevent duty (Counter-Terrorism and Security Act 2015), we take seriously our responsibility to protect pupils from radicalisation and extremism. Our equalities work supports pupils to think critically, build resilience, and reject all forms of intolerance.

COMMUNITY COHESION

Our curriculum, assemblies, enrichment activities and partnerships with the local community are designed to promote cohesion and develop pupils' understanding of and respect for people from different backgrounds. The impact of our community cohesion work is reviewed annually.

CONSULTATION AND INVOLVEMENT

This policy and the planned actions are informed by input from staff, pupils, parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, governors' parent-consultation meetings;
- Input from staff surveys and views collected through staff meetings/INSET;
- Feedback from the school council, and whole school surveys on pupils' attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Provision maps, mentoring and support; and
- Feedback at governing body meetings.
- Pupil voice activities, including structured discussions with student leadership groups, to capture the experiences and views of under-represented groups.

ROLES AND RESPONSIBILITIES

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make

school communications as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- A named governor holds responsibility for equality and reports to the full governing body at least annually on the school's progress against this plan.

The role of the headteacher

- It is the headteacher's role to implement the school's Single Equality Plan and they are supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Single Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- All staff complete equality and diversity training as part of induction and at regular intervals, with a particular focus on unconscious bias and inclusive practice.

TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: '...any incident which is perceived to be racist by the victim or any other person'.

Online and cyberbullying with a discriminatory element — including discriminatory messages, posts or images shared digitally — is treated with the same seriousness as face-to-face incidents and follows the same reporting and response procedures.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation; and
- online or digital harassment with a discriminatory element, including discriminatory social media posts, messages or images.

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. London East Academy & Al Mizan School's suggested procedure for responding and reporting is outlined below:

► Incident occurs

↓

► Member of staff investigates (if reported) or challenges behaviour immediately

↓

► Response to victim and family

► Response to perpetrator and family

↓

► Action taken to address issue with year group/school if necessary (e.g. circle time/assembly)

↓

► Incident form completed and filed



- Incidents reported to Governing Body and local authority on a termly basis

SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND INCLUSION

This section should be read alongside the school's SEND Policy, Accessibility Plan and the SEND Code of Practice (2015).

We are committed to an inclusive approach to education in which pupils with SEND are supported to access the full curriculum and school life. Our SENDCO leads the monitoring of SEND provision and is responsible for ensuring that reasonable adjustments are made for pupils with Education, Health and Care Plans (EHCPs) and those identified through the school's graduated response.

Equality of access for pupils with SEND is monitored through:

- termly review of EHCP provision and targets;
- tracking of attainment and progress for pupils with SEND by protected characteristic;
- monitoring of suspensions and exclusions for pupils with SEND; and
- annual review of the school's Accessibility Plan.

REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with the Public Sector Equality Duty, we will review progress against our Single Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Equality data — including achievement by protected characteristic, exclusion data, attendance, and discriminatory incident logs — will be presented to the governing body at least annually. The named equality governor will report on progress against the action plan each year.

PUBLISHING THE PLAN

In order to meet the statutory requirements to publish this Single Equality Plan, we will:

- publish our plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; and
- make sure hard copies are available.

The plan will be published on the school website and updated following each annual review. The publication date and review date will be clearly displayed.

CHECKLIST FOR SCHOOL STAFF AND GOVERNORS

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has the Single Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?
- Has the school completed an Equality Impact Assessment on any significant new policies or changes to provision?
- Is online/cyberbullying with a discriminatory element monitored and recorded in line with face-to-face incident procedures?
- Is the SEND Code of Practice (2015) being followed and is EHCP provision reviewed at least annually?