The British Muslim School · Lodge Road · West Bromwich · B70 8NX

Equality Policy

Approved by	Governing Body, September 2026
Review date	September 2027, or sooner if the law or guidance changes
Responsible person	Principal, Mr Muhammad Kadir Al Hasan
Related policies	Accessibility Plan; Admissions; SEND; Curriculum; Relationships, Sex and Health Education; Behaviour; Anti-Bullying; Child-on-Child Abuse; Safeguarding and Child Protection; Safer Recruitment; Staff Code of Conduct; Whistleblowing; Complaints

> *You are the best nation raised up for humankind. You enjoin righteousness, forbid corruption and you believe in Allah. Al-Quran, Surah Al-Imran, ayah 110*

1. Our aims

Respect for every person underpins the values of The British Muslim School. Our ethos is one of tolerance, understanding and striving for excellence in all. We aim to:

- promote positive attitudes to diversity and difference
- make sure every pupil is included and no pupil is disadvantaged
- teach pupils to value the differences between people and to challenge negative labels and attitudes
- provide a safe and caring environment, free from discrimination, harassment and victimisation
- promote equality of access and opportunity for pupils, staff, parents and visitors

This policy applies to pupils, prospective pupils, staff, job applicants, parents, volunteers and visitors, in school, in the boarding house and on school activities.

2. The law

The school follows the Equality Act 2010 as it applies to independent schools:

- Part 6, Chapter 1 (schools). The school must not discriminate against, harass or victimise a pupil or prospective pupil in admissions, in the way it provides education, in access to any benefit, facility or service, by excluding him, or by subjecting him to any other detriment (section 85). It must make reasonable adjustments for disabled pupils, including providing auxiliary aids and services.
- Schedule 10. The school must have, implement and resource an accessibility plan (see the Accessibility Plan).
- Part 5 (work). The school must not discriminate against, harass or victimise job applicants or staff, and must make reasonable adjustments for disabled staff and applicants.

- Part 3 (services). The school must not discriminate against parents or visitors when providing services to them.

The public sector equality duty in section 149 does not apply to independent schools. We still use its aims as good practice: to eliminate discrimination, to advance equality of opportunity and to foster good relations.

The Independent School Standards also require the school to:

- teach PSHE that encourages respect for other people, paying particular regard to the protected characteristics (paragraph 2(2)(d))
- make sure teaching does not discriminate against pupils contrary to Part 6 of the Equality Act (paragraph 3(j))
- actively promote principles that encourage respect for other people, paying particular regard to the protected characteristics (paragraph 5(b)(vi))

We also follow "The Independent School Standards: guidance for independent schools" (DfE, April 2026), the Equality and Human Rights Commission's "Technical guidance for schools in England", "Equality Act 2010: advice for schools" (DfE, May 2014), Keeping children safe in education 2026 and the Human Rights Act 1998.

In April 2025 the Supreme Court confirmed, in For Women Scotland Ltd v The Scottish Ministers, that "sex" in the Equality Act 2010 means biological sex. The school applies the Act on that basis.

3. Protected characteristics

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

For pupils, the schools provisions of the Act cover disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. All nine characteristics apply to staff and job applicants. The school treats every form of unfair treatment and harassment seriously, whether or not the Act covers it.

4. What discrimination means

- Direct discrimination: treating a person less favourably because of a protected characteristic.
- Indirect discrimination: applying a rule or practice to everyone that puts people with a protected characteristic at a particular disadvantage, unless it is a proportionate means of achieving a legitimate aim.
- Discrimination arising from disability: treating a disabled person unfavourably because of something connected with his disability, unless this is a proportionate means of achieving a legitimate aim.
- Failure to make reasonable adjustments for a disabled person.
- Harassment: unwanted conduct related to a protected characteristic, or of a sexual nature, that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. For pupils, the Act's harassment provision does not cover gender reassignment, religion or belief, or sexual orientation (section 85(10)), but less favourable treatment for those reasons can still be direct discrimination, and the school deals with all such conduct under its Behaviour and Anti-Bullying Policies.

- Victimisation: treating a person badly because he has made, or supported, a complaint under the Act.

5. Exceptions that apply to the school

The Act allows some differences of treatment. The school relies on the following, and only these:

- Single-sex school. The school admits boys only. This is lawful under Schedule 11, paragraph 1. Admission is based on biological sex.
- Religious ethos. The register of independent schools records the school as having a Muslim religious ethos. Under Schedule 11, paragraph 5(b), the school may take religion or belief into account in admissions, in the way it provides education and in access to benefits, facilities and services. This exception does not cover exclusion or any other detriment, it does not allow discrimination on any other ground, and it does not allow harassment or victimisation.
- Worship and religious observance. Daily prayers, assemblies and other acts of worship are organised in line with our Islamic ethos (Schedule 11, paragraph 6).
- Curriculum content. The content of the curriculum is outside the schools provisions of the Act (section 89(2)). The way the curriculum is taught is not. Teaching must never subject a pupil to discrimination or harassment, and it must meet the Independent School Standards on respect for others.
- Employment. Where being of a particular religion is a genuine occupational requirement for a post, for example teaching Islamic studies or Qur'an, and applying it is proportionate, the school may require it (Equality Act 2010, Schedule 9, paragraphs 1 and 3). The Principal records the reason for any such requirement before the post is advertised. It is not applied to posts where faith is not genuinely required.

6. Pupils

Admissions

The Admissions Policy is applied without discrimination on grounds of race, disability, sexual orientation or any other protected characteristic, subject only to the exceptions in section 5. The entry assessment is adjusted for disabled applicants, for example by giving extra time, rest breaks, a reader or large print, so that it is not affected by the boy's disability. The school admits a pupil with an EHC plan when it is satisfied that it can meet his needs, and admits disabled pupils after agreeing with parents the reasonable adjustments to be made.

Teaching and school life

Every pupil has equal access to the curriculum, to extra-curricular activities, to boarding and to trips. Teachers:

- choose resources that show positive images of people of different races, cultures, faiths and abilities, and of women and men in a range of roles, and that challenge stereotypes
- design schemes of work that help pupils value others, for example by showing the contributions Muslims have made to world history, and the true diversity of countries in Africa and Asia
- use assemblies to celebrate individual differences and respect for others
- teach pupils that people of other faiths and of none, including people who leave their faith, must be tolerated and respected

Behaviour, sanctions and exclusion

The Behaviour Policy is applied fairly. Before a sanction is given, staff consider whether the behaviour was linked to a pupil's special educational needs or disability, and make reasonable adjustments. A pupil who has been suspended or excluded, or his parents, may appeal in writing to a Committee of the Board of Governors within 7 days of the written notification of the decision.

Prejudice-related incidents

All staff challenge prejudice-related language and behaviour every time, including racism, religious hatred (including antisemitism and anti-Muslim hatred), disability-related abuse, homophobia, misogyny and sexism. Every incident is recorded in the behaviour and bullying log, kept by the Behaviour Officer, Mr Mirza Saghar Hussain, and dealt with under the Behaviour, Anti-Bullying and Child-on-Child Abuse Policies. A serious incident, or one that may be a hate crime, is reported to the Principal the same day. Any incident that raises a safeguarding concern goes to the DSL the same day.

Pupils who are questioning their gender

The school follows the Safeguarding and Child Protection Policy, which applies KCSIE 2026 paragraphs 254 to 281. In summary: the school does not start any action about a child's gender; any request for social transition goes to the DSL and parents are involved as a priority, unless the DSL judges that this would put the child at greater risk; staff make no change, such as to a pupil's name, pronouns or uniform, unless a decision has been made with his parents; every decision and its reasons are recorded and reviewed; the school weighs the child's needs against the religion or belief of staff and other pupils, and may agree that staff use the child's name instead of pronouns; each pupil's biological sex is recorded accurately; no pupil uses toilets, changing rooms, showers or boarding accommodation designated for the opposite sex; a pupil who is uncomfortable using the shared facilities is offered a private alternative; and where the school is unsure, it treats the child as having the protected characteristic of gender reassignment, so that any bullying or harassment of him is dealt with firmly. Nothing in this section changes the school's single-sex admissions. When the school writes or reviews a rule, such as the uniform rules, it avoids rigid rules based on gender stereotypes and considers whether the rule puts a gender-questioning pupil at a disadvantage; if it does, the school keeps the rule only if it has a legitimate aim and is a proportionate way of achieving it (KCSIE 2026, paragraphs 258 and 277).

7. Disability and special educational needs

A person is disabled under the Equality Act 2010 if he has a physical or mental impairment that has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Long-term means lasting, or likely to last, at least 12 months. Cancer, HIV and multiple sclerosis count as disabilities from diagnosis.

The school may, and often must, treat a disabled pupil more favourably so that he is not at a substantial disadvantage. We:

- make reasonable adjustments to policies, practices, teaching, assessment and examinations, and provide auxiliary aids and services, such as specialist equipment or a laptop for a pupil with a visual impairment or dyslexia
- apply for access arrangements in public examinations in line with the awarding bodies' rules
- plan improvements to access to the curriculum, the premises and information through the Accessibility Plan
- give each disabled pupil who needs one a personal emergency evacuation plan (PEEP)

- respect parents' knowledge of their child's needs, and the family's right to confidentiality

The SENCO, Ms Nneoma Otuegbe, leads this work, following the SEND Policy and the "Special educational needs and disability code of practice: 0 to 25 years" (January 2015). He may seek advice from Sandwell Inclusion Support (0121 569 2777) and uses the Sandwell SEND Local Offer. Support for pupils with medical conditions is set out in the first aid and medical policies.

8. Staff

- Recruitment, pay, promotion, training, discipline and dismissal are decided fairly, on merit, without discrimination, as set out in the Recruitment, Selection and Disclosures Policy. Interview panels apply this policy. Only the exceptions in section 5 are used.
- Health questions are asked only after a conditional offer, except where the Act allows, such as asking about adjustments needed for the interview.
- Reasonable adjustments are made for disabled staff and applicants. No member of staff is penalised for absence caused by disability, pregnancy or medical appointments related to these.
- Pregnancy, maternity, paternity and adoption rights are respected.
- The staff dress code is modest, in keeping with our ethos, and applies fairly to all staff. It is applied flexibly where a member of staff needs an adjustment because of disability or religion.
- The school takes all reasonable steps to prevent sexual harassment of its staff (Equality Act 2010, section 40A). From 30 October 2026, under the Employment Rights Act 2025, the school is also liable for harassment of staff by third parties, such as parents, visitors and contractors, whether the harassment is sexual or related to any protected characteristic, unless it has taken all reasonable steps to prevent it. We assess the risk, train staff, make clear to parents and visitors that harassment of staff is not tolerated, record and act on every report, and review the steps we take.
- Staff who experience or see discrimination or harassment report it to the Principal, or to the Chair of the Governing Body if it concerns the Principal. Staff may also use the Whistleblowing Policy.

Staff model respect in the way they treat each other, pupils and parents.

9. Parents and visitors

Parents are told about the principles of this policy. They are made welcome, and the school makes reasonable adjustments so that disabled parents can take part fully in their son's education, for example by providing information in another format or arranging meetings in an accessible room. Each September the school asks parents to tell it about any disability that affects how they communicate with the school. Information can be provided in a language other than English on request where this is practicable.

In this policy, "parent" includes anyone with parental responsibility for, or care of, a pupil.

10. Roles and responsibilities

Role	Person	Responsibility
Governing Body	Chair, Mr Mohammed Misbhaur Rahman	Approves this policy and the Accessibility Plan; receives the annual equality report; hears appeals and complaints at the final stage
Principal	Mr Muhammad Kadir Al Hasan	Implements this policy; makes sure staff know it and apply it fairly; makes sure appointments are made without discrimination; deals with serious incidents
SENCO	Ms Nneoma Otuegbe	Leads reasonable adjustments and support for pupils with SEND and disabilities
Behaviour Officer and DSL	Mr Mirza Saghar Hussain	Keeps the behaviour and bullying log, including prejudice-related incidents; reports trends
SMSC and RSHE co-ordinator	Maulana Mahbub Kamal	Makes sure SMSC, PSHE and RSHE teach respect for others and the protected characteristics
Head of Administration	Mr Guljar Ahmed	Keeps the data used to monitor this policy, securely and in line with data protection law
All staff	Everyone	Treat pupils fairly and with respect; challenge prejudice; report incidents

11. Complaints

- A parent or pupil who believes that the school has discriminated against them, harassed or victimised them, or failed to make a reasonable adjustment may complain under the Complaints Policy and Procedure. Pupils may also raise a concern with any member of staff or, for boarders, with the Independent Listener, Mr Emdad Hussain (07940705919).
- A member of staff may use the grievance procedure or the Whistleblowing Policy.
- No one is treated less favourably for making a complaint in good faith.
- A claim of disability discrimination against a pupil may also be made to the First-tier Tribunal (Special Educational Needs and Disability). Other claims about pupils may be made to the county

court, and claims by staff to an employment tribunal. The Equality Advisory and Support Service gives free advice.

- Parents may also contact Ofsted (0300 123 1231) about a concern that the school is not meeting the Independent School Standards.

12. Monitoring and review

Each year the Principal reports to the Governing Body on:

- the attainment and progress of pupils by ethnic group, SEND and disability
- behaviour, sanctions, suspensions and exclusions by the same groups
- prejudice-related and bullying incidents recorded in the log, and the action taken
- the recruitment process, so that no applicant is discriminated against
- complaints about equality, and the outcome
- progress against the Accessibility Plan

The Governing Body acts on any pattern that shows a group is disadvantaged. This policy is reviewed every year.

Approval and signatures

Approved by the Governing Body: September 2026.

Chair of the Governing Body: Mr. Mohammed Misbhaur Rahman. Signed: MR. Date: September 2026.

Principal: Mr. Muhammad Kadir Al Hasan. Signed: MKAH. Date: September 2026.