

December 2017



Leeds Jewish Free School

Equality Statement

December 2017

Review Date: December 2018

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1.0 Roles and Responsibilities

The responsibility for implementation of this policy rests with the Executive Headteacher. On an operational basis, management, responsibility and evaluation of this policy will be retained by the Executive Headteacher.

2.0 Suggested Audience

All school staff, students, parents/carers and governors.

As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the principles and procedures outlined in this policy.

3.0 Related Policies

This policy is one of a suite of policies which should also be referred to:

- Admissions
- Anti-bullying
- Behaviour
- SEND

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we will ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEND and anti-bullying policies (as well as minutes of meetings involving governors, the whole staff, and the senior leadership team).

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

4.0 Introduction

Leeds Jewish Free School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

5.0 Principles

Our approach to equality is based on the following principles:

1. All students are of equal value. LJFS will value and promote the development of every student: whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. LJFS will take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We will actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We will ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

6.0 Purpose of this policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. The **Public Sector Equality Duty** or “general duty” requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

This policy describes how LJFS will meet the statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

7.0 Development of this policy

When developing the policy the school took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs. Further iteration of this policy will take place through sharing this first draft with our wider community and other community groups.

8.0 What we are doing to promote equality

- LJFS will take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- LJFS is aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Executive Headteacher will ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- LJFS will ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this will be available for review if required.
- LJFS will actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

- Our admissions arrangements are fair and transparent, and we will not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We will closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

LJFS challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Guidance will be provided in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and will provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

We review this data termly and take action to reduce incidents

9.0 What we are doing to advance equality of opportunity

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We will collect, analyse and publish data on the school population:

- by gender and ethnicity;
- on the % of students identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;

- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

LJFS will publish an analysis of standards reached by different cohort groups at the end of each key stage which will include:

- Boys
- Girls
- Students eligible for Pupil Premium
- Student who have English as an Additional Language (EAL)
- Student who have Special Educational Needs
- Students with an EHCP
- Looked After Children (LAC) in the care of the Local Authority
- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Known GRT (Gender Recast)
- Refugees

LJFS will also collect, analyse and use data in relation to attendance and exclusions of different groups. This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office.

We are aware that the legislation relates mainly to current but also to future students – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired student joins our school.

We will avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all students.

We provide support to students at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

10.0 What LJFS is doing to promote good relations

- We will prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We will use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Black History Month, Deaf Awareness week
- We include Equalities matters in our Newsletters to parents and Carers

11.0 Other ways LJFS will address equality issues

- We will keep detailed records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our students.
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community LJFS will:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school ;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from governing body committees and working groups.

12.0 Publishing our equality objectives

The objectives which LJFS identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We will produce Equality data Analysis which inform our discussions about the Equality Objectives.

We will produce an Equality Action Plan that shows how we will achieve our objectives. This will be part of our school development plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers.

13.0 Detailed roles and responsibilities of Governors and school staff

LJFS expects all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Governing body

The governing body is responsible for ensuring that the school complies with legislation and that this policy, its related procedures and action plans are implemented.

Every governing body committee will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Governors will annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Executive Headteacher and Leadership team

The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Deputy Headteacher has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their lessons
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

The school will provide training and guidance on Equalities for all new staff as part of the induction procedure. We will go through the principal expectations

and duties of the Equality Act at a whole staff meeting at the start of each school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

14.0 Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. 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 will be made on the basis of merit and ability and in compliance with the law.
- We will ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

15.0 Publicising this policy

This Equality Policy along with the Equality Objectives and data will be available in a number of locations and range of formats to maximise the distribution of this policy:

- on the school website
- as paper copies in the school office
- in the staff handbook
- on display for visitors, including parents and carers
- in an annual Equality Bulletin to parents
- as part of induction for new staff
- as a summary in the school brochure

We will ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We will publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

16.0 Monitoring and reviewing this policy

The Executive Headteacher will review this policy, its implementation and outcomes on a yearly basis or in line with updated legislation and / or guidance.

End of policy statement

APPENDIX ONE

Check list for LJFS staff and governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible possible to students, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.

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- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled.