



Brodetsky Primary School  
Governing Body Documents



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## **Brodetsky Primary School Policies**

**Policy Name: Equality Policy**

**Date Agreed: July 2021**

**Review Date: July 2022**

**Committee Responsible: Pupil Support**

**For website publication: Y**

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## **1. 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 delegated to the Deputy Headteacher. A designated governor will be appointed to help support and monitor the implementation of this policy.

## **2. Suggested Audience**

All school staff, pupils, 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. Related Policies**

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

- Staff recruitment
- Admissions
- Behaviour inc Anti-Bullying
- SEND & Inclusion
- Health, Wellbeing & Relationships Education Policy

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 and SEND policies (as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council).

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

## **4. Introduction**

BPS will focus on the well-being and progress of every child and treat all members of our community as being 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. We also recognise our obligations under Section 78 of the Education Act (2002) and the guidance around this relating specifically to the requirements to actively promote fundamental British values in schools.

## **5. 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 pupils 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 pupils.

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

In addition, all public organisations including schools have two “specific duties”:

1. Publish information to show compliance with the Equality Duty (initially by April 6<sup>th</sup> 2012).
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how BPS will meet these statutory duties. 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.

When developing the policy the school took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We await further guidance on the new framework.

Appendix 1 is a checklist of key equality considerations.

Appendix 2 shows the school’s Equality Objectives for 2015-17 in an Equality Action Plan.

## **6. Principles**

Our approach to equality is based on the following principles:

**6.1 All pupils are of equal value.** The school is proud to be an orthodox Jewish primary school promoting an orthodox Jewish ethos. However, it will also actively strive to demonstrate that it values and promotes the development of every student of every background. We will ensure that all pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Children will be encouraged to treat all people as equal, 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.

**6.2 We will recognise, respect and value difference.** We 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.

**6.3 We will foster positive attitudes and relationships.** We will actively promote positive attitudes and mutual respect between different groups and communities. Age-appropriate activities will enable children to explore features of British life such as democracy, the operation of law etc. and encourage pupils to see themselves as part of different communities including Leeds, Britain and the wider world.

Staff will teach about a range of communities in an age appropriate way through a broad and balanced curriculum which gives children a sense of the diversity of the world. This will generally mean focusing on external aspects (dress, places of worship etc.) of other communities rather than on theology. Religions will usually be taught about linked to other aspects of the curriculum (e.g. Protestants and Catholics when learning about Henry VIII, Greek mythology when learning about Ancient Greece, religions within 'world cultures' week). We will also teach about other cultures through geography, music and arts projects. Study of Hebrew as a foreign language will also provide children with a greater appreciation of the ways in which different languages and cultures work.

**6.4 We will 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. Opportunities such as School Council representation should reflect fundamental principles such as democratic processes and equal opportunities for participation. Children will be encouraged to participate in events in the local Jewish and Leeds communities through volunteering, sports, music, inter-school educational activities etc. and the school will ensure wherever possible that our children are facilitated to take part in events unless they are actively incompatible with orthodox Jewish practice such as taking place on Shabbat.

**6.5 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

**6.6 We have the highest expectations of all our pupils.** We expect that all pupils can make good progress and achieve to their highest potential. In particular we will work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

**6.7 Teaching about and demonstrating orthodox Jewish practice is a central facet of school life, but this will be set into a wider context of religious practice in the UK.** As a Jewish school we have a religious studies curriculum which includes teaching about orthodox Jewish practice. Care will be taken to explore the relationship between state and religious laws and to help pupils understand the differences between the two. When teaching about Jewish traditions and values, staff will be aware of and respectful of the variety of Jewish

teachings and experience and those of other faiths and beliefs including those with no religious beliefs. While serving as advocates of the orthodox way of life, staff will ensure that their teaching is respectful of the practices and beliefs of others. While families will be and entitled supported in their rights to withdraw children from participation in religious assemblies and religious studies lesson the School will not provide alternative provision at those times.

**6.8 Promotion of fundamental British values.** As a school our curriculum will reflect and promote fundamental British values so that our pupils can contribute positively to life in Britain. We will place emphasis on the spiritual, moral, social and cultural development of our pupils throughout our curriculum, school environment and extra-curricular activities. We will encourage our children to take part in activities run by a wider group of organisations that contribute to the Jewish, North Leeds and national community (youth groups, scouts, Maccabi etc).

## **7 What we are doing to promote equality**

BPS will take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

Our admissions arrangements are fair and transparent, and we will apply them strictly without consideration of any other characteristic not contained within the policy.

**Gender equality:** While recognising that in Orthodox Judaism men and women have different religious obligations, staff will do their best to ensure that this is not construed as one gender being of greater importance. The school will strive to show positive female and male role models throughout its religious education and secular curriculum including those which challenge normative stereotypes (e.g showing female firefighters, male nurses etc.) and encouraging children to consider a wide range of career opportunities as available to people of both sexes. Having taken advice from the school chaplain, Jewish Studies staff should ensure that unless it is forbidden under Jewish law, boys and girls should have the same opportunity to try out particular practices/mitzvot such as blowing shofar, taking lulav, saying Kiddush etc. and be made aware which of these are possible for Jewish adults of each gender.

**Disability:** BPS is aware of the Reasonable Adjustment duty for disabled pupils and staff. This is designed to enhance access and participation to the level of non-disabled pupils and staff 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.

BPS 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. Each policy will contain a section in which the equality implications are considered and responses to these recorded.

### **Behaviour, Exclusions and Attendance**

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

### **Addressing prejudice and prejudice-based bullying**

- BPS 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 types of bullying/behaviour incidents, including those that may relate to any of the protected characteristics and will provide a report to the governors about the numbers, types and seriousness of these types of incidents at our school and how we dealt with them.

We review this data termly and take action to reduce incidents

### **8.0 What we are doing to advance equality of opportunity and equality of progress**

- We 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 pupils 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 and/or review data :

- by gender and ethnicity;
- on the % of pupils 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 those where English is an additional language (EAL)
- on inequalities of outcome and attendance related to ethnicity, gender and disability and EAL

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

- Boys
- Girls
- Pupils eligible for Free School Meals (FSM)
- Pupils who have English as an Additional Language (EAL)
- Pupils who have Special Educational Needs and Disabilities
- Pupils with Education Healthcare plans
- Pupils on the School Action and School Action Plus register
- Children who are Looked After in the care of the Local Authority
- White British and other backgrounds

The analysis will feed into the School Development Plan and the same metrics will be used in the following year to evaluate the impact of the actions.

BPS 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 pupils – we will for example, ensure that before any child with a sensory disability joins the school appropriate advice will be sought and adaptations made.

We will avoid language that runs the risk of placing a ceiling on any pupils' 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 pupils.

We provide support to pupils 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.

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

## **9 What BPS is doing to promote good relationships between communities and develop children's understanding of fundamental British values**

- We will prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- 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 pupils 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 pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events

#### 10 Other ways BPS will address equality issues

- We will keep detailed records of all training relating to 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 pupils.
- 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 BPS 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.

#### 11 Publishing our equality objectives

The objectives which BPS 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.

BPS Equality Objectives for 2015-17 are:

- Achieve a year-on-year reduction (improvement) in the attainment gap between those pupils eligible for Pupil Premium Pupils( PP) and non PP pupils in English and Mathematics.

- Achieve a year-on-year reduction in the attainment gap between those pupils with a SEN/D statement and their peers in English and Mathematics.
- Achieve a year on year reduction in the attainment gap between boys and girls in English and Mathematics

The school development plan will include an action plan as to how these objectives will be achieved, as delivery of these objectives is a core part of our overall teaching and learning strategy.

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, pupils, governors and parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## **12 Detailed roles and responsibilities of Governors and school staff**

BPS 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.

### **12.1 Governing Body responsibilities:**

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. A member of the governing body will be given specific responsibility regarding the implementation of this policy.

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)

### **12.2 Executive Headteacher and Leadership team responsibilities:**

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.

The Executive Headteacher will review this policy, its implementation and outcomes on a yearly basis. A report will be provided to the Governing Body.

### **12.3 Teaching and Support Staff responsibilities**

- 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 pupils
- support different groups of pupils 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 guidance on Equalities for all new staff as part of the induction procedure. We will also go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year.

#### **12.4 Visitors and Volunteers**

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.

#### **13. 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.
- 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, pupils 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.

#### **14 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
- as part of induction for new staff

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.

#### 17.0 Approval by Governing Body

Signed: Jason Broch

Chair of Governors

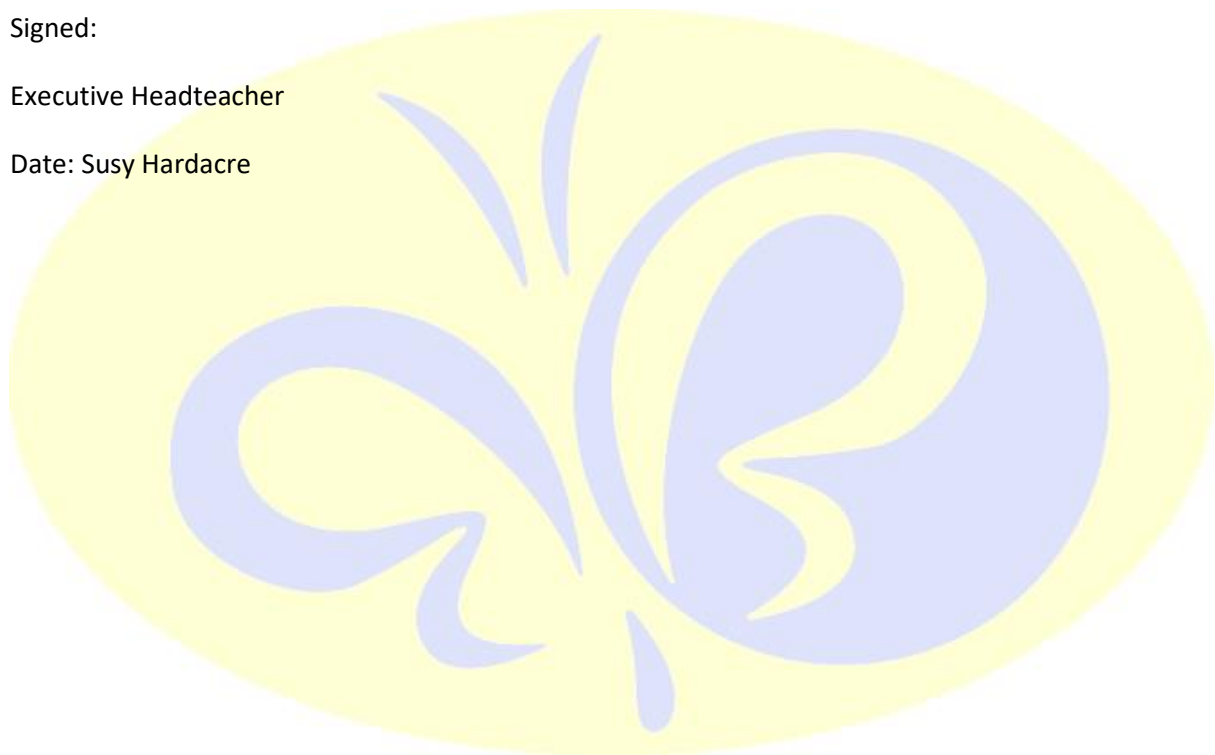
Signed: Jason Broch

Governor with responsibility for Inclusion or Equality

Signed:

Executive Headteacher

Date: Susy Hardacre



## APPENDIX ONE

### Check list for BPS staff and governors

- The school collects information on race, disability and gender with regards to both pupils 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, pupils 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 pupils 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 pupils to understand and celebrate diversity and difference.
- All groups of pupils 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 pupils 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 environment is increasingly accessible possible to pupils, 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.
- The accessibility needs of parents, pupils and staff are considered where reasonable, 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