



JFS School

The Mall Kenton Harrow Middlesex HA3 9TE

JFS EQUAL OPPORTUNITIES POLICY & EQUALITY OBJECTIVES

Reviewed in the Summer Term 2016
Next due for review in the Summer Term 2017

JFS encompasses its students, staff and Governors. This policy covers the promotion of Equal Opportunities for students, staff and Governors within the School community particularly with regard to learning and attainment, encouraging our students and staff to achieve their full potential.

This policy sets out the School's commitment:

- to the promotion of Equal Opportunities for all students and staff;
- to counter educational disadvantages based on race, gender, class, sexual orientation or disability; and
- to develop understanding of and respect for individuals and groups regardless of race, gender, sexual orientation, class or disability.

Any breach or potential breach of this policy will be investigated and dealt with under the appropriate School Policy (Behaviour Policy for students and Staff Disciplinary Policy).

We are an Equal Opportunities school

JFS is a multi-cultural, multi-racial community of both adults and pupils. We believe, in accordance with orthodox Jewish principles, that everyone in the School is of equal value and should have equal opportunities in the School community, our Jewish community, the wider community and in life.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our School and of the community. The staff and Governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property.

Equality of Opportunity is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this policy is to help everyone involved make JFS a real Equal Opportunities and Inclusive School.

1. Aims

- 1.1 To provide equality of access to the School curriculum for pupil's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, age, disability, religious or philosophical beliefs, so that they can experience success;
- 1.2 In accordance with the School's ethos and vision, to encourage every pupil to acquire the knowledge, skills and experience necessary, to seek to fulfil his/her spiritual, moral, cultural, mental and physical development;
- 1.3 To provide a working atmosphere where good relationships between staff and pupils contribute to an effective and enjoyable learning process;
- 1.4 With regard to the Public Sector Equality Duty created under the Equality Act 2010, to eliminate discrimination; promote and advance equality of opportunity and good relations across all areas of School activity;
- 1.5 With regard to the revised SEN Code of Practice, the Index for Inclusion and the Social Inclusion initiatives, to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability;
- 1.6 To ensure that everyone at the School, (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying;
- 1.7 To ensure that active encouragement is given to all in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person of his or her educational opportunity;
- 1.8 To encourage students to develop confidence, self-respect, respect for our Jewish and British culture and values, and a knowledge, understanding and respect of other cultures and lifestyles, valuing the diversity within our School community and the community at large;
- 1.9 In accordance with the School's ethos and vision to foster a sense of communal responsibility, within the School community, the Jewish community and the wider community, welcoming the help and support of the Governors and parents;
- 1.10 To prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated;
- 1.11 To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills;
- 1.12 To provide a variety of opportunities for staff to enhance their professional experience within a rewarding and fulfilling career; and
- 1.13 Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to this School.

2. Monitoring and Data

The Governors Curriculum sub-committee will work with the SLT Curriculum Deputy to:

- monitor, evaluate and review educational provision and practice within the School curriculum, particularly with regard to pupil progress and attainment, in respect of Equal Opportunities and taking appropriate action; and
- consider and publish relevant data on the School website to evidence the School's published Equality Objectives in accordance with the Equality Act 2010.

3. Curriculum Guidelines

- 3.1 When planning and developing the curriculum, SLT and heads of department will assess the possible impact on equality, including evaluation of the School's equality objectives and any applicable equality targets in pupil attainment through discussion of data collected.
- 3.2 The provision of genuine equality of opportunity must be inherent in the education the School offers. The curriculum opportunities must be open to all;
- 3.3 All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community;
- 3.4 Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity;
- 3.5 Teaching styles and practices should be regularly reviewed;
- 3.6 Each pupil's progress will be monitored. Where pupils belong to different ethnic groups and/or other protected characteristics, the resulting data will be decided into these groups so that then attainment and progress of these different groups can be monitored. All collected data will be used to inform further school planning and decision making;
- 3.7 The School must challenge any form of gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an important part of all programmes for teaching and learning;
- 3.8 The School should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.

4. Accent and Dialect

- 4.1 The aim is to provide staff and pupils with an understanding that people make judgements about others in relation to accent and dialects. The development of clear speech but the recognition of others accent or dialect, which enrich the quality of a variety of communication, will be encouraged.

5. Disability

- 5.1 In accordance with the School's SEN offering, staff should have access to a variety of opportunities to activities and training advice to enhance their teaching skills to assist students with disabilities and provide them with the opportunity to make choices for the future;
- 5.2 In accordance with the School's SEN offering, students should have access through the curriculum and the culture of the School to a variety of opportunities, taking into account all reasonable adjustments, as applicable, which include types of activities and careers advice to provide them with the opportunity to make choices for the future.

6. Race

- 6.1 Opportunities for recognition to achievement should be provide for staff and pupils in a range of activities including artistic, creative, physical and intellectual at all levels regardless of race.

- 6.2 Behaviour which disadvantages another on the basis of their race or ethnic origin is discrimination;
- 6.3 Distinction, exclusion, preference or stereotyping based on colour, nationality or ethnic origin is discrimination.

7. Age

- 7.1 The School values staff and pupils' contribution to School life regardless of age while at the same time remaining sensitive that certain age groups have special needs.

8. Governors and Staff

- 8.1 Staff will treat each other and all pupils with respect and deal with any incidents of discrimination according to this Policy and the School's Behaviour Policy;
- 8.2 Staff will examine the ideas and images in books and other resources and will challenge bias, stereotyping and/or negative images and give all pupils positive images;
- 8.3 Promote equality and good relations and an inclusive curriculum reflecting the multi-ethnic nature of our society and the wider community;
- 8.4 Policies on displays, notices, meals, uniform, etc. in the School will reflect its multi-racial population, where applicable;
- 8.5 Attendance at in-service training courses on Equal Opportunities will be encouraged;
- 8.6 Staff will make every effort to understand the origins and nature of racism, sexism and ageism and to recognise their own prejudice where it exists;
- 8.7 The School values the fact that many pupils are bilingual and will encourage the use of community languages;
- 8.8 Positive links will be developed with the homes of pupils and communities from which our pupils come;
- 8.9 Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The School will support victims of such incidents, on or off the premises;
- 8.10 Appointment and promotion of staff will be made and monitored in accordance with the School's separate Staff Equal Opportunities policy for staff selection, appointment and promotion;
- 8.11 The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body;
- 8.12 Staff who believe they have been subjected to discriminatory behaviour should either speak to their Head of Department, a member of the SLT or raise a grievance under the Staff grievance procedure.

9. Students

- 9.1 All students should treat each other and staff with respect;
- 9.2 All students are valued for themselves and can expect to have their culture and language treated positively and with respect;

- 9.3 Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and ageism and other forms of prejudice;
- 9.4 Students will be able to contribute to the development of Equal Opportunities and other School policies through the Student Council;
- 9.5 If a student feels they have been abused racially or bullied they should report the matter immediately to their Form Tutor; or Head of Year; or the Student Welfare Officer (as appropriate). All students can expect to be listened to and have their complaints investigated confidentially. If a student feels their complaint has not been properly dealt with they may take the matter to the [Deputy Headteacher];
- 9.6 Students who have suffered any form of discriminatory behaviour, e.g. racist, disability or sexist behaviour, abuse, bullying or intimidation will be supported by the School and in particular their teachers. Anyone who has committed such offences will be dealt with appropriately under the applicable School policy- in the case of pupils this may include exclusion from the School.

10. Parents/Carers and Visitors or Contract Staff

- 10.1 Parents/carers are very important to the School and in particular they have much to contribute to our Equal Opportunities policies; their views are welcome and valued at all times. We ask that all parents / carers fully support the School Equal Opportunities policy;
- 10.2 The School will discuss with parents / carers any incidents of racist, sexist abuse or bullying in which the pupil has been involved;
- 10.3 If parents / carers are aware of incidents of racism, sexism or bullying then they should contact their child's Form Teacher;
- 10.4 Any visitors or contract staff visiting or working at the School who become aware of any incidents of racism or sexism should report them to the Deputy Headteacher or one of the senior staff;
- 10.5 They should also abide by the code of conduct established by the School as stated in this Policy.

11. Implementation

- 11.1 Detailed procedures will be developed and published to make sure that everything in this policy happens;
- 11.2 The School will operate the policy and the applicable Staff Equal Opportunities Policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance;
- 11.3 All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy;
- 11.4 Information will be collected about pupils' performance and progress in all areas of School activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:
- Admissions and transfer procedures, in accordance with the School's authorised Admissions Policy;
 - Assessment, and subsequent groupings by ability / attainment levels;
 - Curriculum, teaching and learning (inc language and cultural needs);
 - Pupil behaviour, discipline, punishment and reward;
 - Exclusions (fixed term and permanent);
 - Racism, racial harassment and bullying;



JFS EQUALITY OBJECTIVES

Background

The Equality Act 2010 introduced a single Public Sector Equality Duty (“PSED”) for public bodies, including schools. The PSED replaced the previous race, disability and gender equality duties.

The PSED extends the equality duty across all the protected characteristics, not just race, gender and disability. The protected characteristics in the Equality Act 2010 are:

- Age;
- Disability;
- Gender/sex;
- Gender reassignment;
- Race;
- Religion/philosophical belief;
- Sexual orientation;
- Pregnancy/maternity.

Under the PSED, all public bodies, including schools, must at all times aim to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

JFS, like all schools, also has a legal requirement to prepare and publish one or more specific and measurable equality objectives to assist in achieving the above aims of the PSED.

In setting these objectives, JFS must:

- Set objectives that are appropriate to our size and circumstances;
- Set objectives that address the particular issues faced by these protected groups, based on data collected for these groups, additional information and taking into account elements such as cost and timescale;
- Align these objectives with the normal planning and evaluation of the School, including the school Improvement /Development Plan; and
- Regularly review progress of the achievement of these objectives.

The School’s Equality Objectives for 2016/17 are:

1. To improve outcomes and progress for SEND students.
2. To improve attendance of SEND students to above the national average.
3. To review and improve access for disabled students.

These objectives must be published on the School’s website.

Related Policies and Procedures

Behaviour Policy
Staff Discipline and Capability Policy
Staff Equal Opportunities Policy
Staff Grievance Procedure
SEND Policy

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