



## JFS Policies – Equality Information and Objectives – March 2026

Headteacher	Chair of Governing Board
	
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## INTRODUCTION

JFS encompasses its students, members of staff, volunteers 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 commitments to:

- Promote equal opportunities for all students and staff
- Counter educational disadvantages based on race, gender, class, sexual orientation or disability
- Develop understanding of and promoting respect for individuals and groups across all protected characteristics including race, gender, gender identity and sexuality, class or disability as part of preparing pupils for life in 21<sup>st</sup> century Britain

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

We form a multi-cultural, multi ethnic community of both adults and students. 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.

Every child is different and is valued as such. Each one of our students has his or her own individual different needs and will make 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 students that they endeavour to be honest and give respect to other people and their property. Equality of opportunity is about meeting individual needs and appreciating individual strengths and gifts.

JFS is committed to challenging all forms of discrimination.

### **The Public Sector Equality Duty**

JFS aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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

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

#### **Our specific Equality Objectives as a school are:**

- To develop further literacy skills of students focusing on those pupils whose lower literacy skills impact on the final grades achieved in their chosen subjects.
- To improve the Quality of Education for all students with SEND.
- To ensure the full implementation of the updated Statutory Guidance on RSE.
- To achieve our target of 95.4% attendance.
- To ensure student voice is heard and acted upon.

#### **Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

#### **AIMS**

- To provide equality of access to the School curriculum for student'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;
- In accordance with the School's ethos and vision, to encourage every student to acquire the knowledge, skills and experience necessary, to seek to fulfil his/her spiritual, moral, cultural, mental and physical development;
- To provide a working atmosphere where good relationships between staff and students contribute to an effective and enjoyable learning process;
- 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;
- 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 students, and the opportunity to reach levels of attainment appropriate to their ability;
- To ensure that everyone at the School, (staff, students, 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 including homophobic, biphobic and transphobic;
- 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;
- 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;

- 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, staff and parents;
- To prepare students to be good citizens, living and working in a multi-cultural society and to take up the responsibility of participation, and to treat all others as we would wish to be treated;
- To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills;
- To provide a variety of opportunities for staff to enhance their professional experience within a rewarding and fulfilling career; and
- Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to this School.

### **Monitoring and Data**

The BAPDS sub-committee of the governing body will work with the senior leadership and middle management to:

- Monitor, evaluate and review educational provision and practice within the School curriculum, particularly with regard to student progress and attainment, in respect of Equal Opportunities and taking appropriate action
- This will include pupil voice surveys to ensure direct feedback is received from students.
- Consider and publish relevant data on the School website to evidence the School's published Equality Objectives in accordance with the Equality Act 2010.

### **Curriculum Guidelines**

- 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 student attainment through discussion of data collected.
- The provision of genuine equality of opportunity must be inherent in the education the School offers. The curriculum opportunities must be open to all;
- All students 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;
- 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 students with limited experience arriving at consensus views of doubtful validity;
- Teaching styles and practices should be regularly reviewed;
- Each student's progress will be monitored. Where students belong to different groups (whether academic, ethnic, etc.) 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;
- The School must challenge any form of gender stereotyping, which leads to constraints on the development of students' abilities and aspirations and should include the opportunity to study multicultural issues as an important part of all programmes for teaching and learning;
- 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 including those related to gender identity and sexuality.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Jewish Studies and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

### **Accent and Dialect**

- The aim is to provide staff and students 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.

### **Disability**

- 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;
- 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.

### **Race**

- Opportunities for recognition to achievement should be provide for staff and students in a range of activities including artistic, creative, physical and intellectual at all levels regardless of race.
- Behaviour which disadvantages another on the basis of their race or ethnic origin is discrimination;
- Distinction, exclusion, preference or stereotyping based on colour, nationality or ethnic origin are forms of discrimination.

### **Age**

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

### **Personal Characteristics**

- Distinction, exclusion, preference or stereotyping based on body shape, natural hair colour, and other natural personal characteristics are forms of discrimination and are unacceptable.

### **Sexuality and Gender Identity**

- Distinction, exclusion, preference or stereotyping based on gender identity or sexuality are forms of discrimination and are unacceptable
- Staff will make every effort to understand the origins and nature of racism, sexism, homophobia, biphobia and transphobia and ageism and to recognise their own prejudice where it exists;
- The School values the fact that many students are bilingual and will encourage the use of community languages;
- Positive links will be developed with the homes of students and communities from which our students come;
- 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;
- The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body;
- Staff, who believe they have been subjected to discriminatory behaviour should speak to the Heateacher, or

where the discrimination is from the Headteacher, the Chair of Governors via the Clerk to Governors. They can also raise a grievance under the Grievance procedure.

### **Governors and Staff**

- Staff will treat each other and all students with respect and deal with any incidents of discrimination according to this Policy and the School's Behaviour Policy;
- Staff will examine the ideas and images in books and other resources and will challenge bias, stereotyping and/or negative images and give all students positive images;
- Promote equality and good relations and an inclusive curriculum reflecting the multi-cultural nature of our society and the wider community;
- Policies on displays, notices, meals, uniform, etc. in the School will reflect its multi-cultural population, where applicable;
- Attendance at in-service training courses on Equal Opportunities will be encouraged;
- Staff will make every effort to understand the origins and nature of racism, sexism, homophobia, biphobia and transphobia and ageism and to recognise their own prejudice where it exists;
- The School values the fact that many students are bilingual and will encourage the use of community languages;
- Positive links will be developed with the homes of students and communities from which our students come;
- 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;
- 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;
- The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body;
- 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.

### **Students**

- All students should treat each other and staff with respect;
- All students are valued for themselves and can expect to have their culture and language treated positively and with respect;
- Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, homophobia, biphobia, transphobia and ageism and other forms of prejudice;
- Students will be able to contribute to the development of Equal Opportunities and other School policies through the Student Council;
- If a student feels they have been abused racially or bullied (including homophobic, biphobic or transphobic) 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 member of SLT;
- Students who have suffered any form of discriminatory behaviour, e.g. racist, disability or sexist behaviour, abuse, bullying (including homophobic, biphobic or transphobic) 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 students this may include exclusion from the School.

### **Parents/Guardians/Carers and Visitors or Contract Staff**

- 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;

- The School will discuss with parents / carers any incidents of racist, sexist abuse or bullying (including homophobic, biphobic or transphobic) in which the student has been involved;
- If parents / carers are aware of incidents of racism, sexism or bullying (including homophobic, biphobic or transphobic) then they should contact their child's Form Teacher;
- Any visitors or contract staff visiting or working at the School who become aware of any incidents of racism or sexism or homophobic, biphobic or transphobic discrimination should report them to the Deputy Headteacher or one of the senior staff;
- They should also abide by the code of conduct established by the School as stated in this Policy.

### **Implementation**

- Detailed procedures will be developed and published to make sure that everything in this policy happens;
- 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;
- All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy;
- Information will be collected about students' performance and progress in all areas of School activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment:
  - Admissions and transfer procedures, in accordance with our Admissions Policy;
  - Assessment, and subsequent groupings by ability / attainment levels;
  - Curriculum, teaching and learning (including language and cultural needs);
  - Student behaviour, discipline, punishment and reward;
  - Exclusions (fixed term and permanent);
  - Racism, racial harassment and bullying (including homophobia, biphobia or transphobia);
  - Staff recruitment and career development
  - Membership of the Governing Body
  - Parental Involvement
  - Working with the community
  - Support, advice and guidance given by teachers

### **Evaluation (Monitoring and Assessment)**

- This policy is to be monitored by the designated personnel to ensure its effectiveness through the School's self-review processes.
- Evidence will be sought to confirm that the policy is promoted effectively to all, ensuring that staff, students and parents understand and meet their responsibilities.
- The effectiveness of the policy will be confirmed by its impact upon the raising of all students' levels of attainment and towards particular goals such as strengthening the equality balance at senior level.
- This policy statement will continue to be monitored and discussed with students, parents / carers, staff and Governors.
- The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole School community.