

Yesodey Hatorah Girls Secondary School



Equality Policy

Approved by: C Neuberger

Date: April 2019

Last reviewed on: April 2019

Next review due by: April 2020

1. Aims

Our school is committed to upholding the Orthodox Chareidi ethos as reflected in our handbook. We are committed to encourage every student to acquire the knowledge, skills and experience to fulfil their spiritual, moral, cultural, mental and physical development. We encourage our pupils to develop confidence, self-respect and knowledge of other cultures and lifestyles, to value diversity within the school community and to foster a growing sense of corporate responsibility both within the school and in the wider community.

Our school aims to meet its obligations under the public sector equality duty 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

2. 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](#).

3. Roles and responsibilities

The Resources and Staffing Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every year.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher
- Meet with the head teacher regularly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Raise and discuss any issues with the Resources and Staffing Committee
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every August.

The Resources and Staffing Committee liaises regarding any issues with senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

Commented [MJM1]: Missing close brackets inserted

Commented [MJM2]: Consider adding the e.g. of pupils with disabilities? This is the only bullet here with no e.g.

Commented [MJM3]: Suggest removing the two words 'the above'. In the model policy there is an additional bullet before this which refers to data of all the groups with protected characteristics.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship 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
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups eg, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities

8. Equality objectives

2018/19

Objective 1: To ensure that those who are weak in reading (English or Hebrew) or Numeracy when they enter school are fully supported.

This has been achieved by:

- Identifying all pupils who are weak prior to or shortly after they enter school
- Providing targeted support using 1-to-1 tuition or small groups in class and outside class

Data shows that a majority of students in these categories make better than expected progress during their first year at school. Moving forward, further support will be provided in the second year.

Commented [MJM4]: Can this assertion be supported?

Objective 2: Undertake an analysis of recruitment data and trends with regard to race and disability by July 2018, and report on this to the staffing and pay sub-committee of the governing board.

This has been achieved by:

- Shortlisting of candidates was carried out without reference to race or disability, information which was not available on the Application Form

Commented [MJM5]: Is there any monitoring of ethnicity of applicants, if applicants wish to supply the information?

Data for these characteristics was not available for earlier years, but for 2017/18 and 2018/19 (to date), when data is supplied by applicants, appointments made show no evidence of discrimination on the basis of race or disability. Moving forward, application documents will be reviewed to ensure they encourage applications from suitable candidates with these characteristics.

Objective 3: Have in place a reasonable adjustment agreement for all staff with disabilities by July 2018, to meet their needs better and ensure that any disadvantages they experience are addressed.

This has been achieved by:

- Identifying a member of the Senior Leadership Team to meet with each member of staff with disabilities
- Each meeting has been held to discuss whether their needs are met or whether any further suitable adjustments could be made
- Suitable adjustments have been extended, where identified, as far as possible
- These agreements were documented as a record of the meeting and will be kept under review

Records of these meetings show all staff with disabilities feel supported and would be happy to raise any further needs with a member of the Senior Leadership Team. Moving forward, these agreements will be monitored and new agreements made where new staff are appointed, as required.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

This has been achieved by:

- Providing training for all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination

Evaluation data showed that 100% of those attending have a good understanding of the legal requirements.

2019/20

Objective 1: To continue to ensure that those who are weak in either Literacy, Numeracy or Hebrew reading when they enter school are fully supported, maximising the use of support which has proven most effective. This support will be extended to the second year, when required.

This will be achieved by :-

- Identifying all pupils who are weak in Literacy, Numeracy or Hebrew reading prior to or shortly after they enter school
- Providing targeted support using 1-to-1 support or small group work either in class or outside class, both during their first year at school but, where required, continuing into the second year

Data will be used to monitor the progress of these groups in both first and second year at school

Objective 2: Undertake an analysis of recruitment data and trends with regard to race and disability by July 2018, and report on this to the staffing and pay sub-committee of the governing board.

This will be achieved by:

- Reviewing application documents to ensure they encourage applications from suitable candidates with these characteristics.

Application documents will clearly show that applications are welcome.

Objective 3: Have in place a reasonable adjustment agreement for all staff with disabilities by July 2018, to meet their needs better and ensure that any disadvantages they experience are addressed.

This will be achieved by:

- Keeping existing agreements under review
- Establishing new agreements, as required, with new staff when appointed

Records of these meetings will continue to show all staff with disabilities feel supported and would be happy to raise any further needs with a member of the Senior Leadership Team.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

This will be achieved by:

- Providing training for new members of staff or governors involved in recruitment and selection on equal opportunities and non-discrimination

Evaluation data will continue to show that 100% of those attending have a good understanding of the legal requirements.

9. Monitoring arrangements

The governing body will update the equality information we have every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Sen Policy

This policy will be made available to all governors and parents via the school Website or from the Main office.