

Yesodey Hatorah Girls Secondary School



Equality Policy

Approved by: Full Governing Body

Date: December 2021

Last reviewed on: October 2020

Next review due by: Autumn Term 2022

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, 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 eg students with a disability
- 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 and activities)

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

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

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 2021/22 and review of 2020/21

The objectives from 2020/21 are to continue for 2021/22 to sustain and build on the progress made last year.

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
- Using data to monitor the progress of these groups in both first and second year at school

Evaluation: In 2020/21 Covid catch-up funding was used to support the greater need to close the gap with this objective. A teaching assistant was employed to support literacy and numeracy in Year 7. This continued into Year 8 for a targeted group to help catch up during the first half of the Autumn Term. It is entirely appropriate to retain this objective for 2021/22.

Objective 2: *Undertake an analysis of recruitment data and trends with regard to race and disability by July 2021, 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.
- Ensuring application documents will clearly show that applications are welcome.

Evaluation: In 2020/21, due to Covid, progress was not as rapid with this objective as had been intended. It will continue in 2021/22 and features on the Autumn Term agenda for the Finance and Resources Committee.

Objective 3: *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2021, 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.

Evaluation: In 2020/21, due to Covid, welfare needs for staff were more important than ever. Monitoring and support were delegated to the Headteacher. No requirements for reasonable adjustments were needed for new staff in 2021/22. This will continue to be reviewed on appointment of new staff.

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.

Evaluation: This was achieved in 2020/21 and remains a priority for 2021/22. Training is planned for all staff at the beginning of December 2021.

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.