

HASMONEAN MULTI-ACADEMY TRUST



EQUALITY POLICY

1. GENERAL PRINCIPLES

Hasmonean Multi-Academy Trust ("The Trust") is committed to:

1. Upholding Orthodox Judaism as reflected by the Trust's guiding principle of 'Torah im derech erez.'
2. Encouraging every student to acquire the knowledge, skills and experience necessary to promote to the full his/her spiritual, moral, cultural, mental and physical development.
3. Encouraging students to develop confidence, self-respect and a knowledge and understanding 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.
4. Ensuring continuity between the primary and secondary stages of education and to prepare students for the opportunities, responsibilities and experiences of adult life in an increasingly technological society.
5. Establishing and maintaining links with the community outside the school, welcoming in particular the help and support of the Trustees, the Local Governing Body and the parents.
6. Providing a variety of opportunities for staff to enhance their professional experience within a rewarding and fulfilling career.

The Trust is committed to ensuring equality of opportunity in line with the Equality Act 2010. We endeavour to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our students, our workforce and the community in which we work.

We will assist our students in achieving their very best potential. Where students experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our students the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also encourage our students to make their own commitment to promoting equality.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law.

The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

As a Trust and employer we will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment; and
- Victimisation.

We will comply with the Public Sector Equality Duty (PSED) giving due regard to that duty when making decisions, taking actions and developing policies. The PSED is a requirement on schools to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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

In line with the specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how we are complying with the Public Sector Equality Duty. Published Information will be updated annually and objectives will be updated every four years.

Our current objectives are:

- to narrow the gap in performance between different groups of students;
- to increase the opportunities for Orthodox Jewish children to learn about those from a wide range of faiths (or no faith) and about the LGBTQ+ community.

The School will:-

1. Assess and monitor student progress and attainment, tracking individuals and students with any protected characteristics within the school, taking appropriate action;
2. Deal with all behaviour and discipline issues in accordance with the Equality Act 2010;
3. Monitor each student's personal development and provide support where necessary;

4. Provide every student with full access to the curriculum;
5. Follow the school's admissions policy which is determined in accordance with the Equality Act 2010;
6. Monitor attendance and take appropriate action where necessary;
7. Have equal opportunities in staff recruitment, professional development and governance of the school;
8. Seek support for students with significant difficulties in the use of English as a first language;
9. Promote partnership with all parents, using the services of interpreters when necessary;
10. Ensure that the school complies with the Equality Act 2010;
11. Ensure students have opportunities to learn about those from a wide range of faiths (or no faith) and about the LGBTQ+ community;
12. Enable any student/member of staff who feels they are a victim of discrimination, harassment or victimisation to report their experience and expect appropriate action to be taken.

2. RESPONSIBILITIES OF THE EXECUTIVE LEADERSHIP TEAM

It is the responsibility of the ELT to:-

- Implement this policy and its strategies and procedures;
- Ensure that all staff are aware of their responsibilities and are given appropriate training and support;
- Take appropriate action in any cases of discrimination;
- Deal with reported incidents of racism or racial harassment in line with Local Authority guidance;
- Ensure that visitors and contractors are aware of, and comply with, this policy;
- Notify the Local Governors of any non-compliance with this policy.

3. STAFF RESPONSIBILITIES

It is the responsibility of all staff to:-

- Deal with incidents of discrimination according to this policy with reference to the strategies set out in Appendix A;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate unless it is permitted by law;
- Promote an inclusive curriculum which reflects the multi-ethnic nature of society;
- Keep up-to-date with appropriate legislation by attending relevant training and accessing information from appropriate agencies.

4. BREACHES OF THIS POLICY

Involving students

The incident will be discussed with the student(s) involved and the appropriate action will be taken in accordance with the school's discipline policy.

Involving staff

A member of the ELT will meet the member of staff to discuss the incident and action will be taken in accordance with the staff conduct and discipline policies.

Involving other people, such as parents, visitors, contractors, Local Governors

A member of the ELT will meet the person concerned to discuss the incident, make them aware of the breach of this policy and remind them how it should be implemented. If a meeting is not possible, a letter will be sent from a member of the ELT to the person involved regarding the incident.

In the case of serious breaches of policy, the incident will be reported to the Trustees and the Local Governing Body. If appropriate, the police will also be informed.

5. POLICY PLANNING AND REVIEW

Policy planning and development

- When planning and developing the curriculum, the Senior Leadership Team and the Heads of Department will assess the possible impact on equality.
- The impact of this policy on race relations will be evaluated with staff through discussion of the data collected.
- Equality targets in terms of student attainment will be incorporated into the annual target-setting cycle.

Ethnic Monitoring

- Each student's progress will be monitored. Where students belong to different ethnic groups, the resulting data will be divided into these groups so that the attainment and progress of different ethnic groups can be monitored.
- The data thus collected will be used to inform further school planning and decision-making.

Reviewing and assessing policies

- The effectiveness and impact of measures to eliminate discrimination and promote equality and good relations will be evaluated in the regular reviewing of policies.
- The effectiveness and impact of measures to eliminate discrimination and promote equality and good relations are considered when carrying out school self-review and evaluation and the outcome will be used to inform decision-making.

6. IMPLEMENTATION OF THE POLICY

This policy will be made available to all Local Governors and parents via the school website and to staff via the internal shared drive.

The school will provide translated copies of this policy, if requested.

7. IMPLEMENTATION OF THE POLICY

Appropriate training will be made available to Local Governors and to staff as part of their continuing professional development.

APPENDIX A (updated Nov 2020)

1. Strategies for STAFF dealing with discriminatory incidents

- Challenge any directly observed discrimination and give a clear message that such behaviour is unacceptable.
- Promptly remove any discriminatory literature, graffiti, and insignia of a racial, sexual, ageist or religious nature.
- Take reports of such incidents seriously and make it clear that the situation will be dealt with. It will be necessary to establish appropriate times for further investigations to be pursued.
- Give support to any victim. Their hurt needs to be acknowledged and reassurance given.
- Notify, as soon as possible, the relevant Year Leader and Head of Department, or any other member of the Senior Leadership Team 'SLT', as appropriate, giving them full details of the discriminatory incident.

2. Strategies for MEMBERS OF THE SLT dealing with discriminatory incidents

- Investigate the incident, collecting information from those involved and from any witnesses. Explain to those involved, and any onlookers, what is unacceptable about the behaviour and keep parties aware of what steps are being taken to deal with it.
- In consultation with those involved, and in keeping with agreed procedures and policies, decide what action to take. Notify the parties concerned and follow through with the action. Inform anyone who needs to take further action.
- Consider any disciplinary/behaviour management action, establish with the perpetrator why his/her behaviour was unacceptable, what he/she can do to make amends and how he/she can ensure that he/she does not repeat any discriminatory behaviour.
- Follow the procedure for recording the incident and report it to the member of the ELT responsible for co-ordinating the overall strategy on dealing with incidents. The ELT will consider if it is appropriate to inform the Local Governing Body of the incident.
- Whenever appropriate or possible, contact parents and carers, explaining clearly the action taken and relating this to the relevant policies.
- Where appropriate, ensure that information on appeals and complaints procedures are made available.
- Maintain a record of the incident in the appropriate register. This is to ensure that the school's information supports wider strategies to combat discrimination within the local communities.

Recommended action to prevent discriminatory incidents

- Clear policies and information on the unacceptability of such behaviour and on procedures for dealing with such incidents.

- Prompt and consistent action to deal with such incidents.
- Strong action taken of any type of name-calling, including nicknames.
- Active approaches to addressing cultural diversity.

Overall approach

To make the procedures for dealing with discriminatory incidents effective all members of the school need to be clear about our commitment to equality and diversity, the expected standards of behaviour and the procedures to follow when an incident occurs. This involves providing training and offering opportunities for reflection and discussion on the procedures for dealing with such a variety of incidents within the context of the school's equality and diversity policy and strategy.

Issues such as context, intent, the level of understanding of those involved and the seriousness of the incident will all influence how it is dealt with. All incidents need to be acknowledged and talked through. If this is not done, children are left without any challenge or alternative to such ideas and may learn to practise or accept discrimination.

The main aims of any strategy to deal with incidents are to minimise harm done, prevent any re-occurrence and reinforce equality measures.

Reviewed by Stone King Nov 2020
Approved by Maxine Zeltser
Approved by the Governors Standards Committee Nov 2020
Next Review: Nov 2021