

Working Towards Equality Objectives

2022-2023

Context:

The MAT has an Equality Policy which outlines how it seeks to ensure that it is fulfilling its statutory duties with regard to the Equality Act 2010.

This document sets out the School's 12 Equality Objectives for 2022-2023 and actions that have been taken towards achieving them:

Equality Objectives	Actions
<p>1. Assess and monitor student progress and attainment, tracking individuals and students with any protected characteristics within the school, taking appropriate action;</p>	<ul style="list-style-type: none"> • Data collection takes place at intervals during the school year as part of the student assessment cycle; • Data is analysed by looking at each year group whole and then by specific focus groups including SEND and Pupil Premium; • Following the data collection/analysis, the Assistant Head (Teaching & Learning) works with the Directors of Learning, SENDCo and the Pupil Premium Coordinators to action any concerns arising for groups and/or individual students;
<p>2. Deal with all behaviour and discipline issues in accordance with the Equality Act 2010;</p>	<ul style="list-style-type: none"> • Sensitivity towards all students and treating all students with respect is not only a legal requirement but is reflective of the School's values and commitment to its motto of – 'Torah im Derech Eretz' (Torah with Respect); • This fundamental value is clear from school policies, curriculum and staff CPD; • The School's Behaviour Policy specifically states that "In applying this policy, the School will take into account its duties under the Equality Act 2010;" • Students with SEND and Mental Health needs are given special consideration when appropriate and the SEND and Pastoral Teams regularly send updates / pupil plans to staff guiding as to how they can best support students' learning and their positive wellbeing at the school, bearing in mind their learning profile or pastoral context;

<p>3. Monitor each student's personal development and provide support where necessary;</p>	<ul style="list-style-type: none"> • Personal Development incorporates the students' attitudes, skills, emotions, values, relationships, behaviour and life skills – with the aim of assisting students towards becoming contributing members of society, able to manage the challenges of everyday living. • At Hasmorean, this includes: <ul style="list-style-type: none"> – British Values and SMSC education - This is delivered via form time, special events/assemblies, projects with other schools, the selection of units in the regular taught curriculum as well as through the work of the HIPE (informal education) Team. For more detail, please go to https://hasmoreangirls.org.uk/british-values-smsc/ Programmes are monitored via student feedback and adapted accordingly – PSHE/RSE education – taught via fortnightly lessons as well as dedicated PSHE Days. During 2022-2023, PSHE assessment and reporting is being introduced. For more detail, including PSHE Learning Journey maps, please go to https://hasmoreanboys.org.uk/pshe-rse/ – Careers Advice/Education – compliant with the 8 Gatsby Benchmarks, the requirement for external careers advice and much more. Support is given to individuals as well as to whole cohorts. For more detail, please see https://hasmoreanboys.org.uk/careers/ • Personal Development support is also provided via the pastoral system including the Emotional Wellbeing Practitioner;
<p>4. Provide every student with full access to the curriculum;</p>	<ul style="list-style-type: none"> • Full access to the curriculum is achieved via the setting system (which allows for targeted teaching and learning) – as well as through the emphasis on differentiation; • Full access to the curriculum is also achieved via the key support provided by the SENDCo at each school and their respective teams; • On a curriculum level, full access is provided as follows: <ul style="list-style-type: none"> – There are no mandated entrance requirements for GCSEs; – During Year 9, as part of their KS4 choice-making process, students are encouraged to select a 'wide range' of subjects;

	<ul style="list-style-type: none"> – KS4 – the School offer vocational subjects such as Health and Social Care; – KS5 – the School offer a wide range of vocational subjects including Food, Health and Social Care, Media and the Level 2 Pathway; • Full access to the curriculum is achieved via the school's commitment to helpful technology such as 'Chromebooks for all students' including financial assistance provided to those needing support in order to buy the devices; • Full access to the curriculum is also actioned via bursaries/financial assistance to enable students to attend educational visits where there is a financial need;
5. Follow the school's admissions policy which is determined in accordance with the Equality Act 2010;	<ul style="list-style-type: none"> • To understand the School's admissions process and how it complies with the Equality Act 2010, please see https://hasmoneanboys.org.uk/admissions/ and https://hasmoneangirls.org.uk/admissions/
6. Monitor attendance and take appropriate action where necessary;	<ul style="list-style-type: none"> • All student's attendance is monitored regularly (and followed up) by teaching staff, the administrative team, Directors of Learning and the Pastoral Team; • Daily reports are run for EHCP and vulnerable students to check in on attendance and where necessary, follow-up attendance concerns;
7. Have equal opportunities in staff recruitment, professional development and governance of the school;	<ul style="list-style-type: none"> • Staff Recruitment <ul style="list-style-type: none"> -All positions are advertised - internal adverts are emailed to all staff and external positions are all placed on the Hasmonean MAT website; -Hasmonean MAT follow employment law in relation to equal opportunities and diversity; -Interviews and shortlist to hire the most qualified candidate. • Professional Development – broadly speaking, there are two ways in which CPD embraces equal opportunities: <ul style="list-style-type: none"> -A number of CPD sessions are dedicated to Equal Opportunities training. For example, during the Inset Day in January 2022, staff were trained with regards to 'creation/development of

	<p>a fully inclusive environment for different types of learners and all students.’ Similarly, an external speaker was invited to provide ‘sensitivity training’ and ‘inclusion training’ regarding the LGBT+ community and how to make the school a welcoming school while still adhering to the its religious ethos;</p> <p>-Courses / training opportunities are open to as many staff as possible – an example being the Holocaust Education Training which takes place in Jerusalem for a week. Attendees have included Jewish and non-Jewish teachers/staff from all subjects and varying backgrounds. This inclusive approach to CPD is also apparent in the school’s approach to supporting staff with their own professional development pathways;</p> <ul style="list-style-type: none"> • Governance – information as to how the School complies with equal opportunities around Governance can be found at https://hasmoneanmat.org.uk/governance/
8. Seek support for students with significant difficulties in the use of English as a first language;	<ul style="list-style-type: none"> • Full access to the curriculum is achieved via emphasis on adaptation; • A designated member of staff monitored progress of those with EAL ensuring appropriate intervention where necessary;
9. Promote partnership with all parents, using the services of interpreters when necessary;	<ul style="list-style-type: none"> • Where necessary, members of staff are used to act as interpreters for non- English speaking parents (this is nearly always speakers of Ivrit)
10. Ensure that the school complies with the Equality Act 2010;	<ul style="list-style-type: none"> • Too much information to set out here – please see Appendix 1 below
11. Ensure students have opportunities to learn about those from a wide range of faiths (or no faith) and about the LGBTQ+ community;	<ul style="list-style-type: none"> • Too much information to set out here – please see Appendix 1 below
12. Enable any student/member of staff who feels they are a victim of discrimination, harassment or victimisation to report their	<ul style="list-style-type: none"> • All staff are bound by the MAT policies, including Code of Conduct, Staff Grievance Policy and Staff Disciplinary Policy which can be located on the qualityT drive (accessible to all staff); • Where a member of staff feels that another staff member has breached the Code of Conduct, a

experience and expect appropriate action to be taken.	<p>request for a meeting with a line manager or senior colleague will be arranged in line with the Staff Grievance Policy and the matter will follow the steps of this policy;</p> <ul style="list-style-type: none"> • To report suspected wrongdoing or dangers in relation to the MAT's activities which includes bribery, fraud or other criminal activity, miscarriages of justice, health and safety risks, staff of Hasmonian MAT should follow the Whistleblowing Policy; • Wellbeing Support is accessible to all staff through internal counsellors and Education Support Employee Assistance Programme.
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APPENDIX 1

Objective 11 - Ensure students have opportunities to learn about those from a wide range of faiths (or no faith) and about the LGBTQ+ community;

Learning About Other Faiths:

- Teachers at the school who herald from faiths outside of Judaism, educate students about their respective religions through dedicated assemblies. Not only is this a chance for the students to explore the beliefs, values and traditions of other faiths, it also enables the school to make staff from all faiths feel welcome and valued;
- In addition, and for the second year running, we have scheduled a multi-faith day which is taking place at both schools. The students will hear from speakers representing Islam, Christianity, Sikhism and Hinduism and they will take part in workshops. The event will be followed with 'recall quizzes' during form times later in the school year, as well as other multi-faith events.
- We are planning to run a 'multi-faith panel discussion' on the topic of 'charity' in each religion (in partnership with the Faith and Belief Forum).
- British Values notice boards have been updated and now clearly display information about other faiths;
- The School have undertaken to extend good wishes to staff for festivals, significant to their religions – educating the students as to festivals which are being celebrated at the relevant times of year and again, increasing our efforts to make all staff feel valued, respected and welcome;
- A multi-cultural day is planned for spring term 2023, celebrating a number of prevalent cultures within the UK;

- Following the end of lockdown, inter-school projects have re-commenced including the Dream It Do It social action project with students from the Al Zahra school as well as hosting pupils from St Mary's Catholic school later on Holocaust Memorial Day. The Headteacher of Copthal School addressed both the boys and girls during Black History Month;
- Multi-faith education now forms part of the British Values/SMSC education running during form times this year;
- Additional information re multi-faith and other British Values/SMSC provision is set out at:

<https://hasmoneangirls.org.uk/wp-content/uploads/2022/10/British-Values-SMSC-Provision-2020-2022.pdf>

and

<https://hasmoneanboys.org.uk/wp-content/uploads/2022/10/British-Values-SMSC-Provision-2020-2022.pdf>

Further Developing Respect for and Welcome towards the LGBTQ+ Community

- Following a consultation process with all stakeholders, An updated PSHE curriculum was developed during 2020, with scheduled fortnightly lessons on students' timetables. The curriculum addresses amongst other things, the new RSE curriculum, and has Units dedicated to respecting/learning about different sexual orientations and sexuality and relationships generally. These PSHE sessions are delivered by carefully selected teachers who have experience in teaching PSHE;
- As from September 2022, dedicated PSHE Days have been added to the provision offer for most year groups – enabling some of the Units, especially RSE Units, to be covered in more depth.
- The classroom-based RSE provision is also enhanced through the input of Jewish Women's Aid (JWA).
 - At the boys' school this year, the school have asked the JWA to provide sessions which set out to build a positive culture of respect for all groups within society – focussing on Years 7, 12 and 13. They are booked to come in to Year 7 PSHE lessons during November 2022.
 - During 2022, JWA ran sessions for girls from Y8 upwards on how to recognise healthy and abusive relationships. This was supported with information sessions for parents so they too recognise how to keep their children safe.
 - Piloting with Year 9, JWA will offer an on-going presence at the school, delivering three sessions this year to cohorts, rather than a single session.

- In addition – the school/JWA are looking at a plan for JWA to train PSHE staff and informal educators to help them offer further follow-up for students who want to explore these topics in more depth;
- The School scheduled LGBT+ inclusion/sensitivity/language training for Jewish Studies and Pastoral Staff (initially), January 2022. Although not a United Synagogue school, Hasmonean was grateful for the advice from Chief Rabbi Mirvis in ensuring that respect and welcome were at the forefront while maintain the school's religious ethos and character. Chief Rabbi Mirvis's advice is set out at:

<https://chiefrabbi.org/wp-content/uploads/2018/09/The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf#>