



King David Primary School
Equality Policy

2019

Introduction

The overarching philosophy and aims of this equality and diversity policy apply to the school community- pupils, staff, parents, governors and visitors.

The Equality Act (2010) provides a single, consolidated source of discrimination law, covering all types of discrimination that is unlawful.

School Context

King David Primary School is a popular Orthodox Jewish school with a planned admission of 60 into our Reception class. Most children do not live within the catchment area that has areas of economic disadvantage. Very few of our pupils are from minority ethnic backgrounds, 6% are Pupil Premium and pupil mobility is very low.

At King David Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, ethnicity, national origin, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The Equality Act 2010 states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Aims

- To have a school in which every person irrespective of their race, colour, ethnic national origin or citizenship, feel valued and safe.

- To ensure pupils and staff from all racial groups are encouraged to achieve their full potential.
- To promote equal access to the curriculum and all aspects of school life for all pupils.
- To acknowledge the existence of the culturally diverse nature of society.

Philosophy

At King David Primary School everyone is valued highly and tolerance, co-operation and mutual respect for others is fostered. We see all learners as of equal value and plan a broad, balanced and appropriate curriculum and a supportive working environment. We aim to provide equal opportunities for all pupils and staff to maximize their potential, regardless of protected characteristics ie. ethnicity, culture, religious affiliation, national origin, gender, race, disability, sexual orientation, gender reassignment, pregnancy, or age.

We recognise and respect diversity and treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated as appropriate to take account of differences of life experience, outlook and background and in the kinds of barrier and disadvantage people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences are recognized
- Gender, so that different needs and experiences of girls and boys, women and men are recognised.
- **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**
- We intend that our policies, procedures and activities should promote:
 - positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-

- related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- We reach out to other schools to develop their understanding of Judaism.

Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation or national origin
- Whichever their age, gender or sexual orientation.

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Leadership

King David Primary School is committed to:

- promoting good race relations, equal opportunities and tackling unlawful racial discrimination
- encouraging, supporting and helping all pupils and staff to reach their potential
- ensuring appropriate support for isolated and potentially marginalized pupils of different racial, cultural and religious groups
- working with parents and guardians and with the wider community to challenge and eliminate racial discrimination and to follow and promote good practice.
- Creating an environment which respects and values cultural, linguistic and religious differences

All members of the school community have a responsibility to

comply with this policy and its procedures and behave in a manner which respects and values racial, cultural and linguistic diversity.

The Governing Body is responsible for ensuring that:

- the school fulfills its legal responsibilities
- this policy and its related procedures and strategies are implemented, monitored and reviewed.
- the school complies with equality legislation.
- the school meets requirements to publish equality objectives.
- The school meets requirements to publish sufficient information to demonstrate compliance with the general equality duty (GED) annually.
- The school meets the requirements to publish accessibility planning.
- the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- the recording and reporting procedures are scrutinised at least annually.
- the admissions policy is applied and is fair and equitable in its treatment of all groups and where the school's religious character is maintained
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from underrepresented groups.

The Headteacher

It is the Headteacher's responsibility to:

- Implement the policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with reported incidents of harassment or bullying in line with LA guidance.
- Ensure that all visitors and contractors are aware of and comply with the school's equality and diversity policy.

All staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate (see protected characteristics and age)
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society as well as the religious character of the school.
- Provide appropriate support for pupils in their class for whom English is an additional language.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Policy, planning and review

We will ensure that the principles and procedures listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to earlier in this policy:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and

- communities, for example antisemitism and Islamophobia
prejudices reflecting sexism and homophobia

Breaches of the policy

All racist, homophobic or discriminatory incidents of any sort will be regarded as a serious matter. Sanctions for pupils will be set out in the school's Behaviour Policy. Any examples of racism, homophobia or negativity by members of staff will be treated as a serious disciplinary matter and dealt with in accordance with the school's personnel procedures.

Sanctions for governors that they may be disciplined resulting in their removal from office. Sanctions for parents determined by the Head and right of appeal to a panel of three Governors, any sanction which may be deemed as appropriate, including but not limited to being allowed on the school grounds before and after school to pick up their child, a ban from attending school performances.

This policy has been agreed by the governing body of King David Primary School on

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and supersedes all previous policies relating to this area.

Signed (Co-Chairs of Governor)