



Equality Policy

for Hertsmere Jewish Primary School

Reviewed by A Waller

Reviewed on: October 2025

Date of Next Review: October 2026

Vision and Values

Hertsmere Jewish Primary School is a modern orthodox Jewish Primary School that is committed to helping all children to develop according to their individual needs, potential and abilities. The religious ethos results in a strong focus of respect, tolerance and in helping others in school and the wider community. We encourage social awareness and co-operation and developing personal moral values, shared values and respect for all cultures, religions and ways of life. We are committed to seeking ways to promote disability, race and gender equality and eliminate discrimination and barriers to access and participation.

In order to prepare pupils for life in a culturally diverse society we seek to promote opportunities for participation in the community outside the school, both locally and in the global dimension so that pupils can interact with people from different backgrounds and build positive relations. Hertsmere Jewish Primary School participates in a range of activities in the community. This has been a great success with pupils working with children from other faiths and cultural backgrounds on a regular basis. Hertsmere Jewish Primary School has developed a curriculum for teaching about cultural diversity in the UK with a consortium of other similar Jewish schools. This has enabled pupils to understand the wider community and appreciate the contribution of a range of communities to British culture.

We aim to create and maintain a physical environment which meets the needs of all our pupils and all other members of the school community.

1. School Context

The characteristics of our school

A brief description of our school and its community setting.

Hertsmere Jewish Primary School (HJPS) is a Modern Orthodox Jewish Primary School. It is a 2-form entry Voluntary Aided school which opened in 1999 and has capacity for 480 pupils from Nursery to Year 6. School entry is not guaranteed from nursery. Overall there is minimal pupil mobility.

Characteristic	Total	Breakdown (number)
Number of pupils	421	214 Female 207 Male
Number of staff	50	45 Female 5 Male
Number of members on LGC	9	
Religious character	-	Jewish Modern Orthodox
Mobility of school population	-	Minimal if at all
Pupils eligible for Pupil Premium	16	
Disabled staff	2	
Disabled pupils (no SEN)	0	
SEND pupils	82	8 with an EHCP and 3 applications pending

		21 on SEND support 50 on SEND monitoring
BME pupils	5	
BME staff	3	3 females
Pupils who speak English as an additional language	24	15 of these speak Romanian, 6 speak Hebrew
Significant partnerships, extended provision, etc.	Part of Jewish Academy Trust. We offer a range of after school clubs, a morning and afternoon facility and a further after-school provision until 6.00pm	

2. Current situation

The standard procedures and processes of our school - disability

At Hertsmere Jewish Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life in order that they can achieve their full potential. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Hertsmere Jewish Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school welcomes the statutory duties of the Disability Discrimination Act (2005) detailed below:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school;
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life;
- Take steps to meet disabled people's needs which may require more additional support.

The school readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

Definition of Disability

The school subscribes to the broader definition of disability contained in the DDA (2005). This includes all students with statements and members of the school community with serious medical conditions.

‘A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’ (DDA, Part 1, Paragraph 1.1)

A disabled person will be substantially affected by their disability for at least 12 months in one or more of the following ways:

- Memory or ability to learn, concentrate or understand
- Speech, hearing or eyesight
- Mobility
- Physical Co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Perception of risk or physical danger

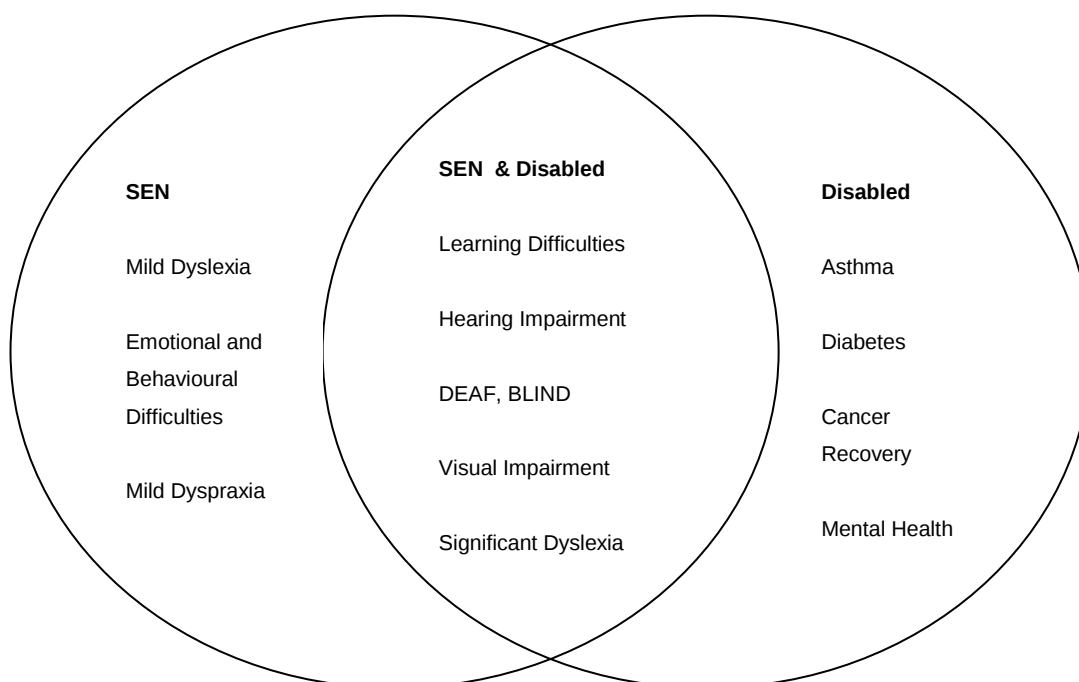
The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

The school’s SEND and Medical registers will be used to identify students who meet the broadened criteria of disability whilst personnel records will provide the same information about staff. Questionnaires will be used to gather information from the governing and parental body.

Suggested Overlap of SEN and DDA disability definition for young people



The standard procedures and processes of our school – gender

At Hertsmere Jewish Primary School we are committed to ensuring that access to employment, promotion and development opportunities do not unfairly discriminate against men or women.

We aim to: -

- Ensure that our recruitment and selection procedures are fair
- Create supportive working practices which recognise and value the contributions we all make to the life of the school
- Recognise the need to balance the demands of working life with the demands of a personal life.

We also are committed as a school to ensuring that our curriculum and school practice: -

- Promote good relations between boys and girls
- Challenge gender stereotypes
- Promote positive images of boys, girls, men and women
- Provide equality of opportunity for both boys and girls.

The standard procedures and processes of our school - race

The definition of a racist incident:

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

Taken from ‘The Stephen Lawrence Enquiry – The McPherson Report, 1999’

The definition of institutional racism:

“The collective failure of an organisation, to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Taken from ‘The Stephen Lawrence Enquiry – The McPherson Report, 1999’

- All forms of racist behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A ‘victim’ does not have to be present or targeted for an incident of racist behaviour to have occurred.
- Harassment includes ‘subtle’ behaviour such as isolation, ignoring, teasing and negative body language.

All incidents of racist behaviour should be challenged; including that of adults, not to respond may be seen to condone the behaviour and may result in serious incidents of retaliation.

We aim to:-

- To make school a safe and welcoming place for all its members.
- To instil in pupils a positive awareness of the value of all pupils.
- To establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem.
- To provide an environment in which racist assumptions are constantly challenged.
- To provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspects of all cultures.
- To give children the knowledge that racism can and must be eradicated.
- To teach children that they have a responsibility, as citizens of our society, to eradicate racism.

In-School Practices and Organisation to Achieve our Aims:

- Classroom organisation – non-segregation on ethnic displays and teaching materials used should reflect, as far as is possible, positive images of other cultures.
- Links with parents.

- Links with the community – speakers to come in and talk to pupils.
- Assemblies to
 - (a) promote and encourage positive attitudes to cultural diversity and
 - (b) to emphasise unacceptable nature of racist behaviour
- An awareness of the religious holidays and festivals from the six major world religions. Inclusion of British Values education.
- Teachers providing good role models.
- PSHE/circle time lessons to provide a forum for discussion and the development of skills and attitudes consistent with our aims, preparing children for a life in a multi-cultural community.
- Specific teaching against racism. Teachers should exploit such opportunities as they arise.

The Scope of Racist Behaviour

The following incidents to/could be regarded as racist:

1. Subtle: Isolation, ignoring negative body language
2. Verbal abuse: name calling, teasing, comments about family members, offensive humour, inciting others, gangs, vicious threats
3. Violence: jostling, intimidation, punching/kicking, fighting. Abuse of personal property.
4. Graffiti: (This must be removed immediately it is found)
5. Racist materials: e.g. badges and notes. These should be confiscated immediately and returned to the child's parent. In doing so, it is important to explain to the parent the school's stance on this type of behaviour.

This list is not exhaustive, it must be remembered that any behaviour, which is perceived as being racist should be treated as such.

Responding to racial incidents

- Members of staff should apply the policy consistently.
- The perception of the person who has experienced harassment should be given priority.
- All racist incidents must be taken seriously and dealt with immediately, using the following procedures.
- The children should be initially spoken to individually. On some occasions, at a later stage, it may be appropriate to sit all concerned round the table for a discussion of what happened and for each to share their feelings.

The Victim

- Give the victim an immediate, sensitive and supportive response to the incident.
- Take their complaint seriously.

Person initially dealing with incident

- Allow a full expression of feelings.
- Find out what happened, at least in general terms.
- Agree with the individual(s) what will happen next and/or when you will next talk to them.

- Refer onwards.

Headteacher (or Senior Leader in Headteacher's absence)

- Inform the parents of the child/children involved.
- Keep the victim informed throughout the process.
- Ensure that they know that you have dealt with the incident seriously.
- Report back to parents on the outcome of the investigation.
- Consider what further support/counselling may be needed and can be afforded beyond the specific incident.

The Offender/Perpetrator

- Person initially dealing with incident.
- Find out what happened, at least in general terms.
- Make known to them the complaint and ask for their response.
- Agree with the individual(s) what will happen next and/or when you will next talk to them.
- Speak to all those who may have witnessed the incident and ask them to give an account of what they personally saw and heard.
- Refer onwards

Headteacher (or Senior Leader in Headteacher's absence)

- Interview all those involved.
- Record incident CPOMS.

If it is clear that the complaint is upheld (including where it was unintentional):

- Define the unacceptable behaviour and explain to the perpetrator why it is unacceptable.
- State clearly what change in behaviour you expect. Check the perpetrator understands what you have explained.
- Agree what the child is going to do to help redress the situation.
- Inform the parents of the child/children involved.
- If appropriate/necessary, notify the parents in writing the school's expectations and possible consequences if the behaviour is repeated.

No child will be deemed 'guilty' on the uncorroborated word of another child. However, all incidents must still be recorded and the report sent to the Headteacher.

The Broader School Community

- Ensure that the seriousness and unacceptability of any incident is communicated to all who have knowledge of it.
- Ensure that the children more broadly involved in incidents, e.g. bystanders or witnesses, are actively involved in understanding.
 - What has happened
 - Their responsibility
- Their feelings about the incident. This is often best dealt with through circle time. When issues of this nature are being dealt with by a class, individual's names are not used. It is the behaviour, which we are rejecting, not the child.

Unintentional Racist Comments

Definition:

Curious comments, questions or observations made or asked by a child which were not meant to be hurtful, but may be perceived to be racist by another person.

Action:

- Discuss issue with all parties involved.
- Discuss with parents of both parties.
- Inform the Headteacher.
- Record incident in CPOMS.

The Head will monitor the number and type of incidents every term and report in the Headteachers' termly report to Governors, for discussion and action when appropriate.

The records will be provided to the Local Authority on request.

The standard procedures and processes of our school – community cohesion

We define community cohesion as working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Aims and Objectives

Hertsmere Jewish Primary School is a socially aware and forward-thinking community, which has a vital part to play in building a more cohesive society.

- We value links with other schools and organisations in order to give pupils the opportunity to mix with and learn with, from and about those from different backgrounds.
- We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.
- We have a duty to promote well-being as some of the work and activities that support community cohesion can also contribute towards the 'Every Child Matters' outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.
- We are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds.

3. Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.

- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4. Roles and Responsibilities

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

- The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.
- Every 6 months, managers and key staff will report to the Headteacher on actions and progress.
- Every year there will be a report on equality and diversity to the Governors meeting.
- All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher and Inclusion Leader
Disability equality (including bullying incidents)	Headteacher and Inclusion Leader
SEN/LDD (including bullying incidents)	Headteacher and Inclusion Leader
Accessibility	Headteacher and Inclusion Leader
Gender equality (including bullying incidents)	Headteacher and Inclusion Leader
Race equality (including racist incidents)	Headteacher and Inclusion Leader
Equality and diversity in curriculum content	Headteacher and Inclusion Leader
Equality and diversity in pupil achievement	Headteacher and Inclusion Leader

Equality and diversity – behaviour and exclusions	Headteacher and Inclusion Leader
Participation in all aspects of school life	Headteacher and Inclusion Leader
Impact assessment	Headteacher and Inclusion Leader
Stakeholder consultation	Headteacher
Policy review	Governing Body
Communication and publishing	Governing Body

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	• Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community
Behaviour	• Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteachers and Senior leaders will:
Policy Development	• Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies

Policy Implementation	• Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	• Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Ensure that the school carries out its statutory duties effectively
Line Managers will:	
Policy Development	• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	• Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	• Contribute to managing the implementation of the school's equality scheme
All staff: teaching and non-teaching will:	
Policy Development	• Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	• Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Contribute to the implementation of the school's equality scheme

5. Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

Disability

Parents have been consulted through a questionnaire as to whether there are any adjustments that we need to make in order to help them support their child. We also use outside advice from external agencies to make reasonable adjustments to the curriculum.

Gender

We discuss with staff, parents and pupils specific gender issues as and when they arise

Race

Pupils at HJPS come from several local Jewish communities and mixed socio-economic backgrounds. We also have several non-Jewish pupils. The Jewish Studies curriculum fosters Jewish identity and values which underpin the religious ethos of the school. Pupils develop a strong commitment to support the school, local and wider community through their activities.

Community cohesion

Pupils respect Diversity through learning about different cultures and celebrations that take place during the year. This is delivered through class teaching and whole school assemblies. Citizenship is a great strength through the Y6 curriculum.

Other

HJPS has many links with the Hertfordshire community, the wider community and other local schools. This has enabled networking and greater opportunities for different groups of children.

6. Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

7. Our School's Equality Priorities

Key priorities for action

Achievements to date

Disability

Development of inclusive teaching practices. Provision Mapping of interventions and the strategies employed.

Gender

Focus on equal opportunities for girls and boys in curricular and non-curricular activities with particular emphasis on the development of boys writing.

Other

- Development of links and partnerships with the wider community
- Understanding of Britishness

