Equality Policy

for Hertsmere Jewish Primary School

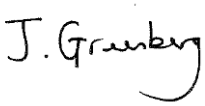
Reviewed on: November 2026

Date of Next Review: November 2027

This policy will be reviewed in full by the Governing Body on an annual basis. The policy was last reviewed and agreed by the Governing Body on November 2026.

It is due for review on November 2027.

Signature  Headteacher Date: November 2026

Signature  Chair of Governors Date: November 2026

1. Vision and Values

Hertsmere Jewish Primary School (HJPS) is a Modern Orthodox Jewish primary school committed to providing a welcoming, inclusive and nurturing environment in which every child can flourish. Our Jewish ethos and values underpin our commitment to dignity, kindness, fairness and respect.

We recognise and celebrate diversity and are committed to equality of opportunity for pupils, staff, parents, carers, governors, volunteers and visitors. We aim to create a community where differences are respected, discrimination is challenged and everyone feels safe, valued and included. We seek to remove barriers to access, participation, progress and achievement so that everyone can make a positive contribution to school life.

2. Aims of the Policy

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity by identifying and removing or reducing barriers to learning, participation and achievement.
- Foster good relations and mutual respect between people from different backgrounds and those who share different protected characteristics.
- Ensure all pupils can access a broad, balanced and ambitious curriculum and the wider life of the school.
- Make reasonable adjustments for disabled pupils, staff and others where required and plan ahead to anticipate access needs.
- Challenge prejudice, stereotyping and discriminatory language, and take equality into account when making decisions.
- Promote a culture in which pupils, staff and families feel able to raise concerns and know that these will be taken seriously.

3. Legal Background

This policy is informed by the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2011, together with relevant education and employment legislation and guidance. It should be read alongside the SEND Code of Practice, the school's SEN Information Report, Equality Objectives, Accessibility Plan and relevant safeguarding, behaviour and anti-bullying arrangements.

Under section 149 of the Equality Act 2010, the school must, in the exercise of its functions, have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- foster good relations between people who share a relevant protected characteristic and people who do not share it

The Equality Act 2010 identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way in which particular protections apply differs according to the context, including education and employment. The school will apply the law relevant to its functions.

The Public Sector Equality Duty applies to the school when carrying out its public functions. The school will publish information demonstrating how it is complying with the duty at least annually and publish specific and measurable equality objectives at least every four years.

4. Our Jewish Ethos and Equality

Our Modern Orthodox Jewish character is central to our identity, curriculum and daily life. Our Jewish values provide a foundation for treating every person with dignity, kindness and fairness. We promote understanding of different faiths, cultures and backgrounds while maintaining our distinctive religious ethos.

HJPS will have due regard to its duties under equality legislation and will apply any statutory provisions or exceptions available to schools with a religious character only where they are relevant and lawful. Our religious character does not diminish our commitment to preventing unlawful discrimination and treating everyone with dignity.

In planning school life, we will take account of the needs of our community and the practical implications of religious observance, including the Jewish calendar, while promoting understanding and respect for the beliefs and backgrounds of others.

5. Equality and Inclusion

Inclusion is reflected in our School Self-Evaluation Form (SEF), School Development Plan and Inclusion Strategy 2026–2029. We recognise that pupils may experience different or overlapping barriers and that these may relate to disability, special educational needs, language, background or individual circumstances.

- High-quality adaptive teaching and an ambitious curriculum which sets suitable challenges for all pupils.
- Early identification of needs, reasonable adjustments and targeted support.
- Development of communication, language, literacy and oracy.
- Support for social, emotional and mental health.
- Independence, participation and a sense of belonging.
- Partnership with families and external professionals.
- Consideration of whether teaching materials, books, examples and resources represent a range of people and challenge stereotypes.

Equality does not always mean identical treatment. Some pupils may require additional support or adjustments to access education equitably. All staff share responsibility for inclusive practice and for maintaining high expectations of every pupil.

6. Disability Equality and Accessibility

HJPS will make reasonable adjustments where required, provide appropriate support and resources, and consider accessibility in teaching, information, the physical environment, visits, clubs, events and other school activities. We will plan ahead so that disabled pupils are not placed at a substantial disadvantage and will review the effectiveness of the adjustments made.

The school's Accessibility Plan (September 2026–September 2029) sets out actions in three areas: improving access to education and related activities; improving the physical environment; and improving the provision of information. It should be read alongside the SEND Code of Practice, the SEN Information Report and the school's Equality Objectives. The plan is reviewed annually. Disability and special educational needs are not interchangeable, although they may overlap.

7. Promoting Equality Through the Curriculum

Jewish Studies, PSHE, Relationships Education, assemblies and the wider curriculum promote respect, understanding and appreciation of diversity. We challenge stereotypes, promote respectful discussion and prepare pupils for life in modern Britain. Our Jewish values provide a foundation for kindness, responsibility and fairness.

We will consider the representation of different communities and experiences in curriculum content and resources. Pupils will be supported to understand difference, recognise unfair treatment and develop the confidence to challenge prejudice appropriately.

8. Preventing and Responding to Discrimination

HJPS does not tolerate unlawful discrimination, harassment, victimisation or prejudice-related bullying. This includes antisemitism, racism and prejudice or discriminatory behaviour connected with any protected characteristic. All staff are expected to challenge discriminatory behaviour and language promptly, consistently and appropriately.

When an incident or concern is reported, the school will:

- ensure that those affected are safe and supported
- listen to those involved and investigate fairly and proportionately, taking account of age, understanding and circumstances
- record incidents in accordance with school procedures, including on CPOMS where appropriate
- inform parents or carers where appropriate and apply the Behaviour Policy and Anti-Bullying Policy
- use education, reflection and restorative approaches where appropriate, without diminishing the seriousness of the incident
- consider whether further support, reasonable adjustments, staff training or changes to practice are needed
- monitor patterns and report relevant anonymised information to governors

The school will use records and feedback to identify recurring issues, consider whether particular pupils or groups may be disproportionately affected and evaluate whether the response has been effective. Staff will be made aware of how to report and follow up prejudice-related incidents.

9. Equality in Employment

Recruitment, employment, professional development and progression will be fair and transparent. The school will seek to prevent unlawful discrimination, harassment and victimisation, make reasonable adjustments where required and support staff wellbeing. Employment-related decisions will be made in accordance with equality and employment law. Any statutory provisions or exceptions associated with the school's religious character will be applied only where legally permitted.

10. Roles and Responsibilities

Governing Body: Oversees the school's compliance with equality duties; approves and reviews this policy and the equality objectives; considers equality implications when making significant decisions; monitors progress and ensures required information is published.

Headteacher and Senior Leadership Team: Implement the policy; ensure staff understand their responsibilities; monitor equality information and incidents; identify improvements; arrange appropriate training and report to governors.

SENDCo and Inclusion Leader: Support early identification, inclusive practice, reasonable adjustments, SEND provision, family partnerships and the Inclusion Strategy.

All staff: Treat everyone with respect; promote inclusion; challenge prejudice and discriminatory behaviour; implement agreed adjustments; report concerns and maintain high expectations.

Pupils: Are encouraged, in an age-appropriate way, to treat others with respect, recognise difference and report concerns about bullying or discrimination.

Parents, carers, volunteers and visitors: Are expected to support the school's commitment to dignity, respect and inclusion while on school premises or taking part in school activities.

11. Equality Objectives 2026–2030

The following objectives are proposed for the period 2026–2030 and are subject to governing body approval. Baseline information will be established using the school's available data. Progress will be reviewed at least annually and the objectives will be adjusted where evidence indicates that a different focus is needed.

Objective 1 – Inclusive teaching and accessibility

Aim: Embed adaptive teaching and reasonable adjustments consistently so that disabled pupils and pupils with SEND can access an ambitious curriculum and participate in the wider life of the school.

Actions: Review the effectiveness of reasonable adjustments and accessibility arrangements; use lesson visits, work scrutiny and provision reviews to evaluate inclusive teaching; seek feedback from pupils and families where appropriate.

How we will evaluate progress: Record the baseline position and review evidence from lesson visits, work scrutiny, pupil voice, provision reviews and participation in visits, clubs and enrichment. Identify actions where barriers remain.

Objective 2 – Outcomes and barriers to learning

Aim: Identify and address barriers that may contribute to differences in progress, attainment or participation, with particular attention to communication, language, literacy and writing where school evidence indicates a need.

Actions: Review assessment and progress information; consider the effectiveness of interventions; discuss identified barriers through pupil progress meetings and adapt provision in response.

How we will evaluate progress: Compare relevant assessment and progress information over time, review intervention impact and record actions taken. Any analysis by pupil group will be proportionate and will protect confidentiality, particularly where group sizes are small.

Objective 3 – Participation, representation and belonging

Aim: Strengthen pupils' sense of belonging and ensure that pupils can access enrichment and wider school life without avoidable barriers.

Actions: Seek pupil and parent feedback; review participation in clubs, visits and enrichment; consider accessibility and religious observance when planning activities; review curriculum resources and opportunities to learn about different backgrounds and experiences.

How we will evaluate progress: Review feedback, attendance, participation information, wellbeing information and prejudice-related incidents at least annually. Record identified barriers and the steps taken to address them.

12. Equality Considerations in Decision-Making, Monitoring and Evaluation

The school will have due regard to equality considerations when developing policies and making significant decisions. This means considering the likely impact on people who share protected characteristics before a decision is made, rather than only after an issue has arisen.

For example, when planning a trip, club, event or change to provision, the school will consider whether it is accessible to disabled pupils, whether reasonable adjustments may be needed, whether dates or arrangements create avoidable barriers linked to religious observance and whether all pupils have a fair opportunity to participate.

Effectiveness will be reviewed through attainment and progress, attendance, SEND provision, participation, stakeholder feedback, prejudice-related incidents, curriculum monitoring, accessibility reviews and school self-evaluation. The school will use relevant and proportionate information to identify trends, decide on actions and assess whether those actions have made a difference.

Equality information will be published at least annually to demonstrate compliance with the Public Sector Equality Duty. Information will be presented in a way that protects personal data and avoids identifying individuals, particularly in small groups.

13. Stakeholder Consultation

We will listen to pupils, parents, carers, staff and governors through appropriate consultation, surveys, meetings and established communication channels. We will seek feedback from people who may experience barriers to participation and use that feedback, alongside relevant school information, to inform policy development and improvement priorities.

Consultation will be appropriate to the age and circumstances of those involved. Feedback will be considered and, where action is taken, the school will seek to evaluate whether the action has improved access, participation or experience.

14. Publication and Review

This policy will be available on the school website and reviewed annually, or sooner if circumstances or legislation change. Equality objectives will be published at least every four years, monitored annually and reviewed by the governing body. The governing body will oversee approval and review.

The date of approval and the outcome of the annual review will be recorded by the school.

15. Links to Other School Policies

- Inclusion Strategy 2026–2029; SEND Policy; SEND Code of Practice and SEN Information Report
- Accessibility Plan (September 2026–September 2029); Equality Objectives; Pupil Premium Strategy; School Development Plan
- Behaviour Policy; Anti-Bullying Policy; Safeguarding and Child Protection Policy
- Admissions Policy; Staff Code of Conduct

These documents should be read alongside this policy. Where relevant, they provide the detailed procedures through which the school's equality commitments are put into practice.

16. Conclusion

Equality and inclusion are fundamental to our ethos. Through high expectations, positive relationships, inclusive practice and our shared Jewish values, we aim to ensure every child feels welcomed, valued and able to belong, participate and succeed. We are committed to reviewing our practice, listening to our community and taking action where barriers or inequalities are identified.

Approval status: Draft for review by the Headteacher and Governing Body. Equality objectives remain subject to governing body approval.