



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Equality Policy, Information and Objectives

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GB Committee responsible:	<i>Governing Body</i>
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Part 1: Equality and Diversity Policy

Introduction

By celebrating diversity and actively promoting equality, we want all children and staff to know and to feel that they are valued and respected as individuals within a culturally inclusive environment. In order to ensure that everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity are consistently at the core of Alma Primary's ethos.

At Alma Primary we aim to promote inclusion, actively tackle any form of discrimination and foster social cohesion in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. In keeping with our school ethos, we take seriously our contribution towards creating a cohesive community and a better world.

Statement of intent

Alma Primary understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- 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.

Alma Primary's overall values and ethos are underpinned by our statutory duties under the Equality Act 2010.

Scope

This policy applies equally to current and prospective members of the Alma Primary community, including staff, governors, parents/carers and visitors. Alma Primary is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010.

The protected characteristics are defined as:

- Age
- Sex
- Disability (including mental health)
- Gender identity or reassignment

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- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin
- Religion or belief
- Sexual orientation

Any behaviour, comments or attitudes (including 'banter') that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

Policy aims

The aims of this policy and Alma Primary's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics;
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language for them;
- Promote equality of opportunity for all members of the Alma Primary community;
- Comply with Alma Primary's equality obligations contained in The Equality Act 2010;
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes detailed in Keeping Children Safe in Education 2022;
- Provide a learning environment and curriculum where all individuals feel valued and feel they have a sense of belonging;
- Celebrate and value diversity at school and in society as a whole;
- Prepare children for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community;
- Include and value the contribution of all families and our wider community to our understanding of equality and diversity;
- Provide and promote positive information about the diversity of UK society;
- Actively challenge discrimination and ensure that all members of Alma Primary's community learn from these experiences;
- Embed equality and inclusion throughout staff development, our curriculum and extra-curricular provision.

To achieve our aims we will:

- Involve, where reasonably practicable, all members of the Alma Primary community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share school policies to the whole Alma Primary community;
- Collect and analyse data (such as admissions and recruitment data, examination results, engagement in school and community initiatives, pastoral records) to

monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free;

- Promote openness at all stages of engagement of the admissions and recruitment processes, recognising that early awareness of need leads to better provision and arrangements;
- Help to overcome any potential barriers to learning by providing for children' diverse needs and learning preferences including any learning or pastoral support needs and/or disabilities a child may have;
- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all children, irrespective of differences, to maximise their potential and thrive;
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda, and subjects that may suggest unconscious gender and/or racial bias;
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour;
- Become an equality champion and community leader in promoting equality and cohesion, challenging discrimination and celebrating diversity;
- Actively challenge stereotyping, bias and discrimination within all aspects of school life and literature, ensuring we learn from these experiences;
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion and belonging cannot be realised without the involvement and commitment of all members of the school community.

Children

- At Alma Primary, we are dedicated to ensuring that every pupil makes maximum progress, whatever their starting point. Through our curriculum we aim to support children to develop skills for 21st century life including creativity, communication and collaboration, as well as high quality Jewish Studies and Hebrew as a modern foreign language. We instil in our children a lifelong love of learning and enquiry, to help them continue to achieve throughout their lives.
- We welcome children from across the Jewish community and of other faiths and communities. We welcome children with special educational needs, and those from all identities and backgrounds. Children learn from each other and about the beliefs and practices of others, to develop a strong appreciation and respect for Judaism and for other religions and cultures. Our children develop universal, spiritual and ethical values underpinned by Jewish traditions, so they grow up understanding the world and are equipped to take their place in it as global citizens.
- Our children and families feel valued and secure as members of the Alma community. Our small size means we know and care for each child individually, nurturing them to overcome any challenges they may face and achieve their full

potential. We create a fun, caring environment which encourages friendship, confidence and wellbeing.

Adults

- As a school community, the Governors and Leadership team of Alma Primary take seriously the importance of promoting equality for adults, alongside children, in our school. As such we are committed to actively employing people from different backgrounds in our school, something which is reflected in our approach to recruitment. This includes a positive attitude to employing individuals with disabilities. As part of our recruitment strategy, we are committed to ensuring that staff we employ are given support over time to develop their skills and understanding as active participants in the school community.
- We also celebrate the difference and diversity in our workforce, for example by acknowledging the different religious festivals of individuals in the staff team.
- We actively explore ways to adapt the working environment for staff, for example by putting in place support procedures for staff who are experiencing the menopause, as well as considering the mental health and wellbeing needs of staff, and putting in place support for them, where this is needed.

We have developed this policy to provide a clear framework for how we will achieve Alma Primary's aims.

The legal framework: definitions of discrimination

Discrimination can take the following forms, including:

- Direct discrimination: this occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic;
- Indirect discrimination: this occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim;
- Victimisation: this occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation;
- Harassment: this is defined as unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual;

- Disability discrimination: this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability;
- Discrimination by association: this includes treating a person less favourably because they are linked or associated with a protected characteristic;
- Racist discrimination: this is defined as “The collective failure of an organisation to provide an appropriate professional service to people because of their culture, colour 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 disadvantages minority ethnic people” (Mcpherson Report 1999)¹;
- A racist incident: any incident which is perceived to be racist by the victim or another person.

Further definitions

Sex

- The biological assignment at birth of an individual depending on their reproductive organs. We understand that some children or staff may wish to identify with another gender and we will support them through their transitioning phases;
- We will ensure that children or staff of one sex are not singled out for different or less favourable treatment from that given to children or staff of other sexes. To achieve this, there may be occasions when we deem it necessary to teach some subjects in single-sex classes, such as Relationships and Sex Education (RSE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes;
- The school will only separate children by sex where there is reasonable justification or if one of the following applies:
 - Girls or boys will suffer a disadvantage connected to their sex;
 - Girls or boys have needs that are different from the needs of the other sex;
 - Participation in an activity by girls or boys is disproportionately low.
- The school will consider non-statutory exceptions on a case-by-case basis, and will regularly review the impact of any separation to ascertain whether it remains lawful;
- Children and adults will be offered an equal opportunity to undertake any activity in the school regardless of their sex, e.g. in relation to technology lessons all children will be allowed to choose which skills they learn;

¹ See

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

- Occasions where boys and girls are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents/carers, outside bodies and, where necessary, the wider community can understand the reasons behind segregation;
- Where a subject is taught in a single-sex class, children undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender with which they identify;
- Children's age and stage of development will be taken into consideration before segregating sports teams;
- Both sexes will have equal opportunities to participate in comparable sporting activities; where segregation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

- We will ensure that children and staff of all races and ethnicities, including those who use English as an Additional Language (EAL), are not singled out for different and less favourable treatment from that given to other children and staff, regularly reviewing our school practices to ensure that they are fair;
- We will not segregate children or staff on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination;
- We may, however, take positive action, e.g. organising coffee mornings, to address the particular challenges affecting staff or children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

- We will ensure that children or staff with disabilities are not singled out or treated less favourably than other children or staff simply because they have a disability, which includes a mental health issue. We commit to regularly reviewing our school practices to ensure they are fair;
- We will ensure that we do not discriminate against children or staff with a disability by implementing a rule for all children or staff that could have an adverse effect on children or staff with disabilities only (for example, making physical fitness a basis for admission, or asking all children to deliver a presentation, as this could be unfair towards children with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim, however we will encourage and support all children and staff to fully participate in school activities;
- We will ensure that we do not discriminate against children or staff with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil or staff member on crutches outside at break time because it would

take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim;

- We will make any reasonable adjustments, and provide any auxiliary aids necessary, where we are able to, to ensure the full inclusion of staff and children with disabilities, including where the pupil also has Special Educational Needs or Disability (SEND) but does not have a SEND statement or Education and Health Care (EHC) plan;
- We will meet our duty to undertake accessibility planning for staff and children with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary;
- The school adheres to our SEND Policy containing further information addressing equal opportunities for children with SEND.

Religion and belief

- We will ensure that children and staff are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair;
- We will ensure that children and staff are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers;
- Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy and Staff Attendance and Absence Policy.
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Sexual orientation

- We will ensure that all gay, lesbian and bi-sexual staff or children, or children who are the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other staff or children, regularly reviewing our school practices to ensure that they are fair;
- We will ensure that children are taught about the nature of marriage, including same-sex marriage by presenting the facts of English and Welsh law. In teaching about marriage in RSE, teachers will not offer their personal opinions;
- We will ensure that any religious beliefs with regards to sexual orientation are taught to children in an educational context, in a manner that is not prejudicial or discriminatory;
- RSE lessons will be taught in accordance with our Sex and Relationship Education Policy;
- We will ensure that there is a designated safe space within our school where children can discuss issues of sexual orientation appropriately without fear of discrimination. The school's Inclusion Leader is the designated Safe Person who will

be responsible for informing the individual as to where this support can be accessed.

Gender reassignment

- We will ensure that staff, children or their family members are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have transgender parents, regularly checking our school practices to ensure that they are fair;
- Children and staff have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our guidance for school uniform;
- We will make reasonable adjustments to accommodate absence requests for treatment and support of transgender staff or children by external sources. Any such absences will be recorded accurately and sensitively by the Inclusion Leader to ensure the privacy of the pupil or staff member;
- We will ensure that there are suitable toilet and changing facilities for staff and children to use, including:
 - Unisex toilets and changing facilities;
 - Gender specific toilets and changing facilities;
 - Private changing facilities.
- These facilities will be made available to all relevant staff and children. Children can use the facility they feel most comfortable in e.g. a transgender pupil using a private changing room;
- We will ensure that there is a designated safe space within our school where transgender children can discuss issues of gender without fear of discrimination. The school's Inclusion Leader is the designated person responsible for informing the individual as to where this support can be accessed.
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Looked after children (LAC)

- LAC, and previously LAC (PLAC), will be given the highest priority for admissions, as per the requirements of our Admissions Policy;
- We will ensure that children are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state;
- A Individual Education Plan will be created, and implemented, for all LAC and PLAC children, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind;

- We will ensure that any SEND that a LAC or PLAC child has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan, in accordance with the SEND policy.

The curriculum

- We believe that children should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a child may have;
- We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination, and the promotion of prejudicial stereotypes;
- We will ensure equality, diversity and inclusion is taught and promoted by:
 - Highlighting the importance of this in each subject area notably in PSHE and during specific events which will discuss issues such as stereotypes, cultures and difference;
 - Celebrating diversity by promoting themes such as Black History in the curriculum,, and events such as LGBTQ+ History Month and other national awareness events;
 - Including the observation of inclusive teaching strategies is a key aspect of the SLT's programme of monitoring;
 - Respecting the right of parents to withdraw their child from RSE, where they have clear concerns that cannot be addressed through the school's systems for adaptation..

Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that children and staff are called by their preferred names, taking into account the correct spelling, structure and pronunciation;
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community;
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged;
- Instilling in children and staff an awareness of prejudice, giving them confidence that it can, and must, be eradicated and helping them to develop the knowledge and skills to be able to challenge prejudice when it arises;
- Providing a variety of educational and residential visits that expose children to a wide range of cultural experiences;
- Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum for children, and high quality training and CPD for staff;

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- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society;
- Valuing the cultural experiences and contributions of all staff and children, across all protected characteristics that they may have;
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions;
- Reacting positively to concerns of challenges about prejudice that are raised by children, families, staff or others in the school community;
- Discussing equality issues as an agenda item for the school council and staff CPD;
- Promoting equality of opportunity within the wider society.

Supporting children with medical conditions

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Policy on Supporting children with Medical Needs.

Children and staff that have left school

Our responsibility not to discriminate, harass or victimise does not end when a pupil or staff member has left Alma Primary. It will continue to apply with regards to subsequent actions related to our previous relationship with the pupil or staff member, such as the provision of references.

The Public Sector Equality Duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding children who have any of the protected characteristics outlined in the section above;
- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and staff, children or their families will not be pressured into providing information related to any characteristic which they may identify with.

Bullying and Discrimination

- Our Preventing Bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any incidents or discrimination;
- Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding Policy;

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- It is the responsibility of the headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident. The headteacher will seek advice before doing so;
- Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures.

Staff Training

- New staff will receive relevant training on the provisions of this policy during their induction;
- Whole-school staff training for equality and diversity will be delivered in-house on an annual basis;
- Staff will receive the appropriate equalities training that will:
 - Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion;
 - Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations;
 - Ensure all staff are aware of their responsibilities and how they can support children with protected characteristics and be reliable allies to colleagues with protected characteristics;
 - Provide support for staff to effectively manage any discrimination towards children or colleagues with protected characteristics;
 - Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics;
 - Develop appropriate strategies for communication between parents, staff and children about any issues related to a protected characteristic;
 - Ensure that the school is aware of, and participates in, a range of relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, PRIDE, and International Women's Day.

Monitoring and Review

This policy will be reviewed by the headteacher annually and updated where appropriate – any amendments will be ratified by the governing body and duly communicated to staff members.

Part 2: Equality Information

Aims

Alma Primary aims to meet our obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is based on Department for Education (DfE) guidance: The Equality Act 2010 and schools and also complies with our funding agreement and articles of association as a Free School.

Approach

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, race, culture, national origin or nationality status, whatever their age, class, sex, gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference, and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages that people may face, in relation to disability, race, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We strive to ensure all members of our school community feel a sense of belonging within the school and wider community, feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all children can make good progress across the curriculum and achieve at their highest potential.
7. **We work to raise standards for all children, especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out here are published and communicated throughout the school, including to staff, children and parents
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans, in collaboration with the headteacher
- Ensure that the published equality information is updated annually, and that the objectives are reviewed and updated where appropriate at least every 4 years
- Ensure that reasonable steps are taken so that children and potential children will not be discriminated against, harassed or victimised in relation to:
 - Admissions
 - The way the school educates its children
 - How children gain access to benefits, facilities and services
 - The exclusion of a pupil or their being subjected to any other detriment
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

And in particular the equality link governor will:

- Meet with the designated member of staff for equality and headteacher, normally termly, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

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- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues.

The headteacher will:

- Implement the equality policy, ensuring that all staff and children apply its guidelines fairly in all situations
- Promote understanding of the equality objectives among staff and children through training, knowledge and skills development and through regularly making staff aware of their responsibilities
- Review and amend the policy, taking into account new legislation and government guidance, and previously reported incidents with a view to improving procedures
- Ensure that appropriate arrangements are made for children who require immediate interventions, parental assistance and personal counselling
- Monitor success in achieving the objectives and report back to governors.

Staff will:

- Positively model inclusive and anti-discriminatory behaviour, including a spirit of reflection and a willingness to be open to challenge;
- Support and participate in any measures introduced to promote equality, diversity and inclusion, and report any issues associated with equality and diversity in accordance with the policy;
- Be alert to the possible harassment of children and colleagues, both inside and outside school, challenge and deal with incidents of harassment, victimisation, discrimination, bullying or banter as high priority;
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in Alma Primary's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place;
- Carry out their statutory duties regarding equal opportunities, inclusivity, and pertaining to their specific roles;
- Have due regard for the sensitivities of all children and colleagues and not provide material that may cause offence;
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, children, and visitors to Alma Primary.

The school expects staff to commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources. It is important to appreciate that an employee is *personally responsible* for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person

will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

The school's Inclusion Leader is the designated member of staff for equality, who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and children;
- Meet with the equality link governor and headteacher, normally termly, to raise and discuss any issues;
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in it.

Children will (in age-appropriate ways):

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge
- Support any measures introduced by Alma Primary to promote equality, diversity and inclusion and report any issues associated with equality and diversity to a member of staff
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter. This includes identifying and using the Alma Primary's reporting systems to challenge bias and stereotype within the curriculum and in Alma Primary's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place

These responsibilities run alongside Alma Primary's behaviour expectations and Constant Kindness Code. The school places a high premium on:

- Kindness and respect for self
- Kindness and respect for others
- Kindness and respect for our environment and our community

This is fundamental to all that goes on at Alma Primary. Any actions, words or attitudes which show a lack of kindness to, and respect for, others will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively. We require children to avoid any form of unfair bias, discrimination and unkindness to another member of the community. We also require anyone made aware of any such behaviour to report it. Incidents are recorded in our child protection log (CPOMs).

Alma Primary's approach to wellbeing means we aim to educate, help and support children to understand their responsibility towards others, feel heard and valued and learn from their experiences. Bullying and discrimination will not be tolerated. Anyone who continues to bully or discriminate against others will have their membership of the school community reviewed by the headteacher.

Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions;
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct;
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during weekly staff briefings. Where this has been discussed in a meeting it is noted in the briefing record;
- New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training which addresses protected characteristics, along with the approach taken at Alma Primary to promote equality and diversity;
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular protected characteristic they have (e.g. children with disabilities, or gay children who are being subjected to homophobic bullying)
- Taking steps to meet the specific needs of people who have a particular protected characteristic (e.g. enabling Muslim children to pray at prescribed times)
- Encouraging people who have a particular protected characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school activities)

In fulfilling this aspect of the duty, Alma Primary will:

- Publish appropriate data each academic year showing how children with different characteristics are performing;

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- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist, sexist, ableist, homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics (e.g. at a local level), identifying any issues which could affect our own children, along with plans to address inequalities that are relevant to Alma Primary.

Fostering good relations

Alma Primary aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting inclusion, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

Alma Primary ensures it has due regard to equality considerations whenever significant decisions are made. The school conducts an annual Equality Impact Assessments to ensure that we have actively considered our equality duties and asked ourselves relevant questions.

Alma Primary Equality Information, Objectives and Policy

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has equivalent facilities for boys and girls

Relevant information is recorded at the same time as the risk assessment when planning school trips and activities and is stored electronically with the completed risk assessment.

Part 3: Equality objectives

Overall aim: In line with our school ethos, a key part of which details that 'We welcome children from across the Jewish community and of other faiths and communities. We welcome children with special educational needs, and those from all identities and backgrounds..', we promote equality, diversity and inclusion as a core part of school culture, so that 'all children at Alma Primary grow up understanding the world and are equipped to take their place in it as global citizens'.

In order to achieve this we identify the following specific objectives:

Objective one: recruit and retain a diverse staff team.

We have chosen this objective, in order to create a school infrastructure which reflects and promotes diversity, so that children and families are able to see diversity within the school staff and so that staff are able to inform and enhance the schools understanding of equality.

To achieve this objective we plan to ensure:

- All members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination by the beginning of the next academic year;
- Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements;
- Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information from January 2023, to help address the under-representation of people with disabilities in the school workforce;
- We conduct an analysis of recruitment and retention diversity data and report on this to the staffing and pay sub-committee of the governing board in their annual review.

Progress we are making towards this objective: (to be updated during the year)

Objective two: nurture and celebrate a diverse cohort of children and families

We have chosen this objective, in order to fulfil the founding vision of the school, to create a Jewish school which welcomes children and families from across the Jewish community and equally from the wider local community.

To achieve this objective we plan to:

- Promote the school in local community settings, including libraries;
- Invite parents/carers of different backgrounds to come into school to talk to classes about their cultures and/or disabilities;

- Provide access points, such as coffee mornings, for parents/carers who are EAL speakers;
- Promote diversity of school families through learning, displays and activities,

Progress we are making towards this objective: (to be updated during the year)

Objective three: promote diversity through the curriculum and the school environment

We have chosen this objective to create a Jewish school which welcomes children and families from across the Jewish community and equally from the wider local community, and in which 'children and families feel valued and secure as members of the Alma community.'

To achieve this objective we plan to:

- Conduct an audit of our curriculum and learning resources with regards to positive representation of people and content from a wide range of perspectives, including those with protected characteristics;
- Carry out work to diversify the curriculum by April 2023 and report on this to the Learning and Children's committee of the governing board;
- Embed work in humanities, which reflects a school wide commitment to diversity, including themes of black history, female role models and diverse artists across the curriculum.

Progress we are making towards this objective: (to be updated during the year)

Objective four: recognise and respond to children's changing needs through pupil voice

We have chosen this objective to ensure that Alma Primary is a child-centred school, which helps children to realise their potential. By recognising and responding to concerns and issues that children raise, for example in school council or in class activities, the school remains a reflective and adaptive environment.

To achieve this objective we plan to:

- Have an activity school council, along with subcommittees focused on the environment, hesed (kindness), tzedakah (giving to others) and sports;
- Re-instigate class council sessions on a half termly basis;
- Conduct an annual pupil voice survey in the summer term.

Progress we are making towards this objective: (to be updated during the year)

Objective five: ensure staff and children have the capacity, motivation & skills to combat prejudice in school, where this occurs.

We have chosen this objective to ensure that the Alma Primary has the capacity through the skills and motivation of individuals, in order to put the objectives in this policy into practice.

To achieve this objective we plan to:

- Train staff in this policy, including address the issue of 'from compliance to commitment';
- Embed training for children within the school curriculum, to also address inequality, through the use of 'Heads Up for Kids';
- Include equality issues in staff briefing questions.

Progress we are making towards this objective: (to be updated during the year)

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Preventing Bullying policy
- Behaviour for Learning policy
- Safeguarding Policy
- Exceptionally able and talented Policy
- Safer Recruitment Policy