simon marks
jewish primary school
תורה עם דרך-ארץ

Equality & Diversity POLICY 2026

EQUALITY AND DIVERSITY POLICY

Introduction

The overarching philosophy and aims of this equality and diversity policy apply to the school community and visitors.

1. Context

- Simon Marks Jewish Primary School is situated in Hackney, a London inner city borough.
- The school is voluntary aided with a Jewish Modern Orthodox ethos.
- The pupil population is multicultural and is socially, economically and culturally diverse.
- The school staff also reflects this diversity.

2. Philosophy

- At Simon Marks Jewish Primary school everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered.
- We are committed to the development of the whole person within a supportive, secure and creative environment.
- A broad, balanced and appropriate curriculum and a supportive working environment provides equal opportunity for all pupils and staff to maximise their potential regardless of **protected characteristics** i.e. gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity and age.
- We endeavour to promote positive relationships with parents, governors and members of the wider community.
- We are committed to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the 2010 Equalities Act.
- We are committed to advance equality of opportunity between people who share a protected characteristic and age profile and those who do not.

3. Aims

We aim to:

- Promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life.
- Remove any barriers to access, participation, progression, attainment and achievement.
- Take seriously our contribution towards fostering good relations.
- Provide a secure environment in which all our children can flourish.

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of protected characteristics/age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.
- Take positive action to alleviate disadvantage or increase participation where uptake is low.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans in the autumn term of each academic year to comply with the school's general duties.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Where disadvantage is experienced by pupils with a particular protected characteristic or where participation in an activity may be low the school will have due regard to taking positive action to alleviate this disadvantage e.g. application of funds/grants to support residential trips etc.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect for others.

4. Leadership, Management and Governance

Simon Marks Jewish Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, and the local authority (LA) to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

The Governing Body

It is the **Governing Body's** responsibility to:

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality objectives.
- Meet requirements to publish sufficient information to demonstrate compliance with the general equality duty (GED) annually.
- Meet requirements to publish accessibility planning.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinise the recording and reporting procedures at least annually.
- Apply its admissions policy together with the local authority, which is fair and equitable in its treatment of all groups and where the school's religious character is maintained; in case of oversubscription, with due regard to religious practice as evidenced in a certificate of religious practice (CRP).
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented 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 any 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.
- Produce a report on progress against the GED for governors annually.

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.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate disciplinary procedures and reported to the Governing Body and LA as required.

5. Policy Planning and Review

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- There will be a systematic review of policies and procedures on equality and diversity in two cycles, annually for GED and every four years for the school's equality objectives.
- Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups
- Attendance and exclusion data will be reviewed to ensure no over-representation of any one group
- Internal target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status etc
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. E.g. Lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity. 1:1 tuition and narrowing the gap activities are reviewed as part of the equalities remit.

The data collected is used to inform further school planning, target-setting and decision-making.