

# **North West London Jewish Day School** *'Be Your Best'*



## **Equality information and objectives**

**Reviewed and updated on: 11<sup>th</sup> March 2015**

## **School policy statement on equality and community cohesion**

At NWLJDS we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to ensure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in making decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, victimisation, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

We recognise our continuing duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled and/or who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at North West London Jewish Day School please contact:

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## Part 1: Information about the pupil population

Number of pupils on roll at the school: **279**

### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 5 (physical disabilities), 2 (profound & multiple learning difficulty) and 9 statemented children.

There are pupils at our school with different types of disabilities, including:

- Visual impairment
- Physical disability
- Autistic spectrum
- Profound learning difficulties
- Speech and language difficulties
- Emotional and behavioural difficulties

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	242	87
SEN support	28	10
Statement	9	3

<b>Ethnicity and race</b>			
	<b>Percentage (%) of school population</b>		<b>Percentage (%) of school population</b>
<b>Asian</b>		<b>White</b>	
Bangladeshi	0	British	149
Chinese	0	Irish	0
Indian	0	Traveller of Irish heritage	0
Pakistani	0	Gypsy/Roma	0
Other Asian heritage	0	Other White background	110
<b>Black</b>		<b>Mixed</b>	
African	0	Mixed White and Asian	0
Other African	0	Mixed White and Black African	0
Caribbean	0	Mixed White and Black Caribbean	1
Other Asian	1	Other Mixed background	2
<b>Other ethnic group</b>	6		

<b>Information not obtained or refused</b>	10
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<b>Gender</b>	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
Male	142	51%
Female	137	49%

### **Religion and belief**

	<b>Percentage (%) of school population</b>
Jewish	100

## **Gender identity or reassignment**

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment.
- Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

## **Sexual orientation**

- We do not collect data on the sexual orientation of our pupils.
- We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish.
- Our behaviour policy promotes safety for all groups of pupils.
- We support pupils to develop the skills to be confident, respectful and tolerant learners through the PSHE curriculum and how we provide for children's Spiritual, Moral, Social and Cultural development

## Information on other groups of pupils

Ofsted inspections look at how the education provided by a school supports the learning and progress of different groups of pupils who attend the school.

In addition to pupils with 'protected characteristics', we wish to provide information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of pupils who speak English as an additional language	54	72	126	45
Number of pupils who are at an early stage of English language acquisition	21	23	44	16

	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of pupils known to be eligible for free school meals	7	2.5

## Part 2: The public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

- We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.
- Training will be provided for our governing body on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and a school anti-bullying policy that has clear procedures for dealing with prejudice-related bullying incidences
- Our home-school agreement sets out the standards of behaviour we expect from all pupils, including respect for others.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with disabilities and special educational needs.
- Our accessibility policy increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- Our admission arrangements aim to be fair and comply with legal requirements (see admissions section below).
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff handbook and we are in the process of adopting a code of conduct that sets out the standards of professional behaviour expected from all members of staff.

## Admissions

The Funding Agreement (Para 2.25 to 2.39) sets out our obligations in relation to admissions as part of the process of becoming an Academy.

The NWLJDS non-statutory admission policy for entry into the Nursery in 2014-15, and the NWLJDS statutory policy for Reception and Years 1 to 6 have both been determined and are available on the school website, along with the appeals procedure.

The statutory admission policy for Reception and Years 1 to 6 for 2015-16 has also been determined and is available on the school website. The Nursery policy for the same period is currently under review.

The Governing Body continually monitors and reviews the school's admission arrangements to ensure that they are compliant with the School Admissions Code, as well as being fair and non-discriminatory.

Admissions policies are reviewed in consultation with the Office of the Chief Rabbi and the local authority.

The schools' admission policies and processes are fully in line with the School Admissions code.

The Academy Trust will ensure that an Independent Appeals Panel is set up when the need arises. It will further ensure that its Independent Appeal Panel is trained to act in accordance with, the School Admissions Code and School Admission Appeals Code published by the DfE (the "Codes") and all relevant admissions law as they apply to foundation and voluntary aided schools, and with equalities law.

The Academy Trust will comply fully with Brent Council's In Year Fair Access Protocol, and will continue to comply with the School Admissions Code. The Academy Conversion will not change the impact on equality issues, as there is no substantive change in policy on becoming an Academy.

All Academies are required to act in accordance with all relevant provisions of the Admissions Code and the School Admissions Appeals Code and further that the school admissions framework is intended to ensure that the Academy's admissions system is fair to all children regardless of race, ethnicity, gender or ability and the school Admissions Code prohibits admission authorities from disadvantaging children from any particular social or racial group or those with disabilities or special educational needs.

These principles and constraints apply to NWLJDS Academy Trust.

As part of Admissions we encourage any parents who have children with disabilities to meet with the ECMO and Assistant ECMO to ascertain their needs and how the school will plan to integrate their child with the help of liaison with staff prior to the child starting. The following pages provide information on how we have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils with protected characteristics.



## **Disability**

### **How we advance equality of opportunity:**

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

An example of this is that we have had a child with visual impairment and have brought a consultant in to ensure that school is set up to accommodate him. One of the suggestions we took on board and implemented was to put bright stripes at the edge of each stair to help him negotiate the stairs. We interviewed the pupil, worked with his parents and involved the outside agency specialists.

In this manner, we involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

- We have an accessibility plan that aims to increase the extent to which pupils with disabilities or obstacles can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled pupils.

### **How we foster good relations and promote children's spiritual, moral, social and cultural development:**

- Our school promotes the spiritual, moral, social and cultural development of all pupils by helping pupils to learn about disability issues and develop positive attitudes towards people with disabilities.
- We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity, and ensure it has positive images of disabled people.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We have run assemblies themed around the 2012 London Paralympics, and plan events such as our Housepoints Day (October 2012) with a focus on disability to celebrate the lives of disabled people within assemblies and workshops.
- We have introduced topical Tuesday assemblies which have included religious, political and individuals such as Louis Braille to encourage equality.
- We tackle any bullying or harassment including on the basis of special education need or disability. Our Behaviour Leader is visible and present within the School to take the lead in matters related.

## **Ethnicity and race (including EAL learners)**

### **How we advance equality of opportunity:**

- We track and set goals to improve the attainment and progression rates of particular groups of pupils including EAL children this is monitored on a half-termly bases in a cycle of pupil progress meetings.
- We identify and address barriers to the participation of particular groups in learning and other activities. In particular we work with single parent families to assist them for example in enrolling their child in a secondary (transition) The Parent teacher Association arranges events specifically to include Parents coming to England from abroad. The PTA has now appointed a designated 'International' Parent representative.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups including social skills groups and other small group interventions.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups – Parents volunteer with helping in swimming and guided reading and also help with particular skills such as woodwork and baking.
- We link with groups, organisations and projects in the local community. We have participated in a World Jewish Relief Program where children entered a van designed to simulate freezing Russian winter conditions for poorer families. The children did artwork. Children also sing in choirs for local residents of the old age home and collect charity for causes.
- We have participated in many interfaith links with local religious Muslim and Christian schools.

### **How we foster good relations and promote children's spiritual, moral, social and cultural development:**

- Our school ethos is focused on promoting the spiritual, moral, social and cultural development of all pupils. Our faith and religious ethos directs us towards doing *Tzedaka* and *Chesed* (Working towards a just society through charity and help for those in need)
- We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. We have linked in the past with local Christian and Muslim schools and still participate in links. We have participated in a multi-faith Schools program run by the FA at Wembley. Our Year 4's are twinned with Schools in Ghana and various classes learn about School life in other countries for example Year 1 learn about the Gambia.
- We ensure that the curriculum challenges racism and stereotypes. We had assemblies celebrating the values of the Paralympics and our 'Houses' day in October will challenge stereotypes related to disability and what disabled people can achieve.
- We organise celebrations and special events such as our Olympic 2012 Week that celebrated nations of the world.
- We run assemblies to mark special events such as Black History Month and Refugee Week.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The school has a robust Behaviour Policy and a designated Behaviour Leader ensuring that any bullying or harassment is tackled, including on the basis of race, ethnicity and culture.

## Gender

### How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of all children and where appropriate or necessary we set targets for particular groups of boys and girls. In KS1 we have endeavoured to set writing tasks that will also motivate boys, as Girls outperform boys in writing in our school.
- We are identifying and addressing barriers to the participation of boys and girls in activities. In Student Council we have asked the children to look at the issues of boys' learning and girls' learning.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

### How we foster good relations and promote children's spiritual, moral, social and cultural development:

- The school has a daily act of worship which includes prayers specific to both genders. Pupils are guided by their faith and religion towards respect and tolerance for all including those of the opposite sex.
- We ensure we respond to any bullying including of a sexist or sexual harassment nature in line with school policies on behaviour and bullying.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We aim to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- The school has an SRE policy and this year is introducing SRE specific lessons to year 5 and 6. These lessons aim to promote respect for different genders.

## Religion and belief

### Summary information

- The school is a faith school with 100% of the children from Jewish homes.
- The school has an Interfaith Coordinator who actively seeks opportunities to provide opportunities for interfaith links for the children of the school.

### How we advance equality of opportunity, foster good relations and promote children's spiritual, moral, social and cultural development:

- The school has had recent links with local Muslim and Church of England schools including Islamia School and Christchurch CoE Primary (Brent) and the links established through the Three Faiths Forum through the FA Wembley Football and Faith initiative continue this year.
- Year 6 children participated in an interfaith project in honour of the Queen's Jubilee through the Joseph Interfaith Foundation.
- Our daily worship celebrates one G-d who is seen of the G-d of everybody celebrating equal human dignity.
- Our curriculum supports pupils to be tolerant and respectful of other beliefs, as well as exploring shared values helping to challenge prejudice.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.
- We celebrate being part of British culture and community, such as supporting Team GB and include within that the multicultural diversity of Britain and the many religion faith communities in modern Britain. Two Highlights of recent times have been screening the England Football match live to the whole school in the World Cup with flags and face-painting and a huge Street party at our school for all the children to celebrate the Queen's jubilee.

### **Part 3: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

#### **Equality objective:**

**To improve awareness of, and encourage positive attitudes towards disability and people with disabilities in the school and the wider community.**

**Success Criteria: By December 2015 pupil surveys and School Council feedback will indicate that 95% of pupils show positive attitudes towards disability and by July 2016 we will be able to show what work we have done to maintain this positive attitude and what work we have done to convert the 5% who had not indicated positively.**

#### **Working towards this objective:**

- A Housepoints Day to be held by January 2016
- Baseline survey to be conducted by July 2015
- Student Council project and feedback and survey by December 2015
- Pupil survey July 2016