Equality, Diversity and Inclusion Policy

Including the Public Sector Equality Duty and proposed Equality Objectives 2026–2030

North Cheshire Jewish Primary School | A school built on kindness

Document control	Details
Policy owner	Headteacher
Approved by	Headteacher (delegate by Governors)
Issue / review cycle	November 2026 / policy reviewed annually (next review November 2027)
Equality objectives cycle	Proposed November 2026–November 2030; progress reviewed annually
Publication	School website: equality information updated annually; objectives published at least every four years

1. Purpose and school ethos

North Cheshire Jewish Primary School (NCJPS) is a Jewish primary school committed to providing a safe, welcoming and inclusive education in which each child is valued, supported and challenged to succeed. Our ethos, “A school built on kindness”, and our RESPECT values guide how pupils, staff, governors and families treat one another.

The school celebrates its Jewish character while respecting the dignity, rights and beliefs of all members of the school community. Equality does not mean that every pupil receives identical provision: appropriate additional support and reasonable adjustments may be needed so that pupils can participate and achieve.

2. Legal framework

This policy reflects the Equality Act 2010 (including section 149, the Public Sector Equality Duty), the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, relevant duties under the Children and Families Act 2014 and SEND Code of Practice, and the Human Rights Act 1998. The school also takes account of current Department for Education guidance, Equality and Human Rights Commission (EHRC) guidance and safeguarding requirements.

Under the Public Sector Equality Duty, the governing body and school must have due regard, when carrying out their functions, to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not;
- foster good relations between people who share a relevant protected characteristic and those who do not.

The Equality Act identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The application of individual protections varies by legal context (for example, some characteristics relate primarily to employment). This policy does not imply that every provision applies identically to pupils and staff.

As a school with a religious character, NCJPS will act within the lawful framework applying to faith schools, while continuing to meet its equality obligations. Any proposed exception will be considered carefully and not treated as a blanket exemption from equality law.

3. Our commitments in practice

3.1 Teaching, curriculum and school life

- Maintain high expectations for all pupils, with quality-first teaching, appropriate adaptation and targeted provision where needed.
- Review resources, curriculum content, assemblies and wider activities to challenge stereotypes and support respectful understanding of different backgrounds and experiences, within the school's Jewish ethos.
- Support access to trips, clubs, visits, enrichment and school communications, identifying and addressing barriers where reasonably practicable.
- Promote respectful relationships and respond promptly to discriminatory language, prejudice-related incidents and bullying.

3.2 SEND, disability and reasonable adjustments

The school will consider and make reasonable adjustments for disabled pupils where required, including adjustments to policies, practices and provision of auxiliary aids and services. The school will work with pupils, parents/carers and relevant professionals, and follow its SEND and Accessibility Plan arrangements. EHCP provision and safeguarding requirements will be considered alongside equality duties; decisions will be individual, evidence-based and appropriately recorded.

3.3 Admissions, attendance and behaviour

Admissions arrangements will be implemented in accordance with the school's determined admission arrangements and applicable law. The school will consider barriers affecting attendance, engagement and behaviour, including disability-related needs, and use appropriate support and reasonable adjustments. Equality duties do not prevent proportionate, lawful behaviour sanctions, but relevant circumstances must be considered before decisions are made.

3.4 Recruitment and employment

The school will apply fair recruitment, selection, professional development and employment procedures, with appropriate consideration of reasonable adjustments and lawful provisions for schools with a religious character. Allegations of discrimination, harassment or victimisation will be addressed through the relevant employment procedures.

3.5 Families, communication and accessibility

The school will seek the views of pupils, parents/carers, staff and governors where relevant; provide information in accessible formats when appropriate; and use proportionate, confidential records to identify and respond to potential inequalities.

4. Roles and responsibilities

Role	Key responsibilities
Governing Body	Approve and oversee the policy and objectives; ensure the statutory publications are made; receive an annual equality update; consider equality implications in significant decisions.
Headteacher	Lead implementation; ensure staff understand expectations; oversee monitoring, incident response, adjustments and reporting to governors.
SENDCO / inclusion team	Advise on disability-related barriers, reasonable adjustments, accessibility and SEND provision; support staff and review impact.
All staff	Promote respect; adapt practice appropriately; report and address discriminatory incidents; maintain confidentiality;

	follow relevant policies.
Pupils, parents and visitors	Treat others with dignity and raise concerns through the school's established reporting routes.

5. Monitoring, evidence and reporting

The school will draw proportionately on existing evidence, where available, including attainment and progress, attendance, persistent absence, participation, SEND/disability access, suspensions and exclusions, prejudice-related incidents, stakeholder feedback and complaints. Data will be considered contextually, particularly where cohorts are small, and personal information will not be publicly disclosed in a way that could identify individuals.

The Headteacher will provide governors with an annual summary of equality actions, relevant patterns, progress against objectives and proposed next steps. Governors should scrutinise whether measures are reducing disadvantage, not simply whether activities have taken place.

6. Publication, review and complaints

NCJPS will publish information demonstrating compliance with the Public Sector Equality Duty and refresh it at least annually. The school will prepare and publish one or more specific, measurable equality objectives at least every four years. The policy itself will be reviewed annually as good practice, or sooner if legislation, guidance or the needs of the school change.

Concerns about discriminatory treatment should be raised with the school through normal communication, safeguarding or complaints procedures, as appropriate. Staff concerns will be considered through the relevant internal employment procedures. Serious matters will be escalated in accordance with applicable policies and law.

7. Related policies and plans

Safeguarding and Child Protection; SEND Information Report and SEND Policy; Accessibility Plan; Behaviour; Anti-Bullying; Admissions; Attendance; Complaints; Staff Code of Conduct; Recruitment; Curriculum and RSHE; Data Protection. This policy should be read alongside current versions of these documents.

Appendix A – Proposed equality objectives 2026–2030

For governing body approval. These objectives should be refined against the school's latest baseline evidence and then published with the date of approval. Annual progress updates should record outcomes and any revised actions.

Objective	How progress will be evidenced	Oversight
1. Reduce identified gaps in attendance and engagement for pupils facing additional barriers, including pupils with SEND/disabilities and disadvantaged pupils.	Review relevant attendance and persistent absence patterns at least termly; document targeted actions and compare improvement against each identified group's baseline, while protecting confidentiality.	Headteacher / attendance lead; termly review, annual governor report
2. Improve equitable access to learning, wider activities and the school environment for pupils with SEND/disabilities.	Annual accessibility and inclusion audit; record barriers identified and resolved; review participation in trips, clubs and enrichment; obtain pupil/parent feedback.	SENDCO / inclusion lead; annual audit and governor review
3. Strengthen respectful relationships and reduce prejudice-related incidents.	Record and analyse incidents and responses each term; evaluate pupil voice and curriculum/anti-bullying activity; demonstrate timely follow-up and trends over time.	DSL / PSHE lead; termly review, annual governor report

Baseline and success thresholds: At approval, governors should agree baseline figures or qualitative starting points for each objective, named leads and realistic milestones. Avoid publishing identifiable small-group data. The 2030 date is a proposed end date, not evidence that these objectives have already been adopted.

Appendix B – Reference guidance

Equality Act 2010, particularly section 149: https://www.legislation.gov.uk/ukpga/2010/15/section/149

DfE, What maintained schools must or should publish online: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

DfE, Equality Act 2010: advice for schools: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

EHRC, PSED guidance for schools: https://www.equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty/public-sector-equality-duty-guidance-schools-0

EHRC, Publishing equality objectives for schools: https://www.equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty/public-sector-equality-duty-guidance-schools-6

DfE, Maintained schools governance guide: https://www.gov.uk/government/publications/maintained-schools-governance-guide/maintained-schools-governance-guide