



London School  
of Jewish Studies

## DIVERSITY AND EQUAL OPPORTUNITIES POLICY

### **BACKGROUND**

1. The London School Jewish Studies is a unique training provider, drawing trainees mainly from the Anglo-Jewish community.
2. It was set up because with the expansion of the maintained Jewish day school system, Head Teachers were finding it increasingly difficult to recruit excellent teachers who could best meet the needs of children attending their schools. These needs included and continue to include not only access to and development in the full range of National Curriculum subjects, but also a knowledge and understanding of the basic tenets of Judaism, which underpin each school's philosophy of education.
3. As an Associated Institution of The University of Roehampton we feel it best to follow, wherever possible and within the parameters outlined above, our validating University's policy on diversity and equal opportunities.

### **THE COMMITMENT**

The London School Jewish Studies is committed to promoting diversity and practising equality of opportunity within the framework of the law. It aims to create a culture and environment for trainees and staff to be treated equitably regardless of race, ethnic origin, nationality, gender, disability, age, religion, sexual orientation, marital or parental status, political belief, or social/economic group.

We aim to build an institution that is truly inclusive; that understands, appreciates, and values the diversity of each individual, and incorporates measures that make people feel valued and able to participate and achieve their full potential.

LSJS is committed to tackling discrimination and promoting equality of opportunity and good race relations. This policy is relevant to everybody connected with LSJS, including external staff, and visiting lecturers and will be made available to all staff.

Discriminatory, harassing, bullying behaviour and racist comments will not be tolerated by LSJS. Any incidents which do occur will be recorded and monitored.

## **IMPLEMENTATION**

This policy covers all areas of staff and student life.

It ensures that the provisions of The Equality Act (2010) which replaced all previous equality legislation and discrimination legislation. (The Sex Discrimination Act 1986, the Race Relations Act 1976 as amended by the Race Relations Amendment Act 2000, the Disability Discrimination Act 1995 [DDA] as amended by the Special Educational Needs and Disability Act 2001 together with relevant regulations) are met in full. The policy will ensure firm action is taken to redress inequality wherever possible in accordance with the law.

## **RACE EQUALITY**

The Race Relations Amendment Act 1976 as amended by the Race Relations Amendment Act 2000 places a general duty on public authorities to promote race equality. Under the duty, LSJS is required to have regard to the need to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good race relations between people of different racial groups

As well as the general duty, the Act imposes a specific duty to assess the impact of all policies on students and staff. This will be implemented through:

- The monitoring of applications, admissions, and progression of trainees
- The monitoring of recruitment and the career progression of staff

We will:

- Create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination.
- Take specific and proactive action to tackle any differences between racial groups in the treatment/success of the following:
  - For staff - recruitment/selection, promotion/progression, and retention.
  - For trainees - recruitment/admissions, achievement levels/progress and assessment.
  - For all groups - in the use of disciplinary measures against them.
- Aim to make our workforce more representative of the wider community
- Make full use of the skills and knowledge of people from different groups (for example, in the classroom, in staff training or as members of governing bodies).
- Assess the impact of policies, practices and procedures on trainees and staff from different racial groups.

## **GENDER**

LSJS will take proactive action to improve the gender balance within underrepresented areas at relevant levels at LSJS for example by additional mentoring of male trainees.

We will maintain and extend flexible work practices and support to help individuals achieve an appropriate balance between work and their lives outside work.

## **DISABILITY**

The term 'disabilities' covers a wide range of conditions including physical and mobility difficulties, deaf and hard of hearing, blind and partially sighted, specific learning difficulties including dyslexia, medical conditions, and mental health problems. Some disabilities may be long-term, others may be temporary.

LSJS offers a supportive environment for any employee/trainee with a disability.

Specifically.

- We are committed to taking positive action to welcome persons with disabilities and to enable them to reach their full potential
- In all policies, procedures, and activities, including strategic planning and resource allocation, consideration will be given to the means of enabling disabled trainees' participation in all aspects of the academic and social life of the institution
- We will meet our statutory requirements under the DDA and the Equality act 2010 not to discriminate against persons with a disability either in the process of recruitment or whilst employed/studying with LSJS
- We will give clear information and advice about the practical issues which may be encountered by an individual in their chosen programme of study/job.
- Trainees must ensure that they tell the Director of Teacher Training at the start of the course of any issues so that reasonable provision can be made in advance.
- Normally LSJS will inform relevant tutors and mentors to ensure appropriate provision can be provided.

## **HARASSMENT**

Harassment is defined as unwanted behaviour (verbal or physical or electronic) that may be personally humiliating, offensive, abusive, or intimidating. Harassment can occur in areas of race, ethnic origin, nationality, sex, sexuality, religious or political convictions, age, and disabilities. It can also involve bullying linked to inequalities of status and position; gender and sexuality; race and ethnicity.

LSJS aims to achieve a culture which is free from harassment and to foster this by ensuring that:

- Staff and trainees can challenge all forms of harassment.
- Incidents can be dealt with quickly and effectively.
- Individuals have the confidence and support to bring complaints without fear of ridicule or reprisal.
- Individuals take personal responsibility to ensure that the dignity of staff and trainees is not abused or demeaned.

## **MONITORING**

Monitoring data will help LSJS to identify differences between groups of trainees in terms of selection, teaching and learning; non-completion rates; trainee progression and achievement; assessment; access to learning resources; support and guidance; and curricular and other opportunities, so we can begin to address them.

## **PUBLICATION & CONSULTATION**

LSJS undertakes to consult proactively with all sections of the community, in particular those groups identified as target groups. We will ensure our consultation methods take account of the social, cultural, religious, language and access needs of all sections of our community.

## **RESPONSIBILITY/ACCOUNTABILITY**

The Director of Teacher Training has ultimate responsibility for the development and implementation of diversity and equal opportunities (D and EO) policies. All activities of LSJS fall under the scope of this policy including functions provided by agents or contractors. Each member of staff and each trainee has responsibility to support the implementation of this policy. LSJS' grievance and disciplinary procedures for staff and trainees will be used if necessary to ensure that the 'policy' is followed. The following groups and post holders have specific responsibility for various aspects of the D and EO policy:

- The Strategic Advisory Board has overall legal responsibility for meeting the statutory requirements of equalities legislation, including the Equalities Act, RRAA and DDA and will charge the Director of Teacher Training, through appropriate Committees and Boards to ensure that LSJS' goal of promoting diversity and practicing equality of opportunity is achieved.
- The Director of Teacher Training is responsible for formulating, monitoring, evaluating, and reviewing LSJS' diversity and equality of opportunities policy.

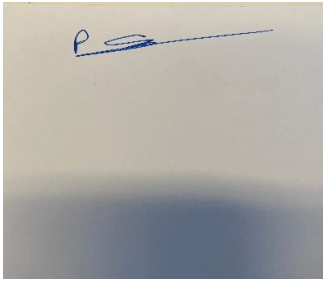
## **DIVERSITY AND EQUAL OPPORTUNITIES**

Trainees are required to behave in ways that are consistent with LSJS's Diversity and Equal Opportunities Policy. Discriminating, harassing or bullying behaviour and racist comments will not be tolerated by LSJS. Any incidents which do occur will be recorded and monitored.

LSJS expects trainees to respect and be tolerant of other people's opinions and beliefs.

Failure to comply with all these requirements could result in an instruction to leave the course.

Signed on behalf of LSJS:

A photograph of a handwritten signature in blue ink on a light-colored surface. The signature is stylized and appears to be 'P. Gould'.

(Paul Gould, on behalf of senior leadership team, LSJS).

Date: Summer 2024

To be reviewed in Summer 2025