



London
School
of Jewish
Studies

Equality and Diversity Policy

President

Chief Rabbi Sir Ephraim Mirvis

Deputy President

Rabbi Joseph Dweck

Chair of Directors

Bill Benjamin

Chief Executive

Joanne Greenaway

Dean & Rabbi Sacks Chair of Modern Jewish Thought

Rabbi Dr Raphael Zarum

General statement of equality and diversity

The achievement of equality of opportunities and inclusion is central to the LSJS mission as a provider of higher education in Jewish Studies.

Our aim is to foster and develop a wide range of skills and experience and we seek to create a community in which diversity is valued and which both reflects and services the needs of the communities in which we operate.

In line with the guidance from the Office for Students (UK); our ambition is that future generations should have equal opportunities to access and succeed in higher education, and to achieve successful and rewarding careers.

This policy incorporates our Access and Participation Statement.

Application

LSJS considers equality and diversity implications when entering into contractual relationships with other organisations such as tendered purchasing contracts and collaborative programmes of study.

People not employed by LSJS but who are involved in our activities, such as visitors, clients, guest lecturers, guest speakers, external contractors etc., are expected to operate within the terms of the general policy.

The policy applies to the treatment of existing as well as potential employees and students.

Responsibility

Every member of our community has a moral and legal responsibility to promote fair and equitable treatment within that community and to respect its diversity.

Overall responsibility for equality and diversity within LSJS lies with the Chief Executive. Members of the Board of Trustees and senior management are responsible for ensuring that the Equality and Diversity Policy is implemented in their areas of responsibility.

Inclusion statement

All are welcome at the London School of Jewish Studies. We are a modern orthodox Jewish institution whose open policy welcomes students of all religions, faiths and beliefs/no belief.

In the provision of equality of opportunities, LSJS realises and accepts its responsibilities under the law. It is unlawful to discriminate directly or indirectly in recruitment, employment or education on the grounds of the nine "protected characteristics" in the Equality Act 2010.

These characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

LSJS aims to provide equality of opportunity for everyone and to proactively avoid any form of unfair discrimination in either education or employment.

As part of its Prevent Duty, LSJS aims to foster an environment where students can safely explore a range of ideas and respectfully express different opinions, as outlined in our codes of conduct. The LSJS degrees curricula are approved by Middlesex University and are broad and balanced. Our Teacher Training programmes are approved and accredited by the Department for Education. Due diligence is carried out on teaching staff to identify and mitigate any extremist views.

Equality and diversity in learning and teaching

We are committed to ensuring that all students enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimisation whilst studying at LSJS.

We will seek to ensure that all programmes promote equality with respect to gender, sexuality, race, disability, religion/belief (or non-religion/belief), age, and race/ethnic or national origin. We will urge our staff to avoid making assumptions and having expectations of our students based on stereotypes of how particular groups perform or behave.

Student recruitment

We are committed to promoting access to higher education to under-represented communities. Admissions practices will be free from unlawfully discriminatory criteria.

Questions relating to the applicant's race, ethnic origin, age, disability, religion/belief (or nonreligion/belief), gender, sexuality, marital status or family responsibility will not form part of the selection process.

As part of our data reporting and monitoring requirements to the Office for Students, carried out through HESA, once students are accepted onto courses of learning they will be asked questions relating to personal information. This will be kept confidential, and students may refuse to answer any of the questions if they prefer. Their responses will have no bearing on their progress or success on the course.

Support Systems

Induction will include information on this policy, the complaints procedure, access to facilities for students with disabilities and special needs.

Curriculum

We provide an inclusive learning environment, which takes account of the needs of all learners in terms of gender, ethnicity, religion, disability, age and sexuality.

Our teaching and learning strategies reflect the educational needs of a contemporary and diverse student community. Programme leaders will keep under review the importance of including reading lists, academic perspectives, and works of art, role models, attitudes, ideas and other resources which extend beyond those which derive exclusively from a white, Eurocentric background.

Students will have opportunities to discuss equality and diversity issues as part of their learning where the context permits, for example, how different groups may be stereotyped and represented.

Our aim is that our graduates and post-graduates leave LSJS as informed, global citizens, respectful of people's differences.

There is no specific exemption related to the concept of academic freedom in the Equality Act 2010, but there is reference to curricula. The purpose of this is to ensure that the Act does not inhibit HEIs from including a full range of issues, ideas and materials from multiple perspectives in their curriculum.

LSJS is committed to academic freedom of expression and thought. However, this is not an absolute right and comments or behaviour which may be unlawful or in conflict with this policy may, in some circumstances, amount to misconduct and will be investigated and appropriate action taken.

We will use multi-mode learning and teaching methods to meet the needs of a widening range of learners.

Students for whom English is not a first language will be provided with support from the academic tutors and programme leaders.

Programme leaders will ensure through the processes of programme approval and review that the delivery of learning and teaching is consistent with this policy.

Accessibility

We aim to make all our qualifications as accessible as possible and have a comprehensive offer to support all our students.

The BA (Hons) Jewish Education and the MA in Jewish Education use a variety of study materials to address different learning styles. The following elements are in place:

- Teaching materials – learning resources may include presentations, websites, audio/video media clips, and interactive activities such as quizzes
- Working in a group with other students
- A variety of assessment methods: essays, presentations, posters, etc.
- Finding external/third party material
- Online access to all teaching and learning materials relating to the chosen programme

All qualifications require students to complete learning and assessment activities within a required timescale and according to pre-determined deadlines. Students will be required to manage their time effectively and the programme team will help students to develop this skill throughout the degree.

Information on assessment will be available to students at the start of each module. If specific support is required in managing studies; the academic team will be pleased to arrange this.

Disability support

LSJS is an institution committed to inclusion and to accommodating any student with special access needs.

Disability is defined as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities’

The definition is designed to be as broad as possible and there are a wide variety of conditions and impairments that are covered.

We encourage students who may have specific access needs to disclose this information at interview, so that appropriate measures can be put in place ready for the start of their programme.

All disclosures of this nature will be treated in strict confidentiality and will follow the guidelines of the General Data Protection Regulation (2018).

Students are directed in the first instance to their Personal Tutor and/or Director of Studies about any special access needs that they may have.

If you are a student with a learning difficulty, health problem or disability, you may be eligible for the government’s Disabled Student’s Allowance. Find out more here:
<https://www.gov.uk/disabled-students-allowance-dsa>.

Students aged 19-25 years

Any students aged 25 years or under who have particular learning needs or an Education Health and Care Plan (EHCP) will be supported by the academic team to ensure they are able to access our programmes effectively.

LSJS is committed to its responsibilities under the Special Educational Needs and Disability Code of Practice (2015) and will endeavour to work closely with the relevant local authority and students’ support network to ensure the best possible experience for the student.

Bullying, harassment and sexual misconduct

LSJS is committed to a working and learning environment that is free of intimidation or unlawful harassment as defined in the Equality Act 2010.

Bullying, harassment and sexual misconduct are serious offences that may lead to staff or student disciplinary procedures being invoked, and in the case of gross misconduct dismissal of staff or expulsion may occur.

For the full Preventing Bullying, Harassment and Sexual Misconduct Policy and Reporting Forms, click [here](#).

Student pregnancy, maternity, paternity, adoption and fostering

LSJS is committed to supporting our students who are prospective parents by birth or adoption and those who have experienced pregnancy-related bereavement.

Once informed of a pregnancy or adoption, LSJS will work with the student concerned to ensure that reasonable adjustments are put in place in a timely manner in line with our duties under the Equality Act 2010.

Our Student Pregnancy, Maternity, Paternity, Adoption and Fostering Policy can be accessed [here](#).

Complaints

Any complaint made with regard to inequality shall be dealt with under the terms of the LSJS Student Complaints and Grievances Procedures bearing in mind the safeguarding of individuals.

Our Student Complaints and Grievances Procedures can be accessed [here](#).

Disseminating the policy

This Equality and Diversity Policy is available and shared in the following ways:

- on the institution's website
- as paper copies in the Academic Faculty Office
- as part of induction for new staff and students

We ensure that all staff, students and visitors know about the policy, objectives and data through the above.

Monitoring, evaluation and review

The policy will be promoted and implemented throughout the institution. LSJS will review this policy every two years and assess its implementation and effectiveness.

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Chief Operating Officer

Date created: August 2023

Date revised: August 2025

Date to be reviewed: August 2027