

# EQUALITY & DIVERSITY POLICY

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## 1. Purpose

- 1.1 **Jigsaw CABAS® School is committed to promote equality, value diversity and combat all forms of discrimination in order to provide a supportive, safe and secure environment that enables all pupils to maximise their potential.** In accordance with the Equality Act 2010, it is unlawful to discriminate directly or indirectly on the grounds of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, marital status or because someone is in a civil partnership. These are known as the protected characteristics.
- 1.2 The Equality Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.
- 1.3 This policy is intended to complement the Equal Opportunities in Employment Policy which covers Jigsaw’s broader commitments in relation to its employees and recruitment process. This policy is made available on the school’s website and on request from the school administration.

## 2. Definitions

- 2.1 “The Trust” means Jigsaw School, Jigsaw Plus, Jigsaw Trust and Jigsaw Trading 2013 Limited (Café on the Park)
- 2.2 “The school” and “Jigsaw School” means Jigsaw CABAS® School
- 2.3 “CABAS®” is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.3 “**Direct discrimination**” occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a prefect because she is a lesbian.
- 2.4 “**Indirect discrimination**” occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way that did not discriminate.
- 2.5 “**Harassment**” has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.” This covers unpleasant and bullying behaviour, but potentially extends also to actions that, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- 2.6 “**Victimisation**” occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection

with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation. As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act. This means that a child must not be made to suffer in any way because, for example, her mother has made a complaint of sex discrimination against the school, or her brother has claimed that a teacher is bullying him because he is gay, whether or not the mother or brother was acting in good faith.

### **3. Scope**

- 3.1 **All forms of discrimination by any person within the school's responsibility will be treated seriously, as such behaviour is unacceptable.**
- 3.2 Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes.
- 3.1 The Senior Administrator and School Management Team will ensure that the following procedures are followed.

### **4. Policy Aims**

- 4.1 Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young adults in our school. We aim to prepare pupils for living within an increasingly diverse society. We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.
- 4.2 In our practices we aim to:
  - equip pupils with an awareness of our diverse society and to appreciate the value of difference, and the importance of tolerance;
  - provide a safe and secure environment in which pupils can grow and flourish;
  - provide positive, non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
  - include and value the contribution of all families and the wider community to our understanding of equality and diversity;
  - actively challenge discrimination;
  - make inclusion a theme that runs through all school activities.

4.3 To achieve these aims we will:

- demonstrate that discrimination on the grounds of any protected characteristic is wholly unacceptable;
- ensure that the primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their characteristics;
- collect and analyse data to ensure all groups are progressing well and no group is being disadvantaged;
- ensure that the school curriculum promotes and celebrates diversity;
- contribute towards a happy and caring environment and show respect for, and appreciation of, one another as individuals.

## **5. Admission**

5.1 We base our admissions policy on a fair system (refer to Admissions Policy). We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socioeconomic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions.

## **6. Registration**

6.1 Pupils' names will be accurately recorded, and correctly pronounced to the best of our ability. Pupils will be encouraged to accept and respect names from other cultures.

## **7. The School Council**

7.1 The curriculum offered at Jigsaw CABAS® School encourages pupils to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability. We do this by:

- making pupils feel valued and good about themselves through the curriculum and teaching approach;
- ensuring that pupils have equal access to learning;
- recognising the different learning styles of pupils, making appropriate provision within the curriculum to ensure each pupil receives the widest possible opportunity to develop their skills and abilities;
- regularly reviewing the teaching of each curriculum area, as well as the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of cultures and festivals;

- creating an environment of mutual respect and tolerance;
- helping pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of all pupils;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- collecting data with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils;
- recognising the specific assessment needs of pupils (i.e. EAL) and also the importance of scrutinising teaching and assessment materials for cultural bias.

## **8. Language**

- 8.1 The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
- 8.2 The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.
- 8.3 Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Individual curriculum planning will take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. There is careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding.
- 8.4 The school will make every effort to ensure that any additional needs of pupils' family members with English as an additional language are recognised and met.

## **9. Food and Dietary Needs**

- 9.1 We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as reasonably possible. We help pupils to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

## **10. Religious Observance**

- 10.1 We will respect the religious beliefs and practice of all pupils, staff and parents, and comply with reasonable requests relating to religious observance and practice.

## **11. Events**

- 11.1 Events are arranged to ensure that all families may become involved in the life of the school if they wish. Information about events and meetings is communicated in a variety

of ways (e.g. e-mails, website, social media, and newsletters), to ensure that all parents have information about, and access to, the meetings and school events.

## 12. Resources

- 12.1 The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin.
- 12.2 Equality of opportunity permeates the whole curriculum and will be reviewed regularly to ensure inclusiveness.

## 13. Employment Aims

- 13.1 Jigsaw CABAS® School aims to ensure that everyone has access to employment within the school, and receives equal treatment in employment, regardless of a protected characteristic. Refer to Equal Opportunities in Employment Policy.

## 14. Roles and Responsibilities

- 14.1 All who are associated with Jigsaw CABAS® School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.
- 14.2 It is the **Governing Body's** responsibility to:
  - ensure that the school complies with equality legislation;
  - ensure that the school's policy and its procedures and strategies are carried out and monitored;
  - ensure that the school's admissions policy is fair and equitable in its treatment of all groups;
  - ensure that the curriculum provided by the school actively promotes the fundamental British values and social, moral, spiritual and cultural development of pupils;
  - monitor attendance and take appropriate action where necessary;
  - monitor progress linked to the school's Disability Accessibility Plan;
  - be involved in dealing with serious breaches of the policy.
- 14.2 **Director of Education and School Management Team's** responsibility to:
  - implement the policy and its strategies and procedures;
  - ensure that all employees, visitors and contractors are aware of, and comply with this policy;
  - ensure that all staff receive appropriate and relevant continuous professional development;
  - provide guidance, support and training to all staff;
  - actively challenge and take appropriate action in any cases of discriminatory practice;
  - deal with any reported incidents of harassment, bullying and discrimination in line with school policies and procedures;

- review and update at least every 3 years the school's Disability Accessibility Plan, and report to governors on the progress;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- monitor the effectiveness of this policy by:
  - scrutinising teachers' planning,
  - scrutinising pupils' work,
  - observing pupils throughout the school day,
  - analysis of questionnaires and surveys with pupils, parents/carers and school staff,
  - analysis of pupil data.

14.3 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 on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## **15. Breaches of Policy**

15.1 Jigsaw School will ensure any breaches of the Equality and Diversity Policy is treated seriously and may be dealt with as a disciplinary matter. All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and Local Authority as required.

## **16. Complaints about Discrimination**

16.1 Anyone who considers that he/she may have been unlawfully discriminated against may use the school's complaints procedure to make a complaint. Jigsaw will take any complaint seriously and will seek to resolve the matter. The complaints policy is available on the school website or on request from school administration.

## **17. Policy Review**

- 17.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 17.2 Quality assurance procedures such as lesson observations will ensure that the school is positively promoting diversity as well as demonstrating differentiation, appropriateness and inclusivity.
- 17.3 Pupil progress will be monitored and analysed in respect of gender, race, ability, additional needs or looked-after status.
- 17.4 The practical application of this policy will be reviewed annually by the School Management Team and the Governing Body.
- 17.5 This policy was last reviewed in April 2018

## 18. Version History

No.	Date	Amendment
1.1		

## 19. Related Legislation & Guidance

Document	Location
The Equalities Act 2010	<a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a>
The Equality Act 2010 and schools – Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)	<a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>
Human Rights Act 1998	<a href="http://www.opsi.gov.uk/acts/acts1998/ukpga_19980042_en_1">http://www.opsi.gov.uk/acts/acts1998/ukpga_19980042_en_1</a>
The Protection from Harassment Act 1997	<a href="http://www.opsi.gov.uk/acts/acts1997/ukpga_19970040_en_1">http://www.opsi.gov.uk/acts/acts1997/ukpga_19970040_en_1</a>
Statutory Instrument 2006 No. 1031	<a href="http://www.opsi.gov.uk/si/si2006/20061031.htm">www.opsi.gov.uk/si/si2006/20061031.htm</a> - 258k
Special Educational Needs and Disability Act 2001	<a href="http://www.legislation.gov.uk/ukpga/2001/10/contents">http://www.legislation.gov.uk/ukpga/2001/10/contents</a>
Independent School Regulations 2014	<a href="http://www.legislation.gov.uk/uksi/2014/3283/contents/made">http://www.legislation.gov.uk/uksi/2014/3283/contents/made</a>
The Education (School Performance Information) (England) Regulations 2007	<a href="http://www.legislation.gov.uk/uksi/2007/2324/pdfs/uksi_20072324_en.pdf">http://www.legislation.gov.uk/uksi/2007/2324/pdfs/uksi_20072324_en.pdf</a>

## 20. Related Internal Documentation

Document	Hard Copy Location	Electronic Copy Location
Equal Opportunities in Employment Policy		Operations / PAWS / POLICIES /
		Operations / PAWS / POLICIES /
		Operations / PAWS / POLICIES /
		Operations / PAWS / POLICIES /