

EQUALITY, DIVERSITY AND INCLUSION POLICY

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1. Introduction

- 1.1 Jigsaw is committed to providing a positive, inclusive, safe and caring environment in which everyone can thrive and reach their full potential. We aim to create a culture of diversity and inclusion, in which everyone can feel proud of their identity, and everyone is able to participate fully.
- 1.2 We are committed to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.
- 1.3 The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.
- 1.4 We will actively support diversity, equity and inclusion and ensure that everyone connected with Jigsaw is valued and treated with dignity and respect.

2. Definitions

- 2.1 'Jigsaw' means Jigsaw School, Jigsaw Plus, Jigsaw Trust and Café in the Park.
- 2.2 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination
- 2.3 'Inclusion' means ensuring everyone feels comfortable to be themselves at work and feels the worth of their contribution
- 2.4 'Diversity' means the celebration of individual differences amongst the workforce
- 2.5 'Equity' means recognising barriers and that some groups are more advantaged than others, and putting measures in place to eliminate these barriers, ensuring equal opportunities for all
- 2.6 'Protected characteristics' means any one or more of the 9 characteristics set out in the Equality Act 2010. Namely age, disability, sex, gender reassignment, pregnancy or maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, marital status (including civil partnership).

3. Types of Discrimination

- 3.1 **Direct discrimination** occurs where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.
- 3.2 **Indirect discrimination** occurs where a requirement, condition or practice is applied which has a disproportionate and adverse effect on one group with a relevant protected characteristic when compared to other groups. It is, however, capable of justification where the discrimination can be shown to be a 'proportionate means of

achieving a legitimate aim'. A requirement, for example, for a job applicant to be a graduate is likely to discriminate indirectly against older workers. It will not, however, be unlawful discrimination if the requirement can be objectively justified.

- 3.3 **Harassment** occurs where there is unwanted conduct, related to one of the protected characteristics, that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.
- 3.4 **Associative discrimination** occurs where an individual is directly discriminated against or harassed, for associating with another individual who has a protected characteristic. This might occur, for example, where an employee is ostracised by a colleague because the colleague had a gay flatmate.
- 3.5 **Perceptive discrimination** occurs where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she in fact does not have that protected characteristic. This might occur, for example, where an employee is subjected to homophobic bullying based on a perception that he/she is gay.
- 3.6 **Third-party harassment** occurs where an employee is harassed by a third party and the harassment is related to a protected characteristic.
- 3.7 **Victimisation** occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion, because he/she made or supported a complaint or raised a grievance under the Equality Act 2010, or because he/she is suspected of doing so. An employee is not, however, protected from victimisation if he/she acted maliciously or made or supported an untrue complaint.
- 3.8 **A failure to make reasonable adjustments** may occur where a physical feature or a requirement, condition or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

4. Scope

- 4.1 This policy applies to all employees, consultants, contractors, volunteers, casual workers and agency workers.
- 4.2 This policy is supported by a number of other policies, as set out in Section 15.

5. The Law

- 5.1 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 or 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 'protected characteristics'.
- 5.2 Although not statutorily bound by the Public Sector Equality Duty (PSED) which applies to public bodies, Jigsaw takes note of the PSED general and specific duties to develop and deliver good practice across the Trust.

5.3 The Public Sector Duty or 'general duty' requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

5.4 The specific duties require all public organisations to publish information to show compliance with the Equality Duty and publish specific and measurable equality objectives every 4 years.

6. Policy aims

6.1 The aims of this policy and Jigsaw's ethos as a whole are to:

- Eliminate discrimination, bullying, harassment and victimisation
- Promote equality of access and opportunity for all members of the Jigsaw community
- Actively challenge discrimination and ensure that all members of the Jigsaw community learn from these experiences
- Promote positive attitudes to difference and good relationships between people of different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- Embed equality and inclusion through transparent practices and activities
- Provide a positive and safe environment where all individuals feel valued and feel they have a sense of belonging

6.2 To achieve these aims we will:

- Publish and share policies within the Jigsaw community
- Involve, where reasonably practicable, the Jigsaw community in the development, review and evaluation of improvement plans, policies and procedures; through appropriate forums / stakeholder groups.
- Collect and analyse data to monitor any potential disadvantage amongst the different groups of pupils, learners and staff
- Ensure the wider school curriculum and framework for adult learners promotes and celebrates equality and diversity
- Operate a 'zero tolerance' policy towards abusive or discriminatory behaviour
- Work in close partnership with families and the wider Jigsaw community to ensure pupils and learners can achieve their full potential.

6.3 Jigsaw's Equal Opportunities Policy Statements are detailed in Appendix 1.

6.4 The approach to Equality, Diversity and Inclusion at Jigsaw School and JigsawPlus are detailed in Appendix 2 and 3 respectively.

7. Our approach

- 7.1 Jigsaw's approach to equality, diversity and inclusion are underpinned by the mission, ethos and shared values of the Trust.
- 7.2 Jigsaw Trust's Mission Statement is: to improve the lives of those who experience challenges with autism through the provision of high quality, accessible, educational, vocational and wellbeing services.
- 7.3 Jigsaw's shared values include:
- **Person-Centred:** We value each person as an individual, respect their aspirations and commitments in life, and seek to understand their priorities, needs, abilities and limits.
 - **Caring:** We strive to act with compassion, integrity, honesty and high ethics in all situations; to listen with respect to others and to value differences and create positive, welcoming and encouraging environments around us.
 - **Teamwork:** We listen to and respect each other whilst working together to achieve best possible outcomes.
 - **Integrity:** We act professionally, reliably and responsibly at all times to provide the highest quality service.
 - **Continuous Learning:** We value the process of continual learning, feedback, coaching and mentoring to build expertise and excellence of service

8. Our commitment as an employer

- 8.1 Jigsaw is committed to:
- creating an environment in which individual differences and the contributions of our staff are recognised and valued
 - everyone is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated
 - providing training, development and progression opportunities to all staff
 - understanding equality and inclusion in the workplace is good management practice and makes sound business sense
 - reviewing all our employment practices and procedures to ensure fairness and inclusion for all
 - taking steps to ensure equity amongst our workforce such as ensuring that our vacancies are advertised to a diverse range of potential candidates and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in the Trust, ensuring there are no unlawful barriers to accessing our employment opportunities, training, progression opportunities, benefits and facilities
 - diversity in our workforce will be regularly monitored to ensure equal opportunities throughout the Trust. Where appropriate, measures will be taken to identify and remove unnecessary obstacles and to meet the special needs of disadvantaged or underrepresented groups

- ongoing monitoring and review of our policy and practices and feedback to staff through relevant stakeholders / forums

9. Our commitment as a service provider

9.1 Jigsaw is committed to:

- providing services to which all pupils and learners are entitled regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation
- making sure our services are delivered equally and meet the diverse needs of our pupils, learners and their families
- taking steps to ensure equity amongst our pupils and learners, such as removing any unlawful obstacles to accessing our services or facilities. Where appropriate, measures will be taken to identify and remove unnecessary barriers and to meet the special needs of disadvantaged or underrepresented groups
- fully supporting this policy by senior management
- monitoring and reviewing this policy annually
- having clear procedures that enable our community to raise a grievance or make a complaint if they feel they have been unfairly treated.

10. Responsibilities of Employees

- 10.1 Every member of Jigsaw’s community is expected to assist Jigsaw to meet its obligations in relation to the provision of equal opportunities in employment and to eliminate unlawful discrimination.
- 10.2 Employees can be held personally liable as well as, or instead of, Jigsaw for any act of unlawful discrimination. Employees who commit serious acts of harassment may be guilty of a criminal offence.
- 10.3 Acts of discrimination, harassment, bullying or victimisation against employees or other individuals involved with Jigsaw are disciplinary offences and will be dealt with under Jigsaw's disciplinary procedure and/or Ending Bullying and Harassment Policy. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.
- 10.4 Whilst all staff have a responsibility for supporting Jigsaw’s commitments in relation to equality, managers have particular responsibilities because they are in a position to make or influence employment decisions. Managers are therefore expected to be accountable for the provision of equal opportunities through the actions that they take, and to monitor and review practices within their sphere of responsibility.

11. Concerns or complaints about discrimination

Raising a concern

- 11.1 Any individual who has a concern about an issue connected with discrimination in the workplace should raise this, following the Trust’s Concerns Policy.
- 11.2 A concern is anything, no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that suggests an adult working in or on behalf of

Jigsaw may have acted in a way that is inconsistent with Jigsaw's policies and procedures, including inappropriate conduct outside of work.

- 11.3 A person raising a concern is usually a witness and may have no direct personal involvement in the concern they are raising. They are simply trying to tell management about the concerns they have identified. These concerns usually affect other people; they are not only about matters that have a personal effect on the person raising the concern.

Raising a grievance

- 11.4 Any employee who considers that he/she may have been unlawfully discriminated against may use Jigsaw's grievance procedure to make a complaint. If the complaint involves bullying or harassment, the relevant policy provides further information about how to raise concerns.
- 11.5 Jigsaw will take any complaint seriously and will seek to resolve any grievance that it deems to be well-founded. An employee will not be penalised for raising a grievance providing the concerns are put forward in good faith.

12. Policy Review

- 12.1 In the interests of ensuring that Jigsaw achieves its aims and duties, an Equality, Diversity and Inclusion action plan will be developed, managed and monitored as part of the strategic plan.
- 12.2 This policy will be reviewed annually and will be monitored periodically by the School Management Team, JigsawPlus Senior Management Team and Director of People, to judge its effectiveness and the findings reported to Governors/Trustees.
- 12.3 This policy was last reviewed in May 2023.

13. Version History

No.	Date	Amendment
1.1	February 2023	New policy
1.2	May 2023	Update to appendix 1, addition of 'reassignment' to 'Gender', addition of 'Sex and' to 'sexual orientation'.

14. Related Legislation & Guidance

Document	Electronic Copy Location
Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
EHRC - Human Rights Act 1998	https://www.equalityhumanrights.com/en/human-rights/human-rights-act
Mental Capacity Act 2005	https://www.legislation.gov.uk/ukpga/2005/9/contents
Special Educational Needs and Disability Act (SENDA) 2001	https://www.legislation.gov.uk/ukpga/2001/10/contents
Public Sector Equality Duty	https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty
Diversity in the Workplace: Factsheet	https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet ;
ACAS: Equality and discrimination	http://www.acas.org.uk/index.aspx?articleid=1363
Gov.UK – Employers: Preventing discrimination	https://www.gov.uk/employer-preventing-discrimination
Equality and Human Rights Commission	https://www.equalityhumanrights.com/en
EOC	https://www.eoc.org.uk/

15. Related Internal Documentation

Document	Electronic Copy Location
School Admissions Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Safeguarding and Child Protection Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Behaviour Management Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Quality of Education Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Anti-Bullying Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Spiritual, Moral, Social and Cultural Development Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Anti-Bullying Policy	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
Accessibility Plan	file:///js02/common/My%20Jigsaw/Policies/School/Operations/
JigsawPlus Admissions Policy	file:///js02/common/My%20Jigsaw/Policies/Plus/
Learner Behaviour Support Policy	file:///js02/common/My%20Jigsaw/Policies/Plus/
Safeguarding Adults at Risk Policy	file:///js02/common/My%20Jigsaw/Policies/Plus/
Mental Capacity Act Policy & Procedures	file:///js02/common/My%20Jigsaw/Policies/Plus/
JigsawPlus Anti-Bullying & Harassment Policy & Procedures	file:///js02/common/My%20Jigsaw/Policies/Plus/
Staff Code of Conduct	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/
Equal Opportunities in Employment Policy	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/
Ending Bullying & Harassment Policy	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/
Discipline & Capability Policy	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/
Grievance Policy	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/
Concerns Policy	file:///js02/common/My%20Jigsaw/Policies/Trust/HR/

APPENDIX 1 – Jigsaw’s Equal Opportunity Policy Statements

Age

We will:

- ensure that people of all ages are treated with respect and dignity
- ensure that people are given equal access to our employment, training, development and promotion opportunities and
- challenge discriminatory assumptions about younger and older people.

Disability

We will:

- provide any reasonable adjustments to ensure disabled people have access to our services and employment opportunities. If we feel that a particular adjustment would not be reasonable, we will discuss this with you and try to find an alternative solution where possible
- challenge discriminatory assumptions about disabled people and
- seek to continue to improve access to information by ensuring availability of loop systems, braille facilities, alternative formatting and sign language interpretation
- If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate
- We will keep the physical features of our premises under review to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, we will take reasonable steps to improve access.

Race

We will:

- challenge racism wherever it occurs
- respond swiftly and sensitively to racist incidents and
- actively promote race equality and inclusion in the Company
- take positive action to redress the negative effects of discrimination against everyone
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same.

Gender reassignment

We will:

- challenge discriminatory assumptions about gender
- take positive action to redress the negative effects of discrimination against everyone
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same and
- provide support to prevent discrimination against transgender people who have or who are about to undergo gender reassignment.

Sex and Sexual orientation

We will:

- ensure that we take account of the needs of everyone, including the LGBTQ+ communities
- promote positive images of the LGBTQ+ communities

- challenge discriminatory assumptions about the LGBTQ+ communities
- take positive action to redress the negative effects of discrimination against everyone and
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same.

Religion or belief

We will:

- ensure that employees' religion or beliefs and related observances are respected and accommodated wherever possible and
- respect people's beliefs where the expression of those beliefs does not impinge on the legitimate rights of others.

Pregnancy or maternity

We will:

- ensure that people are treated with respect and dignity during pregnancy or maternity leave
- challenge discriminatory assumptions about pregnancy or maternity and
- ensure that no individual is disadvantaged during pregnancy or maternity leave and that we take account of the needs of our employees' during pregnancy or maternity leave.

Marriage or civil partnership

We will:

- ensure that people are treated with respect and dignity regardless of marriage or civil partnership status
- challenge discriminatory assumptions about the marriage or civil partnership of our employees and
- ensure that no individual is disadvantaged as a result of their marriage or civil partnership status.

Part time and fixed term work

Part time and fixed term staff should be treated the same as comparable full time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

Equal pay

We will ensure that all employees have the right to the same contractual pay and benefits for carrying out the same work, work rated as equivalent work or work of equal value.

APPENDIX 2 – Equality, Diversity and Inclusion at Jigsaw School

A2.1 Responsibilities

The Governing Body and the School Management Team have responsibility for ensuring that the School operates within the legal framework.

The Director of Education is responsible for:

- raising awareness of, implementing and co-ordinating this policy throughout the School
- ensuring that all staff are sufficiently aware and trained within equality, diversity & inclusion
- actively challenging and taking appropriate action in any case of discriminatory practice within the School, be it by staff, pupils, parents or visitors
- have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- ensuring that all visitors and contractors are aware of, and comply with, this policy.

It is the responsibility of all staff to:

- promote a positive, inclusive and collaborative ethos in school
- actively challenge any forms of discrimination, victimisation, harassment or bullying
- report their concerns about the conduct, behaviour and use of language of any member of the school community in line with the School's policies and procedures
- promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture

There are high expectations for pupil behaviour and all pupils are encouraged to behave and interact with others in a positive and respectful manner.

Each member of the School community is responsible for challenging discrimination; embracing diversity; respecting different faiths and beliefs, treating each other with respect, and upholding equality of opportunity for all.

A2.2 Principles

The principles that drive our approach to equality, diversity and inclusion are:

- Members of the school community are of equal value, whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face.

- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We have the highest expectations of all our pupils. We expect that all pupils can make good progress and achieve to their highest potential.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We work to raise standards across all areas of school operations. We believe that all pupils have the right to receive the highest quality of educational services.

A2.3 Teaching and Learning

All pupils at Jigsaw receive an individualised curriculum that is appropriate to their age, needs and abilities. The wider school curriculum is designed to prepare pupils for the next stages of their lives and to support pupils' spiritual, moral, social and cultural development. Individual learning plans consider pupils' starting points, build on their previous learning and provide suitably challenging learning targets.

The School will:

- Provide a positive, caring working and learning environment where individual differences are valued and respected
- Seek to educate pupils in a multicultural, anti-racist environment using the wider school curriculum including assemblies, topic curriculum, themed days and events and external speakers, agencies to promote understanding and appreciation of other faiths, races and cultures
- Use materials and resources that reflect the diversity of the school, the local community and the wider population in terms of the protected characteristics, without stereotyping
- Provide opportunities for pupils to develop their understanding of and respect for their own and other cultures, traditions and ways of life and an appreciation of the diversity and richness of their cultures
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Monitor and analyse data by reference to the protected characteristics (where possible)

A2.4 Admissions

- The School treats every parental application and Local Authority referral for admission in a fair, transparent and equal way in accordance with this policy and the School's Admissions Policy.
- All pupils attending Jigsaw require an Education, Health and Care Plan as well as a primary diagnosis of autism.
- For further information on the School's arrangements for admissions, please refer to the School's Admissions Policy.

A2.5 Religious Belief

- Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths, or no religion of faith.

A2.6 Reasonable Adjustments

- All pupils attending Jigsaw have a disability and reasonable adjustments are made in line with each pupil's Education, Health and Care Plan.
- The School has a duty to make reasonable adjustments (case by case considerations) for pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

A2.7 Monitoring and Review

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

A2.8 Breaches of the Policy

- All breaches of this policy will be rigorously followed up using the appropriate procedures (see Section 11 above)
- If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

APPENDIX 3 – Equality, Diversity and Inclusion at JigsawPlus

A3.1 Responsibilities

The Board of Trustees and the Senior Management Team have responsibility for ensuring that JigsawPlus operates within the legal framework.

The Support Services Director is responsible for:

- raising awareness of, implementing and co-ordinating this policy throughout JigsawPlus
- ensuring that all staff are sufficiently aware and trained within equality, diversity & inclusion
- actively challenging and taking appropriate action in any case of discriminatory practice within JigsawPlus, be it by staff, adult learners, parents or visitors
- have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- ensuring that all visitors and contractors are aware of, and comply with, this policy.

It is the responsibility of all staff to:

- promote a positive, inclusive and collaborative ethos in JigsawPlus
- actively challenge any forms of discrimination, victimisation, harassment or bullying
- report their concerns about the conduct, behaviour and use of language of any member of the JigsawPlus community in line with policies and procedures
- promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in JigsawPlus' culture

There are high expectations for learner behaviour and all learners are encouraged to behave and interact with others in a positive and respectful manner.

Each member of the JigsawPlus community is responsible for challenging discrimination; embracing diversity; respecting different faiths and beliefs, treating each other with respect, and upholding equality of opportunity for all.

A3.2 Principles

The principles that drive our approach to equality, diversity and inclusion are:

- Members of the JigsawPlus community are of equal value, whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face.

- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our community to feel a sense of belonging within JigsawPlus and wider community and to feel that they are respected and able to participate fully in life.
- We have the highest expectations of all our learners. We expect that all learners can make good progress and achieve to their highest potential.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We work to raise standards across all areas of our operation. We believe that all learners have the right to receive the highest quality of care services.

A3.3 Teaching and Learning

All learners at JigsawPlus receive an individualised learning plan that is appropriate to their age, needs and abilities. The wider JigsawPlus curriculum is designed to prepare learners to develop independence in and out of the home, and to support learners' spiritual, moral, social and cultural development. Individual learning plans consider learners; starting points, build on their previous learning and provide suitably challenging learning outcomes.

JigsawPlus will:

- Provide a positive, caring working and learning environment where individual differences are valued and respected
- Seek to support learners in a multicultural, anti-racist environment using the wider JigsawPlus curriculum including topic areas, themed days and events and external speakers, agencies to promote understanding and appreciation of other faiths, races and cultures
- Use materials and resources that reflect the diversity of JigsawPlus, the local community and the wider population in terms of the protected characteristics, without stereotyping
- Provide opportunities for learners to develop their understanding of and respect for their own and other cultures, traditions and ways of life and an appreciation of the diversity and richness of their cultures
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Monitor and analyse data by reference to the protected characteristics (where possible)

A3.4 Admissions

- JigsawPlus treats every application and Local Authority referral for admission in a fair, transparent and equal way in accordance with this policy and JigsawPlus' Admissions Policy.

- All learners attending JigsawPlus require a diagnosis of autism.
- For further information on JigsawPlus' arrangements for admissions, please refer to the Admissions Policy.

A3.5 Religious Belief

- JigsawPlus is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths, or no religion of faith.

A3.6 Reasonable Adjustments

- All pupils attending JigsawPlus have a disability and reasonable adjustments are made in line with each learners' Care Plan.
- JigsawPlus has a duty to make reasonable adjustments (case by case considerations) for learners who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

A3.7 Monitoring and Review

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with JigsawPlus' equality obligations.

A3.8 Breaches of the Policy

- All breaches of this policy will be rigorously followed up using the appropriate procedures (see Section 11 above)
- If it is felt that this policy has been breached, they should raise their concern or complaint through JigsawPlus' Complaints Policy which is available on the website or can be available upon request.