EQUALITY, DIVERSITY AND INCLUSION POLICY

Policy Owner:	Emma Chilton	Date Adopted:	February 2023
Job Title:	Director of People	Status:	Non-contractual
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Job Title:	CEO	Ratified:	May 2026
Reviewed by:	Emma Chilton / Emma Hawkins / Georgios Vamvakas	Next Review date:	January 2027
Job Title:	Director of People / Director of Education / Director Adult Services	Version:	3.1

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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, to providing services and following practices which are free from unfair and unlawful discrimination.

1.3 The aim of this policy, in line with the Equality Act 2010, is to ensure that no individual 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 or progress. It seeks also to ensure that no individual is victimised or subjected to any form of bullying or harassment, including sexual harassment (see Jigsaw's Anti-Bullying & Harassment Policy).

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 on the Park.

2.2 The 'Jigsaw community' refers to all pupils and adult learners as well as staff in all capacities including employees, consultants, contractors, volunteers, trustees, governors, casual workers and agency workers.

2.3 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination.

2.4 'Inclusion' means ensuring everyone feels comfortable to be themselves and feels the worth of their contribution.

2.5 'Diversity' means the celebration of individual differences.

2.6 'Equity' means recognising barriers and that some groups are more advantaged than others, and putting measures in place to eliminate these barriers, enabling equal opportunities for all.

2.7 'Protected characteristics' means any one or more of the 9 characteristics set out in the Equality Act 2010. Namely age, disability, gender reassignment, marital status (including civil partnership), pregnancy or maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex and sexual orientation.

3. Types of Discrimination

3.1 **Direct discrimination** occurs where an individual is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be if Jigsaw refuses to allow a pupil/learner/member of staff to be a member of the pupil/learner/staff voice group due to the colour of their skin. Another 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'. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. Additionally, 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 an individual'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 individual responsible for the conduct. For example, where an individual is subjected to sexist, racist or homophobic language.

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, were a pupil/learner refused entry to Jigsaw because their parents are gay.

3.5 **Perceptive discrimination** occurs where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they in fact do not have that protected characteristic. This might occur, for example, where an individual is subjected to homophobic bullying based on a perception that they are gay.

3.6 **Third-party harassment** occurs where an individual is harassed by a third party and the harassment is related to a protected characteristic. For example, a contractor working at Jigsaw makes a sexist comment to a member of the Jigsaw community.

3.7 **Victimisation** occurs when an individual is treated less favourably than they otherwise would have been because of something they have done ('a protected act') in connection with the Equality Act 2010. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another individual's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if that which an individual 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.

3.8 **A failure to make reasonable adjustments** may occur where a physical feature or a requirement, condition or practice puts a disabled individual 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 individual to overcome the disadvantage.

4. Scope

4.1 This policy applies to all pupils and adult learners as well as staff in all capacities including employees, consultants, contractors, volunteers, trustees, governors, casual workers and agency workers.

4.2 This policy is supported by a number of other policies, as set out in Section 19.

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, gender reassignment, marital status (including civil partnership), pregnancy or maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. 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 Jigsaw.

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.

5.5 Whilst volunteers are not legally protected by the Equality Act 2010, Jigsaw fully expects that staff in all capacities adhere to, and are covered by, this policy and the associated practices.

6. Policy aims

6.1 The aims of this policy and Jigsaw's overall ethos 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 characteristics
- Embed equality and inclusion through transparent practices and activities

- Provide a positive and safe environment where all members of the Jigsaw community feel valued and feel that 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
- Consistently and effectively address instances of abusive or discriminatory behaviour in line with relevant policies and procedures
- Work in close partnership with families and the wider Jigsaw community to ensure pupils and learners can achieve their full potential
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and to challenge behaviours that are contradictory to these values

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

7. Our approach

7.1 Jigsaw's approach to equality, diversity and inclusion are underpinned by the mission, ethos and shared values of Jigsaw.

7.2 Jigsaw believes that every autistic person can and should live a life that allows them the opportunity to reach their full potential and lead full and productive lives. 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 the 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. Principles

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

- Members of the Jigsaw community are of equal value, regardless of age, disability, gender reassignment, marital status (including civil partnership), pregnancy or maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or 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 the Jigsaw community to feel a sense of belonging within the organisation and wider community and to feel that they are respected and able to participate fully
- We have the highest expectations of all our pupils and learners. We expect that all pupils and 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 the organisation's operations. We believe that all pupils and learners have the right to receive the highest quality of services

9. Our commitment as an organisation

9.1 Jigsaw is committed to:

- Providing services to which all pupils, learners and staff are entitled regardless of age, disability, gender reassignment, marital status (including civil partnership), pregnancy or maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation
- Creating an environment in which individual differences and the contributions of our pupils, learners and staff are recognised and valued
- Providing an environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated
- Ensuring 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
- 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 Jigsaw, ensuring there are no unlawful barriers to accessing our employment opportunities, training, progression opportunities, benefits and facilities

- Providing training, development and progression opportunities to all staff
- Understanding equality and inclusion in the organisation is good management practice and makes sound business sense
- Reviewing all our employment practices and procedures to ensure fairness and inclusion for all staff
- Regularly monitoring diversity in our community to ensure equal opportunities throughout Jigsaw. Where appropriate, measures will be taken to identify and remove unnecessary obstacles and to meet the special needs of disadvantaged or underrepresented groups

10. Responsibilities

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

10.2 It is the responsibility of all staff to

- Promote a positive, inclusive and collaborative ethos in Jigsaw and to actively challenge any forms of discrimination, victimisation, harassment or bullying; and to embrace diversity
- Report their concerns about the conduct, behaviour and use of language of any member of the Jigsaw community or any third party working on behalf of Jigsaw in line with the relevant policies and procedure
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and wider Jigsaw culture

10.3 Every member of the Jigsaw 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.

10.4 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.

10.5 Acts of discrimination, harassment, bullying or victimisation against employees, pupils or learners are disciplinary offences and will be dealt with under the relevant policy, processes and procedures.

10.6 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.

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

10.8 The Director of Education/ Director of Adult Day Services is responsible for raising awareness of, implementing and co-ordinating this policy throughout the School/JigsawPlus. To clarify, all staff must be sufficiently aware and trained within equality, diversity & inclusion; they must actively challenge and take appropriate action in any case of discriminatory practice within the School/JigsawPlus, be it by staff, pupils, learners, parents/carers or visitors; they must have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment; they must ensure that all visitors and contractors are aware of, and comply with, this policy.

11. Teaching and Learning

11.1 All pupils and learners 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. The wider JigsawPlus curriculum is designed to prepare learners to develop independence in and out of the home. Individual learning plans consider pupils' and learners' starting points, build on their previous learning and provide suitably challenging learning targets.

11.2 Jigsaw will:

- Provide a positive, caring working and learning environment where individual differences are valued and respected
- Seek to educate pupils and learners in a multicultural, anti-racist environment using either 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; or 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 Jigsaw, the local community and the wider population in terms of the protected characteristics, without stereotyping
- Provide opportunities for pupils and 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, sexist and other discriminatory behaviour or prejudice
- Monitor and analyse data by reference to the protected characteristics (where possible)

12. Admissions

12.1 Jigsaw treats every parental/carer application and Local Authority referral for admission in a fair, transparent and equal way in accordance with this policy and Jigsaw School's or JigsawPlus's Admissions Policy.

12.2 All pupils attending Jigsaw School require an Education, Health and Care Plan as well as a primary diagnosis of autism.

12.3 All learners attending JigsawPlus require a diagnosis of autism.

12.4 For further information on Jigsaw's arrangements for admissions, please refer to the appropriate Admissions Policy.

13. Religious Belief

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

13.2 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.

14. Reasonable Adjustments

14.1 Jigsaw makes reasonable adjustments for staff, pupils and learners to remove, reduce or prevent obstacles faced by individuals with a disability. For pupils and learners adjustments are made in line with their Education, Health and Care Plan or Care Plan respectively.

15. Raising concerns or complaints about discrimination

15.1 Any member of staff who has a concern about an issue connected with discrimination in the workplace should raise this, following Jigsaw's Concerns Policy.

15.2 Concerns can be raised by anyone other than staff members, through the School's Complaints Policy / JigsawPlus Complaints Policy which are available on the School / JigsawPlus websites or which can be made available upon request.

15.3 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.

15.4 An individual 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 individual raising the concern.

15.5 Any employee who considers that they 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.

15.6 Other members of the Jigsaw community can raise concerns or complaints via the Jigsaw School Complaints Policy or JigsawPlus Complaints Policy.

15.7 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.

16. Policy Review

16.1 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.

16.2 This policy was last reviewed in January 2026.

17. 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'.
2.1	August 2023	Policy fully reviewed and wording and intent clarified, following parental feedback.
2.2	Sept 2023	Further amendments for clarity following feedback from Trustees and Governors.
2.3	November 2024	Update to Mission Statement Wording (Section 7.2). Other minor amendments for clarity
3.1	January 2026	Policy review. Update to provide additional clarification to Gender Reassignment definition and commitments (Appendix A).

18. Related Legislation & Guidance

Document	Electronic Copy Location
Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
Equality Act 2010 and Schools (May 2014 guidance document)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
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/

19. 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/
Personal and Intimate Care Policy	file://js02/common/My%20Jigsaw/Policies/School/Operations/
Accessibility Plan	file://js02/common/My%20Jigsaw/Policies/School/Operations/
Complaints Policy	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/
Complaints Policy	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/
Anti-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
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same, challenging any discriminatory assumptions about younger and older people

It must be noted that age as a protected characteristic does not apply to pupils in schools. Schools remain free to admit and organise pupils in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

Disability

Disability is defined in the Equality Act as when an individual has a 'physical or mental impairment which has a substantial and long-term adverse effect on that individual's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

We will:

- make changes to our practices to ensure, as far as is reasonably possible, that a disabled individual can benefit from that which Jigsaw offers to the same extent that an individual without that disability can
- 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, this will be discussed with the individual and an alternative solution sought where possible
- challenge discriminatory assumptions about disabled people
- seek to continue to improve access to information by ensuring availability of loop systems, braille facilities, alternative formatting and sign language interpretation where appropriate
- 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

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

Gender reassignment

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil, learner or member of staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so.

Whilst not automatically protected by statute, the law on gender reassignment discrimination might also protect:

- non-binary people – a non-binary person is someone who does not see themselves as exclusively a man or a woman
- people with variations in sex characteristics (VSC) – some people use the terms differences in sex development (DSD) or intersex

We will:

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

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
- ensure that no individual is disadvantaged as a result of their marriage or civil partnership status
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same
- ensure teaching about marriage to the school pupils is done in a sensitive, reasonable, respectful and balanced way. School staff are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and pupils

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
- 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
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same
- ensure that any member of the Jigsaw community is not treated less favourably because they become pregnant or have recently had a baby, or because they are breastfeeding

Religion or belief

The Equality Act defines 'religion' as being any religion and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. 'Religion' will include for example all the major faith groups and 'belief' will include non-religious worldviews such as humanism.

We will:

- ensure that the religion or beliefs of pupils, learners and staff are respected and accommodated wherever possible
- respect people's beliefs where the expression of those beliefs does not impinge on the legitimate rights of others.
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same

Race

The definition of race includes colour, nationality and ethnic or national origins.

We will:

- challenge racism wherever it occurs
- respond swiftly and sensitively to racist incidents
- actively promote race equality and inclusion within the Jigsaw community
- 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

Sex

We will:

- ensure that both males and females are treated with respect and dignity
- challenge discriminatory assumptions made on the grounds of sex
- ensure there are no practices which could result in unfair, less favourable treatment of males or females
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same

Sexual orientation

We will:

- ensure that we take account of the needs of everyone, including the LGBTQ+ communities (including the children of gay, lesbian or bisexual parents)
- 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
- offer equal access for everyone to representation, services, employment, training and pay and encourage other organisations to do the same

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.