

Equality and Diversity Policy



Jigsaw: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: May 24

Chair of management Committee: Mr D. Hains

Headteacher: Ms E. Rothlisberger

Review Date: May 25

Introduction

Jigsaw PRU is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Vision Statement

Jigsaw is a Pupil Referral Unit for primary aged children. It supports pupils who are exhibiting significant social, emotional and mental health needs. Most of those pupils will be supported in a preventative manner, the aim being to avoid the need for permanent exclusion. A small number of pupils are supported following a permanent exclusion from their mainstream school.

Jigsaw aims to provide intervention for pupils to help them develop skills and strategies to make progress in mainstream education. Jigsaw also supports the appropriate behavioural assessments, which may uncover other unmet needs.

Whilst addressing Social, emotional and mental health needs, Jigsaw also endeavours to support pupils' academic needs and progress.

Our vision and Aims for Equality and Diversity

At Jigsaw PRU, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Jigsaw PRU we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Jigsaw PRU recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those that do not.

Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Jigsaw PRU recognises that we are required to:

Publish information annually to demonstrate compliance with the PSED

Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

- 1.** All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
- 2.** We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
- 3.** We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other
- 4.** We foster a shared sense of cohesion and belonging. We want all members of our school community to feel senses of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
- 5.** We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.
- 6.** We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- 7.** We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School.

The guiding principles and equality objectives for Jigsaw PRU will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed each curriculum subject or area will ensure that teaching and learning will reflect our guiding principles as set out in this document.

The Management Committee are responsible for:

Making sure the school complies with all current equality legislation

Making sure this policy and the PSED are properly implemented

Making sure related procedures are followed

The Head Teacher is responsible for:

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

Producing regular information for staff and governors about the policy and how it is working.
Provide training for them on the policy

Making sure all staff know their roles and responsibilities

Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

Promoting an inclusive and collaborative ethos in the classroom

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and avoiding discrimination against anyone

Taking up equality training and learning opportunities

Pupils are responsible for:

Supporting the schools equality ethos

Sharing concerns or issues with a member of staff

Keeping equality and diversity issues a high priority - helping to review and develop good practice.

Parents/Carers are responsible for:

Supporting the schools equality ethos

Challenging inappropriate language /behaviour

Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the unit :

Will lie with a named member of staff and governor and will report directly to the Head teacher. Responsibilities include-

Co-ordinating and monitoring work on equality issues

Dealing with and monitoring reports of harassment (including from protected characteristic groups)

Monitoring the progress and attainment of potentially vulnerable groups.

Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact:

Jigsaw PRU equality policy is linked to the Equality and Diversity action plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year.

This policy links to other policies and in general the principals of equality will apply to all other school policies.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

Jigsaw PRU has a disability access plan (attached as appendix 1).

The key objective of this plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

This plan will be reviewed annually by the governing body after consultation with staff, parents and pupils.

Publishing Equality Information.

At Jigsaw PRU, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Information about our employees.

We have less than 150 employees, therefore, under the Act, we are not required to publish equality information about our employees.

Information about our pupil population.

As of May 2024, the total number of pupils on roll is: 21

The breakdown is shown in the grid below, in addition to pupils with a protected characteristic, we have provided information on other vulnerable groups of pupils, (denoted by *)

Protected Characteristic	Number of Pupils	% school Population
GENDER Girls Boys	6 15	29% 71%
DISABILITY Wheelchair User Hearing Impaired Visually Impaired Autism Spectrum	4	19%
RACE White British White Irish Black Asian Chinese Turkish East European Mixed Race Any Other White Background	20 1	95% 5%
SEXUALITY Gay Lesbian Transgender		
RELIGION, FAITH, BELIEF Christian Muslim Jewish Hindu Sikh Jehovah Witness Non Religion	7 1 13	33% 5% 62%
PUPILS with EAL* Girls Boys		
LOOKED AFTER CHILDREN* Girls Boys	1 1	5% 5%
YOUNG CARERS* Girls Boys		
PUPIL PREMIUM Dual registered Girls Boys	2 9	
PUPIL PREMIUM On Jigsaw roll Girls Boys	1 4	

Compliance with the Equality Act 2010 Duty.

At Jigsaw PRU we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the **General Duty** and the **Specific Duty** of the **Act**.

The information below is a summary of how we are aware of these requirements and how we respond to them:

Our Governing Body has had training on the key concepts of the Equality Act 2010.

All staff have received training on the key concepts of the Equality Act 2010.

We have a named Governor and staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.

We promote an ethos that champions and supports respect, dignity and difference.

We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.

Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.

We review our accessibility plan every year with the Governing Body.

We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.

Through a broad range of study within our Citizenship and PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.

Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.

We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The school council is strong and articulate, contributing to whole school decision-making where appropriate.

We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.

We have a 'Healthy Eating' plan that recognises a culturally diverse community and ensures all pupils receive a healthy meal each day. Our plan reflects our commitment to a healthy lifestyle, regardless of socio- economic background.

We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any

discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Jigsaw is a highly specialised unit that supports pupils who are exhibiting significant social, emotional and mental health needs. Most of those pupils will be supported in a preventative manner, the aim being to avoid the need for permanent exclusion. A small number of pupils are supported following a permanent exclusion from their mainstream school. Many of the protective characteristics will be advanced by the home school of our pupils.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We monitor attainment and progress of pupils by gender	Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning.
Provide a rich personalised curriculum that stimulates the learning of both boys and girls	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We have regular parent/ teacher consultations and induction meetings prior to a disabled pupil starting school.
Through assemblies, PSHE and Jigsaw connect curriculum pupil's awareness and the ability to recognise the uniqueness of value of each individual	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes
We have regular staff meeting updating staff on particular disabilities and supportive strategies.	

RACE

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and management committee on a range of equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all our faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that all pupils or staff members are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity.

EQUALITY OBJECTIVES

In line with our responsibility under the Specific Duty of the Equality Act, Jigsaw PRU has after consultation with all school stakeholders established our equality objectives. The following objectives will be reviewed each year.

Equality Objective#1	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
Why	Pupils come from a wide community and the majority are on roll at their 'home' primary school it is important to establish a starting point and build on their knowledge and viewpoints. As most of our pupils have Social, Emotional and Mental Health needs it is important that we are continually promoting these areas through our Jigsaw connect, British Values and PSHE sessions with the pupils.
How	Through our Assemblies, PSHE and Afternoon Topic work. Specific areas of need are identified for pupils in our baseline assessment and through talking with staff from the 'home' school, as well as the parents. A long term plan is in place; however there is flexibility and fluidity in this in order to address specific areas on a needs led basis. As a school staff we have several different forums in order to discuss and look at next steps for specific pupils – staff supervision, pupil progress meetings, staff meetings with pupil focus, reviews and professional meetings. Any area of specific need would be highlighted through these meetings and would be recorded on the pupil's SEN Support Plan.
Outcome	Expected outcomes would be that spiritual, moral, social and cultural development is evident in classroom observations and learning walks. That all pupils are making progress in these areas which would be identified through their progress meetings. Any specific area of need will be identified and recorded on the SEN Support Plan and desired outcomes achieved.

Equality Objective #2	To continually consider how well the school ensures equality of opportunities for pupils that are in a small minority.
Why	As a Pupil Referral unit, Jigsaw is predominantly attended by boys. Parents of girls and the pupils themselves are aware of this and on initial visit will ask particularly about the promotion of friendships as well as pupil interaction in class. As a Unit all pupils are planned for individually and needs are identified on arrival. If a specific gender related need is raised then this, as with all areas of opportunity, should be planned for and specifically resourced if necessary.
How	Conduct pupil questionnaires to gather a pupil voice. Coordinator to speak to parents to gather their thoughts. Audit resources and discuss with staff how to promote equality for all. When questions are raised at entry to Jigsaw – highlight these with staff and

	monitor and track how these are addressed over time and feedback to parents/pupils.
Outcome	Any areas of concern or need are raised early on and plans are made to address and resource as soon as possible. Timely and specific feedback is given and evaluation of impact measured.

Reviewing Equality Objectives.

The review of the progress on our equality objectives will take place annually and will help inform how our school sets new priorities. This information will be published and made available across all platforms.

PUBLICATION

All equality policies will be published on our website and will be made available both electronically and in a hard copy format.

Jigsaw PRU adopt a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'