



# Normanton Junior Academy

## Equality Policy

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## Our Vision and Aims for Equality and Diversity

At Normanton Junior Academy, we will treat everyone fairly, celebrating difference and meeting different needs so that **all** members of our school community are free to live, learn and achieve their potential. **No form of discrimination is tolerated** and we strive to ensure that all pupils show respect for those who share the protected characteristics. It is important that all children understand the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.

We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance;
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team;
- to ensure that everyone, whatever their needs and capabilities, is included and catered for;
- to value each individual and recognise and respond to the needs of all children.

## Defining Equality and Diversity

### 2.1 Equality

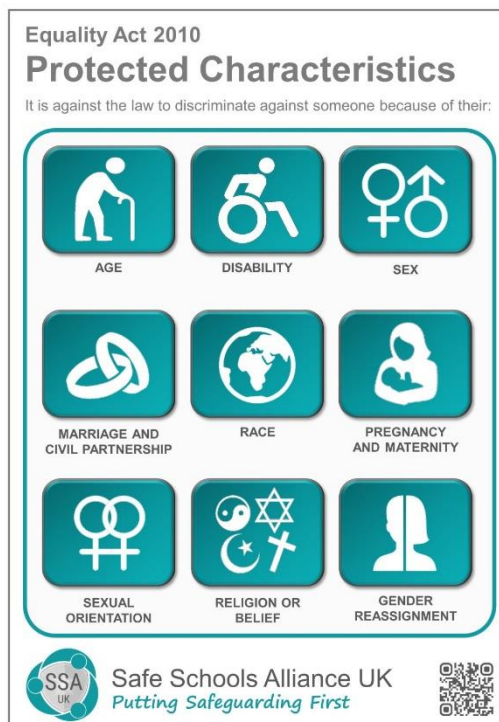
Equality is about fairness and equality of opportunity, and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, teaching assistants, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010), there are nine 'protected characteristics' these are:

- age;
- disability,
- gender reassignment [transgender],
- marriage/civil partnership,
- pregnancy/maternity,
- race,
- religion or belief (and having no belief),
- sex (gender)
- sexual orientation

Under the general duty, schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:

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



**The Equality Act 2010** states that we should in carrying out our functions and have due regard to the need to:

- Eliminate unlawful disability discrimination
- Eliminate disability related harassment
- Promote equality of opportunity between disabled people and others
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabilities even where that involves treating disabled people more favourably than others

### **Gender / Gender reassignment**

The Equality Act 2010 places a positive duty on us not to treat anyone unfairly because of gender; this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. The Equality Act amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

This includes references in regard to same-sex marriage and civil partnerships.

### **Ethnicity**

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, and have due regard to the need:

- To eliminate unlawful racial discrimination; and
- To promote equality of opportunity and good relations between persons of different racial groups

### **Religion and Belief**

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

### **Sexual orientation / identity**

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation / sexual identity, through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

### **Pregnancy / Maternity**

The Equality Act 2010 specifically protects women against direct discrimination and victimisation because of the protected characteristic of pregnancy and maternity.

### **Age**

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Equality Act and Age Discrimination Regulations. The provisions apply to all age groups. We will ensure that we follow these regulations.

## **Duty to Promote Community Cohesion**

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. We therefore ensure that all staff are trained in the procedures to follow, if they are alerted to any concerns in regard to hate crimes in relation to ethnicity or cultural and religious differences.

## **Future legislation**

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

## **2.2 Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Through promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

## **3. Purpose and Scope of the Policy**

This policy sets out Normanton Junior Academy's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

We do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents/carers and the wider community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which values and respects all people, which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Preparing all pupils for life inside a diverse society
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Fostering good relations amongst both the school community and the wider communities with which we work
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Using all available resources to eliminate barriers which could discourage or limit access to school activities and provision.

- Actively promoting the equality of opportunity.
- Delivering diversity and equality through school policies, practice, and procedures.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.
- Supporting children’s emotional needs through our wide ranging Pastoral offer – see our school website for [more details](#)
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination;
  - We use the Jigsaw PSHE 3-11 teaching materials which help schools understand and promote these characteristics more fully and in a pupil centred way. Our inclusive approach continues to develop progressively through the age ranges at NJA. Indeed, the beauty of the Jigsaw approach is that this is progressive and developmental. Ground rules are fundamental to creating and maintaining an inclusive and safe teaching and learning environment. Establishing such an environment for both pupils and teachers is important for PSHE education lessons – especially those focusing on equality and the protected characteristics, as it:
    - enables them to feel comfortable exploring values and attitudes
    - enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback, and only if they choose to.
  - In Jigsaw, this happens in every single lesson. It is crucial to establish a safe, open and inclusive learning environment based on trusting relationships between all members of the class, adults and students alike. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. One of the most important elements of the Charter is the Right to Pass, where children and young people understand fully that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected.
  - The Jigsaw Charter refers to confidentiality too. Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children/young people are taught to respect the privacy of others and to do their best to keep personal information or views shared by their classmates in Jigsaw Pieces (lessons) confidential, and not to share personal information about themselves or others. The teacher must emphasise that adults cannot promise complete confidentiality as they must report any information relating to safeguarding concerns. Children are encouraged to discuss the ideas and learning in their lessons at home, but to show their classmates the respect and privacy that they would want in return.
  - Throughout Jigsaw, the mindful approach to PSHE, students are encouraged by staff to ask questions, to find someone who can help them, and ultimately to help themselves by becoming more independent.
  - In terms of content, the Puzzle ‘Celebrating Difference’ is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’. Bullying – what it is and what it isn’t, including cyber and homophobic bullying – is an important aspect of this Puzzle.
  - The ‘Relationships’ Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act. A vital part of this Puzzle

is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes.

- All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet pupils' needs and can help them understand the wider world.

Note: this is not an exhaustive list but are examples of how our PSHE curriculum teaches about the Equality Act:

Protected characteristics	What this refers to	Links to Jigsaw 3-11
<b>Age</b>	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-yearolds) or range of ages (for example, 18- to 30-yearolds).	<b>Celebrating Difference</b> Age 8-9 Piece 1: Judging by Appearance Age 8-9 Piece 2: Understanding Influences Age 10-11 Piece 2: Understanding Difference Ages 10-11 Piece 3: Power Struggles
<b>Gender reassignment</b>	The process of transitioning from one gender to another.	<b>Celebrating Difference</b> Age 6-7 Piece 5: Gender Diversity NB: there is no direct reference to transgender or the concept of transitioning in this lesson. Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.
<b>Being married or in a civil partnership</b>	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	<b>Celebrating Difference</b> Ages 7-8 Piece 1: Families Age 10-11 Piece 2: Understanding Difference <b>Relationships</b> Age 5-6 Piece 1: Families Ages 6-7 Piece 1: Families
<b>Being pregnant or on maternity leave</b>	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	<b>Celebrating Difference</b> Ages 3-4/4-5 Piece 3: Families  Ages 7-8 Piece 1: Families  Age 10-11 Piece 2: Understanding Difference
<b>Disability</b>	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	<b>Celebrating Difference</b> Ages 10-11 Piece 5: Celebrating difference Age 8-9 Piece 1: Judging by Appearances Age 8-9 Piece 6: Celebrating Differences: How We Look Age 10-11 Piece 2: Understanding Difference
<b>Race including colour, nationality, ethnic or national origin</b>	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	<b>Celebrating Difference</b> Ages 9-10 Piece 1: Different Cultures Ages 9-10 Piece 2: Racism Age 7-8 Piece: Families Age 10-11 Piece 2: Understanding Difference
<b>Religion, belief or lack of religion/belief</b>	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	<b>Celebrating Difference</b> Ages 9-10 Piece 1: Different Cultures Age 10-11 Piece 2: Understanding Difference

<b>Sex</b>	A man or a woman.	<p><b>Celebrating Difference</b> Age 8-9 Piece 1: Judging by Appearances Age 10-11 Piece 2: Understanding Difference</p> <p><b>Changing Me</b> Age 7-8 Piece 5: Family Stereotypes</p>
<b>Sexual orientation</b>	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	<p><b>Celebrating Difference</b> Age 7-8 Piece 1: Families Age 9-10 Piece 3: Rumours and Name Calling Age 9-10 Piece 4: Types of Bullying Age 10 – 11 Piece 2: Understanding Difference</p> <p><b>Relationships</b> Age 8- 9 Piece 5: Girlfriends and Boyfriends</p> <p><b>Changing Me</b> Ages 10-11 Piece 4: Boyfriends and girlfriends</p>

At Normanton Junior Academy, our Jigsaw programme also ensures that all statutory aspects of Relationships & Health Education, including sex education. Our RSE policy outlines exactly what we do and how Jigsaw helps us fulfil these requirements. It helps demonstrate how and where we are meeting the expectations around the Equality Act.

The Jigsaw PSHE teaching materials are the result of meticulous mapping to all relevant government guidance, often exceeding the standards expected by government; and many years of experience of working with children, understanding their needs and how they learn best. The teaching materials are adapted easily by teachers who know their class, children and understand how best to modify them to meet individual and group needs.

More details about the content of our RSE programme, can be found on the school website - <https://normantonjunioracademy.org/curriculum/relationship-sex-health-education-rse/>

- Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website or will be made available in an alternative format as requested.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

#### 4. Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate

- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition, School Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

#### **4.1 Breaches of Policy**

Normanton Junior Academy views any form of discrimination as a serious act of misconduct and this will not be tolerated. We will ensure that all governors (ASC members), staff, pupils and parents/carers are aware of our commitment to promoting equality and diversity. All persons covered by the statement will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the statement. Any allegation of a breach in the policy will be investigated by the Headteacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

The Headteacher, in consultation with other relevant staff, including Waterton Academy Trust, will decide on an appropriate response to any breach of the statement, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy)
- Involvement of ASC members or Trust committee members
- Fixed term or permanent exclusion

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to cooperate with other people on grounds of gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Failure to deal with incidents that occur
- Age related discrimination

#### **5. Monitoring and review**

Normanton Junior Academy has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our School Website - <https://normantonjunioracademy.org/policies/>



## **6. Bullying and Diversity incidents**

### **6.1 Pupils**

Normanton Junior Academy believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable and will not be tolerated. Incidents will be logged, investigated swiftly and appropriate actions taken to prevent future incidents and to support the victim as outlined in Waterton Academy Trust's Anti-Bullying Policy.

### **6.2 Staff and Governors**

Waterton Academy Trust and Normanton Junior Academy view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, police involvement.

## **7. Diversity Complaints**

Normanton Junior Academy takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Headteacher.

This policy was agreed by the Academic Standards Committee on: September 2022

Policy due for renewal: June 2024