



Les Landes School Equalities Policy

UNCRC Article 2: You have the right not to be discriminated against.

UNCRC Article 3: Everyone who works with children should do what is best for each child.

UNCRC Article 29: Your education should help you use and develop your talents and abilities.

Aims

Our school aims to meet its obligations under Jersey Law by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by Jersey Law
- Advance equality of opportunity and promote equity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Our school seeks to promote respect for difference and diversity in accordance with our core values, Community, Achievement and Pride. We want our children to experience equality, equity, recognise and celebrate diversity, be knowledgeable and respect difference. The flag which flies above the main entrance states 'All Different: All Equal' and has the handprint of every pupil on the rainbow graphic. This is a clear 'sign up' for every child to the values of inclusion, valuing difference and respecting diversity.

Les Landes aims to provide all its pupils with the opportunity to succeed. This will be achieved by curriculum planning and implementation that reflects our commitment to equality:

- The curriculum prepares students for life in a diverse society and offer opportunities to reflect the background and experience of pupils, their families and heritage cultures and language(s) in school life.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

Attitude and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible.

We aim to ensure that every member of the school community is given an equal opportunity to be the best that they can be, within a supportive environment.

In order to achieve this we are committed to:

- equal access and treatment
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self image and mutual respect

- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all cultures, identities and lifestyles
- acknowledging the richness and diversity of society and to prepare children for their part in this
- developing a positive attitude to equal opportunity by all staff, children, parents and all who participate in the life of the school

Pupils are taught

- to be confident, strong and self affirming in their own identity
- to value and respect all children and adults
- to learn from other cultures and their own
- to be open to change, choice and development
- to be able to discuss, celebrate and challenge traditions and beliefs

Practice & Policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

- Admissions, induction, and attendance.
- Curriculum access and participation.
- Teaching styles and strategies.
- Pupils' progress and achievement.
- Students' personal development and wellbeing, particularly in relation to safeguarding.
- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.

Legislation and guidance

This document meets the requirements under the following legislation:

- [Discrimination \(Jersey\) Law 2013](#), which protects people from discrimination and outlines the protected characteristics.
- [Children and Young People \(Jersey\) Law 2022](#) which makes provision to promote and support the wellbeing, and safeguard the welfare, of children and young people
- [United Nations Conventions on the Rights of the Child \(UNCRC\)](#). This legally binding agreement was adopted by Jersey in 2014 when the Government of Jersey asked for the UK's ratification to be extended to the Island. This Equality Policy is written in line with the UNCRC particularly in its aims to support the underlying principles of articles 2, 3, 6 and 12. Through this policy we seek to ensure all children

are supported in their education in respect to their dignity and their rights in line with the principles of articles 28 and 29.

This document is also reflective of our commitment and actions taken in line with the following guidance:

- [Government of Jersey Equality and Diversity Policy 2018](#) which states everyone, regardless of age, disability, gender reassignment, marital or civil partnership status, pregnancy, maternity, race, religion or belief, sex or sexual orientation can expect to be treated with dignity and respect whether they are employees, service users, customers, clients, visitors, volunteers or contractors
- [CYPES Equality Policy](#). (Note we follow CYPES guidance in relation to gender questioning children which is included as an appendix to this Equality Policy)
- Jersey's [Keeping Children Safe in Education](#) guidance for all staff and governors in schools
- The [Government of Jersey's vision for Inclusive Education](#)
- [The Violence Against Women and Girls \(VAWG\) Taskforce report 2022](#) This report is the outcome of research undertaken to better understand the nature, extent, and experiences of VAWG in Jersey. It provides recommendations for government and other key stakeholders.
- The [Jersey School Review Framework Handbook](#) - *currently being updated for January 2025*
- [CYPES's other linked policies](#) In particular:
 - CYPES school admissions policies
 - School Attendance Policy
 - Sex and Relationships Education Policy
 - Positive Behaviour & Exclusions Policy
 - Part Time Timetables Policy
 - Special Educational Needs Code of Practice
 - Special Educational Needs Policy

Protected Characteristics

The Discrimination (Jersey) Law 2013 defines seven protected characteristics which are potentially applicable to the school community (students, staff and governors):

- Age (as an employer but not applicable to pupils)

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Sex
- Sexual orientation

The government of Jersey Equality and Diversity Policy, in line with the UK's Equality Act 2010, includes 2 additional protected characteristics;

- Marriage and Civil Partnerships
- Religion or belief

As a school we are committed to ensure we identify eliminate any and all forms of discrimination.

Roles and responsibilities

The headteacher, and designated member of staff for equality, will:

- Promote knowledge and understanding of this equality policy among staff and pupils
- Monitor its implementation
- Identify any staff training needs, and deliver training as necessary

All staff will:

- Actively promote equality of opportunity in all areas of school life.
- Promote our inclusive whole school ethos through the taught and wider curriculum ensuring learning opportunities reflect our diverse Island society
- Ensure that members of the school community know their rights, and respect the rights of others.
- Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
- Raise awareness of equality issues for all members of the school community, and through our links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil their potential regardless of their age, ability, sex, gender, race, disability, religion or sexual orientation
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Eliminating discrimination

The school is aware of its obligations under the legislation and guidance as outlined in section 2 above.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

All staff are regularly reminded of their responsibilities under Jersey law - for example, during meetings, bulletins and briefings. Where equality issues are discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on equal opportunities and promoting equity as part of their induction, and all staff receive refresher training annually. Equality, diversity and inclusion training takes many forms such as face to face courses, staff meetings and online courses.

The school has a designated member of staff for monitoring equality issues, identifying and sourcing appropriate training. The Headteacher is part of the VAWG Taskforce and the CYPES Transgender working party.

Advancing equality of opportunity

As required by CYPES, the school aims to advance equality of opportunity by:

Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or any pupils who are being subjected to either sexist, racist or homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. where appropriate we would, following consultation with pupils themselves and parents, enable pupils access to suitable spaces to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging everyone to be involved in our full range of school clubs, trips and activities)

To support us fulfilling these aims, the school will:

Where appropriate, monitor how pupils with different characteristics are performing. Analysis of this performance information would be used by leaders to determine strengths and areas for improvement and to implement actions in response

Ensure our school improvement plans never mention individual pupils. However, where issues have been identified related to any of the particular protected characteristics, we will identify how these issues may impact on our pupils and target improvements (e.g. identifying strategies to monitor any rare incidents of homophobic or transphobic language and/or bullying)

In line with the Government of Jersey Violence Against Women and Girls Taskforce recommendations, the school commits to a whole-school, zero-tolerance approach to all forms of gender-based violence, abuse and harassment, promoting gender equality, respectful relationships, early intervention, safe reporting, and robust safeguarding to prevent and eradicate violence against women and girls.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, respect, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE including World Views and personal, social, health and economic (PSHE including Citizenship) education, but also activities in other curriculum subjects.

- As part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. For example: *The Day of Ahmed's Secret* (Y5)
- In art and design pupils gain opportunities to reflect upon how art reflects and shapes our history, and contributes to the culture, creativity and wealth of our Island. For example male and female artists across history, local artist studies.
- Through studying drama over time pupils are challenged to think critically about how dramatic literature and performances both reflect and influence our society and culture. For example: class assemblies

Holding assemblies dealing with relevant issues. Pupils are often encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. Our work as a Philosophy for Children (P4C) school supports the promotion of equality.

Working with our local community. This includes inviting leaders of St Ouen's Church and other faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council and Rights respecting group have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities and extracurricular offer. We also work with parents to promote knowledge and understanding of different cultures.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Where possible, we consult and involve those affected by inequality, in the decisions the school takes to promote equality and eliminate discrimination - This includes consulting parents, pupils, staff and members of the local community.

- We foster an inclusive and welcoming environment that respects and celebrates the cultures and languages of our multi-lingual learners. Displays, resources, and classroom materials reflect the linguistic backgrounds of our students and we encourage and promote positive attitudes towards language diversity through assemblies, pupil voice groups, events, and celebrations.
- Promoting pupils to know their rights through our Rights Respecting Schools Gold status.
- Developing awareness of global citizenship. Our community links with Kafunjo, local and national charities support this work.
- Our Inclusion Quality Mark includes a network of schools we work with to promote equality.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on groups of pupils with protected characteristics. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

We will keep a written record to show we have actively considered our equality policy and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning our school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

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