Janvrin School



Equality Policy

Reviewed May 2025

Principles

Janvrin School is committed to the principle of equality for all in our school community including pupils, parents, carers, staff and visitors irrespective of race, religion, gender, age, sexual orientation, language, disability or family background.

We believe that equality is at the heart of good educational practice and our place in caring community.

All pupils are of equal value and deserve equality in every aspect of school life. We believe in supporting the development of personal and cultural identities of all pupils and preparing our pupils for full participation in society.

Discrimination on the basis of race, religion, gender, age, sexual orientation, language, disability or family background is not acceptable at our school.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

Aims & Objectives

We aim to ensure that every member of the school community is given ***equity*** in order to be best supported according to their individual needs. In order to achieve this we are committed to:

- equitable access and treatment;
- being responsive to changing and developing needs;
- educating and informing children, pupils, parents and carers about the issues in this policy and avoiding prejudice;
- promoting a positive self-image and mutual respect;
- ensuring that equity of opportunity permeates the whole curriculum and ethos of the school;
- using resources and examples which provide a positive image of all groups;
- acknowledging the richness and diversity of society and to prepare pupils 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, and self-affirming in their own identity
- to value and respect all in our community
- to learn from other cultures, backgrounds, countries as well as their own
- to be open to change, choice and development
- to be able to discuss, celebrate and challenge traditions and beliefs.

Diversity
Diversity is about recognising and valuing people as individuals and reflecting on how these compares to our experiences and backgrounds.
We learn how to recognise our differences and learn from these differences.
By promoting the respect of 'diversity', we can ensure opportunities are available to all and strive for potential to be fulfilled. Our school 'culture' is about the way we behave towards one another – children, pupils, parents, carers, visitors to the school as well as the community outside of the school. It is about how we respond to one another and recognise and respect our differences. Promoting diversity and a diversity-friendly culture helps to create a more productive school community and a more hopeful society in the future. **Gender**
We take practical steps to ensure that we treat genders equally. Our organisational structure, school policies and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis, and class groupings are flexible. When asking pupils to carry out tasks or represent the school, we aim to include all equally and promote aspirational equality.

Race, Faith (and no faith), Languages and Family Background
We are immensely proud of the diversity of faiths, languages and backgrounds across our school. Pupils, staff, carers and parents are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work.

The majority of children at Janvrin school are multilingual learners (MLL). Children are assessed at their level of English acquisition and knowledge, and appropriate support and interventions are directed as needed to support children's language development. Our planning reflects how we can differentiate and include children who are not yet secure in their English acquisition. Including Translanguaging skills and approaches.

Within this context it is a crucial part of our teaching and culture that we all understand that racial discrimination is unlawful in Jersey. Through our lessons and responses to pupils we aim to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice.

Disability
Some pupils at our school, or their parents/carers, may have disabilities, either temporarily or more permanently.
The amount of steps in and around our building could potentially pose issues to parents and children with physical disabilities. We aim to minimise these difficulties and make areas as accessible as possible within the site constraints.
We work closely with families to support appropriate and safe access.

Invisible (or hidden) disabilities are usually defined as those that don't manifest in ways that are immediately obvious to others. This is a loosely defined category that may include any number of disabilities, impairments, or medical conditions. This can include chronic pain or fatigue; cognitive or

learning disabilities or differences; head or brain injuries; hearing disabilities or impairments; vision disabilities or impairments; and much more.

To support pupils with individual needs, teachers modify teaching and learning as appropriate. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities. At times, we may seek the support of other education or medical professionals, in order to ensure we support pupils with disabilities as well as possible.

Curriculum Access
The Jersey 'Teacher's Task' and Teacher's Standards (2012) documents underpin our Teaching for Learning Policy. Within these documents, the onus is on class teachers to ensure access to the curriculum for all pupils. The Jersey Curriculum (2014) requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. This applies to all pupils, from those that might be considered 'gifted' in a subject, to those that might be experiencing difficulty in their learning.

Staff
The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and safe recruitment carried out in a manner consistent with equality practice, following current guidelines from the Government of Jersey Children, Young People, Education and Skills Department (CYPES).

Dealing with concerns if they arise
As part of growing up, children sometimes experiment with expressions, gestures and language which they have heard through the media or from member of the community.
In most cases, they do not understand how hurtful and harmful these can be. We treat such incidences sensitively, but firmly, so that pupils learn quickly not to use expressions, gestures and language that are inappropriate and discriminatory.

Everyone has the right to be protected from abuse of any sort. Unacceptable behaviour in the classrooms and playground are always dealt with swiftly and consistently using our Positive Behaviour Policy. Any repeated incidents will be recorded for discussion with the Senior staff and the pupil's parents/Carers. We also refer to our Anti Bullying Policy.

Monitoring Attainment and Progress
In conjunction with CYPES, we analyse the school achievement and progress data carefully in order to ensure that we identify any issues which need addressing. We ensure that we monitor the progress and attainment of all pupils so that all pupils are making the best possible progress, and that no specific group of pupils is underachieving across the school. These groups include the progress and attainment of both genders, MLL, pupils eligible for Jersey Premium and pupils with identified Special Educational Needs.

Diversity Complaints
We take seriously all complaints.

Where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Please see the Comments, Complaints and Compliments Policy

Further Information

Equality in Education Policy Gov.je March 2025.pdf