

Equality & Diversity Policy

Introduction

Cambridge Nursery Federation Equality and Diversity Policy relates to the Equality Act 2010 and incorporates issues concerning personnel management as well as equality issues relating more specifically to children and parent/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as to parents/carers and pupils. It has been agreed following consultation with staff and governors.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. This policy does not form part of any employees contract of employment and may be amended at any time.

Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between people with disabilities and those without and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- people of all sexual identities

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- people with disabilities as well as those without
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of all sexual identities

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual identities

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

6. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the Guiding Principles above.

Socio-economic inequalities

7. Although the Equality Act 2010 does not refer to inequalities relating to socio-economic circumstances, within Cambridge Nursery Federation we are mindful of the impact of such inequalities. The rest of this document, therefore, refers as much to potential socio-economic inequalities as to others encompassed in the 9 principles above.

Ethos and organisation

8. We ensure the 9 principles listed above and the issues raised in paragraph 6, apply to the full range of our policies and practices, including those that are concerned with:

- childrens' progress, attainment and achievement
- childrens' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

9. Cambridge Nursery Federation is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

10. Discrimination is not tolerated at Cambridge Nursery Federation. Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

11. Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.

12. Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

13. Other policies and procedures which are relevant to the issues are the Special Educational Needs and Disability Policy, Recording and Reporting Racist Incidents, Persistent Complaints and Harassment Policy, Behaviour Policy, Management of Bullying Policy, Flexible Working Policy, Whistleblowing Policy and the Grievance Procedure.

We keep appropriate records of relevant incidents in accordance with the above policies and procedures.

Roles and responsibilities

14. The governing body is responsible for ensuring that the Federation complies with legislation, and that this policy and its related procedures and action plans are implemented.

15. The governing body make an annual appointment of an Equality governor who has a watching brief regarding the implementation of this policy. The Management & Resources Committee annually reviews the policy. They will report on the progress made in achieving targets set by the governing body.

16. The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

17. The Senior Leadership team have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their learning areas or other working areas (e.g. in drop ins) and be aware that they may be personally liable if they are found to have discriminated against another person whilst in school or on Federation related business
- model appropriate standards of behaviour
- deal with any prejudice-related incidents that may occur
- plan and deliver the Early Years curriculum that reflect our Guiding Principles – see earlier in document.
- support children in their class for whom English is an additional language
- support parents and carers who attend the centre for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- promote an inclusive ethos with regard to other members of staff
- promote an inclusive ethos with regard to parents, volunteers and visitors to the Federation

Information and resources

19. We ensure that the content of this policy is known to all staff, governors, parents/carers and, as appropriate, to all children.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and governing body.

Monitoring and review

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language and religious affiliation; gender; free school meals; pupil premium; funded two's (the latter being our main indicators of socio-economic inequality). For information on our current cohort make up please contact the Executive Headteacher.

25. If a child expresses prejudice either intentionally, or unintentionally, towards another child the events are recorded. Staff will also talk to the child's parents, if appropriate, and work with the child, and class, to address the prejudice through the sharing of appropriate books, or discussions in class.

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