

Cambridge Nursery Federation Equality Information

Cambridge Nursery Federation is compliant with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities, and we take our role in this very seriously.

Data about the Federation population and differences of outcome

1. The Federation has data on its composition broken down by nursery school, ethnicity and gender, and by proficiency in English.
2. The Federation has data on its composition broken down by types of impairment and special educational needs.
3. The Federation has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The Federation uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the Federation's responsibilities under the Equality Act in various documents. For example, there is a statement of overarching vision, and there may be significant references in the Federation Development Plan, self-evaluation papers, parents booklets, routine, newsletters, and occasional letters to parents. There is an Equality and Diversity policy and other related policies.
6. Before introducing important new policies or measures, the Federation carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

7. The Executive Headteacher has special responsibility for equalities matters.
8. A member of the governing body has a watching brief for equalities matters.

Staffing

9. The Federation's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
10. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

11. There are clear procedures for dealing with prejudice-related bullying and incidents.
12. Surveys and focus groups show that most children feel safe from all kinds of bullying.

Curriculum

13. Focused attention is paid to the needs of specific groups of children, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate.
14. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
15. There are activities across the curriculum that promote children's spiritual, moral, social and cultural development.
16. In curriculum materials in all subjects there are positive images of disabled people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

17. The Federation has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.