

Equality information and objectives policy



Approved by:	Full Governing Body	Date: 25 th June 2026
---------------------	---------------------	---

Last reviewed on:

Next review due by: June 2027

Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	6
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

Our federation of nursery schools aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

The schools in the federation aim to promote respect for difference and diversity in accordance with our five core values



Our ethos across CBNSF is guided by 5 core values that apply to everyone in our learning communities, our staff and our children and families, to support positive growth and wellbeing



C – Curiosity – a thirst for knowledge and willingness to explore the unknown



B – Belonging – feeling connected, valued and included within our community



N – Nurturing – caring and encouraging the growth or development of someone



S – Sustainability – making choices that protect the future planet



F – Flourish – to grow, thrive and develop in a healthy and positive way

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Charlie Williams. They will:

- › Meet with the designated member of staff for equality 3 times a year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher is Rachel Barnwell. They will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality is Lucy Freeman. They will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor 3 times a year to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually via The Key and through staff development sessions.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic

In fulfilling this aspect of the duty, the schools will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, pupils will not be identifiable. This means we may not publish some data if it relates to a very small number to preserve their confidentiality.

6. Fostering good relations

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in personal, social and emotional development, and understanding the world, but also activities in other curriculum areas. For example, as part of teaching and learning in literacy, pupils will be introduced to books from a range of cultures that depict a range of different people
- Making children and their families aware of our behaviour and anti-bullying policies
- Working with our local community. This includes organising activities based around the local community
- Sharing information with parents about our approach to equalities and inclusion
- Having an equality working group
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as Bristol early years anti-racism network

7. Equality considerations in decision-making

The schools ensure they have due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The schools always considers the impact of significant decisions on particular groups. 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

The schools keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning 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.

8. Equality objectives

The schools are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen June 2027 to be our deadline for this

Objective 1

Review and evaluate our Equalities practices and provision, teaching and learning to ensure children and families experience a high-quality inclusive setting that reflects and celebrates the identities of our community.

Why we have chosen this objective:

We recognise and acknowledge that children and families continue to experience discrimination and inequalities that impact on their experiences, health and life chances.

We recognise that children and families have a right to provision that supports everyone to reach their full potential and have an equal chance to live their life as they choose.

To achieve this objective we plan to:

We will continue to develop practice and provision that has a sharpened focus on narrowing the attainment gap for minoritized and disadvantaged children.

We will continue to commit to find out about children's families, homes and traditions, ensuring that children can see themselves and their families in the environment.

We will continue to work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual.

We will ensure that our curriculum reflects the ambitious curricular goals we have for ALL children.

We will review and evaluate our policies and professional development, our practice and pedagogy to ensure all practitioners and staff are confident

- in addressing all forms of discrimination and prejudice;
- willing to challenge stereotypes and misunderstandings;
- and, can share the rich cultural capital and funds of knowledge they themselves carry from their own diverse backgrounds.

We will actively seek partnerships with parents and families, academics and wider community to ensure "critical voices" as we evaluate and develop policies, procedures and practices that ensure inclusion, participation, equity and celebration of our rich and diverse communities.

Progress we are making towards this objective:

Objective 2

Increase the representation and proportion of governors from local black and minoritized communities over the next two years.

Why we have chosen this objective

Black and minoritized communities not represented equally on our Governing Body; ambition to hear rich diverse voices from local and wider-Bristol communities; ambition that service addresses needs and lived experiences of communities that access the Nursery Schools.

We value and support fair and equal representation from our diverse community, recognising the unique, rich and diverse voices, experiences and viewpoints that this community offers.

To achieve this objective we plan to:

Actively encourage parents and members of the wider community to become governors.
Actively recruit members from our city-wide community that come from minoritized groups

Progress we are making towards this objective:

9. Monitoring arrangements

The Head Teacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the governing body of Central Bristol Nursery Schools Federation at least every 4 years.

This document will be reviewed by the governing body of Central Bristol Nursery Schools Federation annually, to ensure continued compliance with the PSED.

This document will be approved by the governing body of Central Bristol Nursery Schools Federation.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- School Improvement Plan
- Anti-bullying Policy