CATS CAMBRIDGE

EQUALITY & DIVERSITY POLICY

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PART OF CATS GLOBAL SCHOOLS

Contents

EQUALITY & DIVERSITY POLICY 1
Objectives 3
Protected Characteristics 3
Types of unlawful discrimination 4
Hate incidents and hate crimes 4
Staff Responsibilities and Awareness 5
The Head Teacher / RECTOR 5
All staff 5
Student Recruitment and Experience 5
Disability Disclosures 6
Academic and Curriculum Support 6
Examination Arrangements 6
Staff Training 7
Implementation, monitoring, evaluation and review 7
Related Policies 7
Related CGS Staff Policies 7

PART OF CATS GLOBAL SCHOOLS

OBJECTIVES

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. By creating a working, learning and social environment in which students can utilise their skills and talents to the full without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential.

CATS Cambridge will take active steps to fulfil our responsibilities and promote good practice through our commitment to:

- Provide a welcoming atmosphere where each individual feels valued and can flourish.
- Ensure compliance with the Worker Protection (Amendment of Equality Act 2010) Act 2024 and the Special Educational Needs and Disability Act 2001 (SENDA).
- Not to discriminate against any person on grounds of any protected characteristic (see section below)
- Ensure that all members of the School community are valued equally.
- Combat discriminatory practices and stereotyping.
- Prevent oppressive behaviour, including all forms of harassment.
- Advance equality of opportunity 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.
- Ensure that all staff are aware of our need to make reasonable adjustments for students with disabilities.
- Encourage under-represented groups to apply to work and study at the Schools.
- Promote an actively anti-racist ethos throughout our business and school communities.

PROTECTED CHARACTERISTICS

In the provision of equal opportunities, the Schools recognise and accept responsibility under the law and opposes discrimination based on:

- age
- being or becoming a transgender/non-binary person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- gender
- sexual orientation

TYPES OF UNLAWFUL DISCRIMINATION

The Schools recognise that there are a number of different types of discrimination and actively seek to eliminate all types:

- ***Direct discrimination*** occurs when someone is treated less favourably than another person because of a protected characteristic (see list above).
- ***Discrimination by association*** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- ***Perception discrimination*** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- ***Indirect Discrimination*** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- ***Harassment*** occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".
- ***Third-party harassment*** occurs where an employee or student is harassed by an individual or individuals who are not under the direct control of the Schools and the harassment relates to a protected characteristic.
- ***Victimisation*** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

HATE INCIDENTS AND HATE CRIMES

Hate incidents are incidents which appear to the individual, groups or anyone else to be based on prejudice towards them because of their race, religion, sexual orientation, disability or transgender identity. Examples of hate incidents are verbal abuse, intimidation, abusive phone calls, online abuse, graffiti or threats of violence. Where there is an overlap with criminal law, a hate incident may also be a criminal offence and if so, is referred to as a hate crime. Examples of hate incidents/crimes include Antisemitism[1], Disablism, Homophobia, Islamophobia[2], Racism and Transphobia. Incidents may require involvement of the police.

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[1] The Schools adopt the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism: Anti Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.
We also add the following caveat recommended by the Home Affairs Select Committee, that:
It is not antisemitic to criticise the government of Israel, without additional evidence to suggest antisemitic intent
It is not antisemitic to hold the Israeli government to the same standards as other liberal democracies, or to take a particular interest in the Israeli government's policies or actions, without additional evidence to suggest antisemitic intent.

[2] The Schools adopt the All-Party Parliamentary Group (APPG) on British Muslims' definition of Islamophobia. APPG's definition states "Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness."

STAFF RESPONSIBILITIES AND AWARENESS

THE HEAD TEACHER / RECTOR

- Ensuring all staff and students are aware of this policy and know how to report discrimination, harassment or bullying, and that reporting incidents does not result in victimisation.
- Making sure that the policy and procedures are implemented.
- Taking appropriate action in cases of harassment and discrimination

▪ Working with the central team to ensure publicity material reflects the diversity of the Schools' communities.

- Ensuring that staff involved in staff recruitment receive training on equality and diversity matters.
- Making sure that reasonable adjustments are made to enable disabled staff and students to access the working and learning environment unhindered, and in the use of extra-curricular activities and boarding facilities.

ALL STAFF

- Are responsible for making themselves aware of and complying with the Equality and Diversity Policy.
- Are required to set a good example by treating all students, staff and visitors with dignity and respect and challenging unacceptable behaviour.
- Must ensure all incidents of discriminatory treatment, bullying and harassment are reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.
- As required under SENDA 2001, all staff will receive information and guidance on provision for disabled students, as it is recognised that those students may be found in any area of the School.
- Familiarise themselves with the Anti-racism charter.
- Are expected to participate in other training which supports the implementation of the Schools Equality and Diversity Policy, including unconscious bias training.

STUDENT RECRUITMENT AND EXPERIENCE

The Schools have an inclusive Admissions Policy. All students applying for a place at the Schools will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy, irrespective of their sex, gender, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs.

When planning educational and other activities outside the school day, staff organising the events will carefully consider the types of activity and the adjustments that can be made so that disabled colleagues and students can take part fully.

The staff will regularly review the provision it makes for disabled staff and students and strive to continuously improve the facilities available.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010 CATS School Cambridge recognises its responsibilities to its staff, in respect of provisions covering disability discrimination, and actively encourages all students with learning difficulties and/or disabilities.

DISABILITY DISCLOSURES

CATS Cambridge is committed to inclusive practices and will make reasonable adjustments to accommodate students. We welcome students with disabilities, long-term medical conditions or special educational needs providing that we can offer them the support that they require and/or provided that our site is appropriate for them. However, the chosen School must be made aware of any special educational needs or other disabilities or needs as early as possible in the application process so we can ensure that we can support the student.

As international Schools, we are aware of cultural differences and sensitivities in recognising certain conditions and needs which may not be openly recognised in a student's home country or culture. We may need to assess or re-assess a student on arrival or later if we have reasonable concerns that the student is not able to access the learning environment without additional support structures in place.

If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the disability and the School is not able to make the necessary adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a student who is already studying.

The Schools will have due regard to any request by a parent or student to treat the nature or existence of a person's disability as confidential.

ACADEMIC AND CURRICULUM SUPPORT

- All students should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Additional Learning Support (ALS) Policy
- Any student with a disability, who, after an assessment by members of the Special Educational Needs staff, is thought to need the assistance of a facilitator, is supplied with one.
- All aspects of teaching are sensitive to, and promote, equality and diversity, including language used, timetabling, delivery methods, materials, group organisation and activities.
- Teaching and learning materials and delivery methods avoid stereotypes and bias, and promote the rich cultural diversity of the student body.

EXAMINATION ARRANGEMENTS

Students who require special arrangements, additional support or extra time during examinations make this request to their Tutor who should then contact the ALS coordinator who will make the necessary arrangements through the Exam Office.

STAFF TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training to ensure they are able to fulfil the requirements of this policy.

IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

The Head Teacher/Rector has overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy'.

This policy will be reviewed at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

RELATED POLICIES

- Admissions Policy
- Anti-bullying Policy
- Safeguarding Policy
- Student Behaviour Policy
- Disability Discrimination & Accessibility Plan
- SEND Policy
- PSHE & Personal Development Policy
- Transgender Policy

RELATED CGS STAFF POLICIES

- Dignity at Work Policy
- Disciplinary Policy
- Equality and Diversity Policy
- Grievance Policy
- Investigation Policy