

Equality information and objectives



CAPELLA HOUSE

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Required to publish on the website?	Yes

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- 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 Executive Headteacher

The equality link governor is Primesh Kalia. They will:

- Meet with the designated member of staff for equality every term, 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 Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

The Executive Headteacher is the designated member of staff for monitoring equality issues, and the school has 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 which 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 (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (whilst ensuring that individual pupils can not be identified from the data)
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate actively in such assemblies
- Working with our local community. This includes organising school trips and activities based around the local community, for example to local places of worship
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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 school keeps 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

Objective 1

Undertake an analysis of the ethnicity of existing staff and governors by December 2021, and report on this to the Local Governing Board

Why we have chosen this objective: to establish whether our staff and governance team adequately represent the diversity of our pupil cohort, and to inform any future recruitment processes.

To achieve this objective we plan to: analyse data held on our MIS and produce a report comparing staff and governance ethnicity to that of our pupil cohort.

Progress we are making towards this objective:

Objective 2

Undertake an analysis of recruitment data and trends with regard to race, gender and disability for the period 2017-2022 by July 2022, and report on this to the pay and personnel sub-committee of the governing board.

Why we have chosen this objective: To establish whether there are trends in recruitment that need to be addressed to ensure equality of opportunity for staff with protected characteristics

To achieve this objective we plan to: analyse the race, gender and disability data of successful applicants in the period 2017-2021, and all applicants 2021-2022.

Progress we are making towards this objective:

Objective 3

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: In order to ensure that our staff have equality of opportunity regardless of disability

To achieve this objective we plan to: Complete an individual risk assessment in partnership with any staff members with disabilities, and use this to form a reasonable adjustment agreement.

Progress we are making towards this objective:

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure that all involved in the recruitment process have a sound understanding of equal opportunities and non-discrimination, in order to further reduce barriers to equality of opportunity, and challenge unconscious bias.

To achieve this objective we plan to: Require those involved in the appointment process to complete specific training.

Progress we are making towards this objective:

Objective 5

Monitor, review and revise each curriculum area to ensure that curriculum planning specifically addresses anti-racism and racial justice, promotes positive role models from a broad and diverse range of people with protected characteristics.

Why we have chosen this objective: Following our recent curriculum review, and diversity training for the SLT, we wish to make explicit our expectations for a diverse and inclusive curriculum.

To achieve this objective we plan to: Review each curriculum area, including a specific statement on how racial justice, diversity and non-discrimination are being addressed in that subject, and ensuring that curriculum resources are both diverse and inclusive.

Progress we are making towards this objective:

9. Monitoring arrangements

The Executive Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Executive Headteacher at least every 4 years.

This document will be approved by the full Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk Assessment
- AAT Equalities Policy

APPENDIX A- EQUALITY ACTION PLAN

Equalities Action Plan 2021– 2022

Objective 1	Action	Person responsible	Timescale:	Success criteria:	Impact
Undertake an analysis of the ethnicity of existing staff and governors by December 2021, and report on this to the Local Governing Board	analyse data held on our MIS and produce a report comparing staff and governance ethnicity to that of our pupil cohort.	DS/GB	Term 2	to establish whether our staff and governance team adequately represent the diversity of our pupil cohort, and to inform any future recruitment processes..	

Objective 2	Action	Person responsible	Timescale	Success criteria	Impact
Undertake an analysis of recruitment data and trends with regard to race, gender and disability for the period 2017-2022 by July 2022,	LM to discuss with AStP (HR). Appropriate SMT staff to attend up to date recruitment training.	HR		Staff recruitment protocol, policy and practice compliant with current	

and report on this to the pay and personnel sub-committee of the governing board.				legislative guidelines.	
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Objective 3	Action	Person responsible	Timescale	Success criteria	Impact
Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.		DS			

Objective 4	Action	Person responsible	Timescale	Success criteria	Impact
Train all members of staff and governors involved in recruitment and selection on equal opportunities and		IP/DS	Term 4		

<p>non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>					
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Objective 5	Action	Person responsible	Timescale	Success criteria	Impact
<p>Monitor, review and revise each curriculum area to ensure that curriculum planning specifically addresses anti-racism and racial justice, promotes positive role models from a broad and diverse range of people with protected characteristics.</p>	<p>Review current curriculum and adapt to ensure no opportunities to promote anti-racism and racial justice are missed.</p>	<p>DS/ML/CM</p>	<p>Term 3</p>	<p>Capella House has a broad and balanced curriculum that actively teaches anti racism and racial justice.</p>	