

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR The District CofE Primary School

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how The District CofE Primary School will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

- A = we are confident about this; work has already been done in this area and is ongoing
- B = we haven't done much on this yet, but know what needs to be done and how to go about it
- C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

The District CofE Primary School Equality, Accessibility and Cohesion Audit

Last updated: Governor/Staff Working Party – to be updated during 2019-2020 academic year – present to governors Summer 2020

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	✓			Governors adopted St Helens Council Equality Policy Summer 2015 and formed a working group to complete Action Plan & Equality Objectives	Working Group now met to complete action plan/equality objectives and report back to governors	JC/KC/Cllr C/LI (working group) Spring 2016
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✓			(i) Equality Policy on school website (ii) accessibility and cohesion audit and action plan being completed (iii) equality objectives to be agreed (iv) accessibility plan updated	Upload copy of Equality Policy, audit and objectives and accessibility plan	PF Spring 2016
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✓			Equality governor needs to be re-elected due to previous governor leaving	Elect new Equality governor. First verbal report to be presented to governors Spring 2016	JC Spring 2016
4. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning		✓		St Helens Council Policies are now accompanied with impact assessment sheet. Some school policies have impact assessments attached.	Inform staff that any policy produced or re-adopted should be undertaken in conjunction with an impact assessment sheet. This includes practices and contract commissioning. Staff meeting to look at impact assessments	Whole school – ongoing Staff meeting 25 April 2016
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	✓			Minutes of meetings. Adoption of Council Policies.	Precise minuting	Clerk ongoing
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	✓			Training by Simon Cousins, minutes of meetings.	Ensure governors attend induction training.	Governors (Chair) Ongoing

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Audit Area and Questions	A B C			Evidence	Tasks and priorities	By Whom and Date
	✓	✓	✓			
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	✓			Governors as at Summer 2015 had received training via Simon Cousins – Equality Officer at St Helens Council	New governors to be given training through induction procedures.	Governor Services - ongoing
8. Training on the Equality Legislation is given to all school staff.		✓		Key members and staff governors have received training as above	Train remaining staff on equality legislation, invite S Cousins to staff meeting.	25 April 2016 JC/SC
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	✓			Mission statement and Christian Values, Staff handbooks, induction procedures. Behaviour and Anti-bullying policies	Use of impact assessments when updating practices.	Ongoing
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	✓			Home-school agreement adopted and issued annually.	Use of impact assessment when updating future agreements.	Autumn 2016 JC
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✓			Policy uploaded onto website. Home/School Agreement	Inform parents, via newsletter that policies (including equality policy) are available on website or if preferred hard copy is obtainable from school.	Summer 2016 KC
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	✓			Pastoral staff have open door policy for parents and a worry box for children to report incidents. Records are kept by pastoral staff and can be recorded on SIMS where necessary	Monitor and update procedures as needed	Pastoral Team ongoing
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓			Policy last updated Summer 2015	Use impact assessment form when next updating policy.	Pastoral Team
14. The School maintain an accessibility plan as required by Section 10 of the Equality Act 2010, in order to increase disabled pupils' <ul style="list-style-type: none"> • Participation in the school's curriculum • Access to the physical environment • Access to information 						

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Audit Area and Questions	A ▼	B ▼	C ▼	Evidence	Tasks and priorities	By Whom and Date
15. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	▼			Monitoring and evaluation schedule. Pupil tracking. Annual reviews, parents meetings.	Continue to monitor the matrices of vulnerability on a monthly basis	Ongoing JC
16. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	▼			Weekly newsletter, website, twitter. Parent text facility. Access to the school nurse via drop in clinic. Home/School communication books. Signposting to other service providers. Multi-agency meetings and pastoral team communicate verbally with parents and families of vulnerable children.	Look at using other media for non-reading adults.	Summer 2016 SLT
17. The school has published its SEND Information Report detailing relevant services available for children with disabilities and / or Special Educational Needs	▼			Website – equality page. The schools SEN information report. LA local offer (hyperlink)	Set up website equality page for ease of access. Link our SEN information to the LA local offer via a hyperlink.	Summer 2016 PF
18. The school contributes appropriately to Pupil Education, Health and Care Plan	▼			Learning support plans. Annual EHCP reviews. Liaison with other local providers.	Link with school health. To continue to develop the TAC meetings	Summer 2016 JC/SS/School Nurse
19. The school provides parents, carers and guardians of “pupils with Education, Health and Care Plan” with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	▼			Learning support plans. Annual Reviews. Pastoral team/parent liaison. Newsletter, signposting /flyers		
20. The school’s Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	▼			School Self Evaluation (SSE). Headteacher report to governors. Monitoring and evaluation schedule. Learning walks.		
Monitoring and impact assessment						
21. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, sex, religion, sexual orientation, and disability	▼			Pupil data kept on SIMS excluding sexual orientation. Basic data kept on SIMS for staff and govs. Equal Opps	Governors to be given an opportunity to complete personal profile	Summer 2016

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	✓	✓	✓	monitoring form submitted to HR during interview process.		
22. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	✓			New and readopted policies will have EIA attached.	See policies and documentation framework for policy list and dates	Whole school ongoing
23. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✓			Raise Online. FFT Aspire. Monitoring and evaluation schedule. All data is analysed by pupil characteristics	Ensure data is reported regularly to all members of SLT and governors (with an element of challenge)	Ongoing
24. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	✓			SIP priorities. Monitoring and evaluation informs priorities for training and review.		
25. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓			Parental meetings, progress meetings, learning support plan reviews, tracking	Ongoing provision maps regularly reviewed by SENCO and SLT. Learning support plans reviewed at least termly	SEN/SLT ongoing
26. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✓	✓		Procurement made via St Helens Council have followed the Equality Act 2010	Ensure that procurement undertaken by the school follows the same rigours. KC to speak to S Cousins for advice.	KC ongoing
Sense of belonging						
27. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British values and community cohesion	✓			School Council, Eco, Worship, STARS, Activity Leaders, Head Boy/Girl. External reviews - discussions with pupils. Mission statement	Continue to meet with children to further develop pupil voice	Support Staff Leads ongoing
28. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	✓			Head of Safeguarding works closely with community groups and families new to the school both native and immigrants. EAL department works closely with school. Multi-agency meetings. Extended services information sharing with other professionals	Continue to serve new groups within the community and further develop links to support them	SS ongoing
29. The school works with parents of children with special educational needs as equal partners in their child's education.	✓			SEND co-ordinator meets regularly with parents and support services. Home/school	Continue to work as equal partners	JC

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Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom and Date
	✓	✓	✓			
Teaching learning and curriculum						
30. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics		✓		Use impact assessments, equality curriculum audit, collaborative planning workshops	Develop a curriculum audit checklist for staff to use	Summer 2016
31. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓			Functional approach to learning. Practical school-based activities. Enrichment weeks, school environment review.		
32. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	✓			Teacher planning, curriculum overviews, learning targets, teacher challenge/expectation, learning support plans, deployment of learning support assistants.		
33. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✓			Differentiation of teachers' planning, provision maps,	Intervention planning	Class teachers ongoing
34. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✓			Pastoral Team meet with all new arrivals prior to their first day in school to ensure a smooth transition into the District Family	Update induction sheet as needs arise	Pastoral Team
35. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	✓			Reports provided by the EAL service. Pre and Post assessments to show impact.		
36. Governors are able to identify examples of reasonable adjustments made at the school	✓			Disabled toilets/shower, appropriate decoration, ramps, see accessibility plan	New front entrance/doors into main reception room/ramp being redesigned	LA Summer 2016
37. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	✓			Displays, visits to school, i.e. governor day, website, twitter	Continue to celebrate the different cultures, religions and beliefs around school	Governors ongoing
38. The governing body knows how the school tracks relative underachievement by race, disability and sex, and how successful this has been	✓			Tracking system and matrix of vulnerability highlights need and shows achievement/under achievement	Develop system using assessment without levels to continue to track vulnerable children	SLT Autumn 2016

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39. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	✓			Pastoral team meet to support excluded pupils when they are re-integrated back into school. Incident/anti-bullying log book. Pastoral team meet with excluded pupils and their parents to support re-integration back into school.	Continue to support re-integration	Pastoral Team ongoing
40. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	✓			Reduction in the occurrence of incidents. Anti-bullying policy re-adopted Summer 2015 Incident/anti-bullying log book.	Continue to support victims of incidents and identify any updates needed for policy review.	Whole School
41. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	✓			Exclusions reported to governors via termly Headteacher's report. All exclusions are entered on pupil file in SIMS for monitoring purposes.	Continue to monitor and report to governors	Pastoral Team/ Headteacher
Equity and Extended Services						
42. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓			SSE and SIP, termly headteacher's report to governors and newsletters.		
43. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities 	✓			SSE and SIP, termly headteacher's report to governors and newsletters.		
44. The governors know how funds such as-Pupil Premium have benefited children.		✓		Minutes of governing body meetings, matrix of vulnerability, pupil progress meetings.	Need to further develop reporting on the impact of pupil premium.	SLT - Summer
45. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	✓			To be used when appropriate		

Equality Impact Assessment Template for Schools

Appendix 1

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

1. **Aims:** Please identify the main aims of the policy, decision or function?

2. **Impact upon different people with different protected characteristics:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, sex, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.)

The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced

In addition to mitigating, avoiding or minimising possible negative impacts, polices and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation

Equality Impact Assessment Template for Schools

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

Equality Impact Assessment Template for Schools

'Issue' Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

'How will this be taken into account?' Column evidence of how each issue is taken into account.

'Action' Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues				
Age				
Disability, SEN and Carers				
Sex				
Human Rights				
Gender Reassignment				
Race (Ethnicity)				
Marriage and Civil Partnership				
Pregnancy and maternity				
Religion or Belief				
Sexual Orientation				
Community Cohesion				
Promoting Health				

3. Publishing the results of the assessment:

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

Curriculum Equality Audit Template And Guidance

Appendix 2

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as sex segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

This is not an exhaustive list

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.			
2. Respect different points of view, recognising and respecting different viewpoints.			
3. Experience and celebrate cultural diversity			
4. Recognise commonalities shared by people from			

Curriculum Equality Audit Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
diverse and different backgrounds			
5. Appreciate culture in St.Helens.			
6. Recognise and challenge abuses, discrimination and injustice.			

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc			
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry			
3. The appropriate use of translation and interpretation.			
4. Positive images of a diverse community: locally, regionally, nationally and internationally.			
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and			

Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions
Stuttgart, Germany)		
6. The challenging of sex, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.		
7. An awareness of the support needs for children that are carers		
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples		
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives		
10. Positive images and a positive attitudes towards disabled people		