**EQUALITY AUDIT – Example 1**

**Equality, Accessibility and Cohesion Audit and Action Plan**

This audit will identify and set out how Schools 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.

**Equality, Accessibility and Cohesion Audit**

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

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| **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. |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 3.Governors receive an annual report on progress against the School’s Equality Policy, Equality Objectives and Action Plan. |  |  |  |  |  |  |
| 4. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning. |  |  |  |  |  |  |
| 5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body. |  |  |  |  |  |  |
| 6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices and contract commissioning); at the same time that the decision is taken. |  |  |  |  |  |  |

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT**

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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 the governing body |  |  |  |  |  |  |
| 8. Training on the Equality Legislation is given to all school staff. |  |  |  |  |  |  |
| 9. The general duty of the Equality Act 2010 is embedded with the School’s “Codes of Conduct” for pupils and staff. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| 11. Pupils and parents/carers are informed about the School’s Equality Policy, and their responsibilities have been made clear. |  |  |  |  |  |  |
| 12. The school has systems in place – for staff, parents/carers and pupils – to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment. |  |  |  |  |  |  |
| 13. The school’s Anti Bulling Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes. |  |  |  |  |  |  |
| 14.The school maintain an accessibility plan as required by Section 10 of the Equality Act 2010, in order to increase disabled pupils’ - Participation in the school’s curriculum - Access to the physical environment - Access to information |  |  |  |  |  |  |

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT**

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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. |  |  |  |  |  |  |
| 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.) |  |  |  |  |  |  |
| 17. The school has published its SEND Information Report detailing relevant services available for children with disabilities and / or Special Educational Needs. |  |  |  |  |  |  |
| 18. The school contributes appropriately to Pupil Education, Health and Care Plan. |  |  |  |  |  |  |
| 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). |  |  |  |  |  |  |
| 20. The school’s Self Evaluation Process contains judgements about how well the school promotes equality and cohesion. |  |  |  |  |  |  |
| Monitoring and impact assessment |
| 21. The school has an accurate, up-to-date profile of it’s pupils, staff and governors by age, race, sex, religion, sexual orientation and disability. |  |  |  |  |  |  |

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT**

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| **Audit Area and Questions** | **A** | **B** | **C** | **Evidence** | **Tasks and Priorities** | **By Whom and Date** |
| 22.The School has a list of policies that they will Equality Impact Access (EIA), and a schedule for the completion of these EIA’S. |  |  |  |  |  |  |
| 23. Monitored data analysed to identify disparities for protected characteristics, and the possible causes. |  |  |  |  |  |  |
| 24. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning. |  |  |  |  |  |  |
| 25. The school systematically monitor, review and record the progress of pupils with Education Plans (IEP). |  |  |  |  |  |  |
| 26. The School has embedded the duties of the Equality Act 2010 within it’s contract provisions and procurement processes. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| 28. The school has considered it’s role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs. |  |  |  |  |  |  |
| 29. The school works with parents/carers of children with special educational needs as equal partners in their child’s education. |  |  |  |  |  |  |

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT**

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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. |  |  |  |  |  |  |
| 31.The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. |  |  |  |  |  |  |
| 32.The school responds to individual needs at all levels through appropriate differentiation of the curriculum. |  |  |  |  |  |  |
| 33.The school implements appropriate group and individual intervention programmes to address learning difficulties. |  |  |  |  |  |  |
| 34.Children who are considered to be new arrivals are welcomed and inducted into the school so that they can settle quickly. |  |  |  |  |  |  |
| 35. Funds devoted to the needs of children with EAL(English as a second language) are monitored and evaluated for impact on the identified children. |  |  |  |  |  |  |
| 36. Governors are able to identify examples of reasonable adjustments made at the school. |  |  |  |  |  |  |
| 37.Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated. |  |  |  |  |  |  |
| 38. The governing body knows how the school tracks relative underachievement by race, disability and sex, and how successful this has been. |  |  |  |  |  |  |

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT**

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| **Audit Area and Questions** | **A** | **B** | **C** | Evidence | Tasks and priorities | By Whom and date |
| 39.The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated. |  |  |  |  |  |  |
| 40. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful. |  |  |  |  |  |  |
| 41. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body. |  |  |  |  |  |  |
| **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. |  |  |  |  |  |  |
| 43.The governors know of the impact of:* Partnership arrangements with other schools
* International links
* Use of shared facilities
* Opportunities for intercultural activities.
 |  |  |  |  |  |  |
| 44. The governors know how funds such as Pupil-Premium have benefitted children. |  |  |  |  |  |  |
| 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 settling objectives in performance management. |  |  |  |  |  |  |