**EQUALITY AUDIT - Example 2**

Information to show your compliance with the Equality Duty (annually). Set and publish Equality Objectives (every 4 years).

Please use the check list below to assess the organisations health, and from that use the “traffic lights” in the right hand columns to record where you consider your organisation to be in relation to each indicator.

**Do you have/monitor the following:**

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| **Checklist item** | **Yes/No** | **Does it mention and/or cover equalities/diversity/ equality strands/accessible to all** | **Equality analysis undertaken****Yes/No/Not applicable** | **Red** | **Amber** | **Green** |
| **Governance/School management** |
| Governing Document |  |  |  |  |  |  |
| Job descriptions of Governing Body |  |  |  |  |  |  |
| Skills audit for Governing Body |  |  |  |  |  |  |
| Mission Statement |  |  |  |  |  |  |
| Strategic plan |  |  |  |  |  |  |
| Governing Body reflective of community |  |  |  |  |  |  |
| Managing hate incidents |  |  |  |  |  |  |
| Managing harassment, discrimination, victimisation and bullying of staff and Pupils |  |  |  |  |  |  |
| **Checklist item** | **Yes/No** | **Does it mention and/or cover equalities/diversity/equality strands/accessible to all** | **Equality analysis undertaken Yes/No/Not applicable** | **Red** | **Amber** | **Green** |
| Fostering good relations with local organisations and community groups |  |  |  |  |  |  |
| Equal Opportunity/ Inclusion Policy |  |  |  |  |  |  |
| **Management of employees** |
| Recruitment Data |  |  |  |  |  |  |
| Training Data |  |  |  |  |  |  |
| Promotion Data |  |  |  |  |  |  |
| Exit Data |  |  |  |  |  |  |
| Grievance Data |  |  |  |  |  |  |
| Disciplinary Data |  |  |  |  |  |  |

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| **Checklist item** | **Yes/No** | **Does it mention and/or cover equalities/diversity/equality strands/accessible to all** | **Equality analysis undertaken Yes/No/Not applicable** | **Red** | **Amber** | **Green** |
| **Management of Pupils** |  |  |  |  |  |  |
| Admission Data |  |  |  |  |  |  |
| Overcoming barriers to learning |  |  |  |  |  |  |
| Behaviour – including Disciplinary action/ exclusions |  |  |  |  |  |  |
| Out of school activities |  |  |  |  |  |  |
| Accessibility plan for Disabled pupils |  |  |  |  |  |  |
| Managing absences |  |  |  |  |  |  |
| **Curriculum and Learning** |
| Educational visits/school trip accessible to all |  |  |  |  |  |  |
| Lessons that value/ promote diversity |  |  |  |  |  |  |
| Learning styles appropriate to learners needs |  |  |  |  |  |  |

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| **Checklist item** | **Yes/No** | **Does it mention and/or cover equalities/diversity/equality strands/accessible to all** | **Equality analysis undertaken yes/no/not applicable** | **Red** | **Amber** | **Green** |
| Appropriate assessment methods are used which take account of students’ backgrounds and needs |  |  |  |  |  |  |
| Staff trained/experienced in meeting diverse pupils needs |  |  |  |  |  |  |
| **Parent/community involvement** |
| Parents/Carers informed of child’s progress |  |  |  |  |  |  |
| Parents/Carers involved with the School |  |  |  |  |  |  |
| Links with local groups (and use of school facilities for holiday schemes/after school activity) |  |  |  |  |  |  |

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| **Checklist item** |  **Action Required** |  **Lead Officer/Person responsible** | **Target Date** |
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For useful resources, please refer to our website <https://www.ldbs.co.uk/policies-downloads/>

Policies and Downloads - Anti-racism and Promoting Equality