

## EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR

.....SCHOOL

### **Equality, Diversity and Community Cohesion Audit and Action Plan**

This audit will identify and set out how .....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; prevent extremism and violence and safeguard pupils. The outcome of the Equality, Diversity and Community Cohesion Audit should be reported to the school governors and the tasks and priorities identified should be used to develop a Single Equality and Cohesion Policy Action Plan for the School. School Governors should monitor progress against the actions within the Single Equality and Cohesion Policy Action Plan at least quarterly.

### **How to use the Audit Toolkit**

This audit will assist schools to consider and comply with the equality duty and takes into account the following guidance:

- *Keeping Children Safe in Education, 2015*
- *Working Together to Safeguard Children, 2015*
- *The Equality Act 2010 and Schools, May 2014*

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:

- 1 = we are confident about this; work has already been done in this area and is ongoing.**  
**2 = we haven't done much on this yet, but know what needs to be done and how to go about it.**  
**3 = 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 1) or use the case for improvement (if you ticked boxes 2 or 3).

The ultimate aim is to be able to tick box 1 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 single 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.

DRAFT

## EQUALITY AND COHESION AUDIT CHECKLIST

Name of School:

Audit Area and Questions	1	2	3	Evidence, potential sources	Tasks and Priorities	By Whom
<b>The Context of Your School</b>						
1. Profile of school – demographics				<ul style="list-style-type: none"> <li>• Raiseonline</li> <li>• Pupil data</li> </ul>		
2. Profile of community around the school				<ul style="list-style-type: none"> <li>• Local services information</li> <li>• Census data</li> <li>• Office for National Statistics, Be Birmingham</li> <li>• Links to local stakeholders</li> <li>• Local knowledge</li> </ul>		
3. Information is collected for pupils/governors/staff and is used to inform training, policies, plans, strategies and curriculum across the 6 protected characteristics. <ul style="list-style-type: none"> <li>• Sex</li> <li>• Race</li> <li>• Disability</li> <li>• Religion or belief</li> <li>• Sexual orientation</li> <li>• Gender reassignment</li> </ul>				<ul style="list-style-type: none"> <li>• Review of GB</li> <li>• Skills Audit</li> <li>• Anonymised E&amp;D data</li> <li>• Analysis of exclusions</li> <li>• Staff training</li> <li>• School Plan</li> <li>• Pupil premium</li> </ul>		
<b>Legal Compliance</b>	<b>1</b>	<b>2</b>	<b>3</b>			
4. How well does the school meet the equality duty to promote equality and community cohesion?				<ul style="list-style-type: none"> <li>• Equality and Diversity policy adopted and published</li> <li>• Equality Impact Assessments</li> <li>• School vision and values</li> <li>• Website</li> </ul>		

Ref: <i>The Equality Act 2010 and Schools, May 2014</i>			<ul style="list-style-type: none"> <li>• School information/induction pack</li> <li>• Quality marks</li> <li>• Newsletters</li> <li>• Trends of reporting incidents, up/down trajectory and story behind data</li> <li>• Reports to GB</li> <li>• Curriculum map</li> <li>• School council</li> <li>• Surveys, pupils/staff/parents</li> <li>• Ofsted</li> <li>• Community initiatives</li> <li>• Admissions data</li> <li>• Analysis of Raiseonline</li> <li>• Pupil achievement and narrowing the attainment gap (boys/girls, BME, GRT etc)</li> <li>• Diversity Action Plan</li> <li>• Code of Conduct</li> <li>• Teaching Standards</li> <li>• Visual displays</li> <li>• Learning walk</li> </ul>		
5. School Governors and staff understand their general and specific duties under the equality legislation and take a lead in this area?			<ul style="list-style-type: none"> <li>• Performance management</li> <li>• E&amp;D Policy</li> <li>• Equality Impact Assessments</li> <li>• Curriculum map</li> <li>• Incident logs</li> <li>• Pupil Premium</li> <li>• Equality Champions</li> <li>• Case studies</li> </ul>		
6. All incidents of discrimination are logged, reported to the local authority and action taken to address discrimination from pupils, staff and			<ul style="list-style-type: none"> <li>• Incident logs</li> <li>• Reports to LA, GB</li> <li>• Case study evidence</li> </ul>		

parents.						
<b>Safeguarding and Equality</b>						
<p>7. School Governors and staff understand their safeguarding responsibilities and obligations.</p> <ul style="list-style-type: none"> <li><i>Working together to Safeguarding Children (2013)</i></li> <li><i>Keeping Children Safe in Education (2014)</i></li> </ul>				<ul style="list-style-type: none"> <li>Completed Section 175 Audit</li> <li>Specific work/campaign on FGM, CSE, Forced Marriage, Abuse Linked to Faith or Belief, E-safety</li> <li>Multi-agency partnerships</li> <li>Case studies</li> <li>Narrowing the attainment gap for LAC/CPP/CIN</li> </ul>		
<p>8. School Governors and staff understand their role in preventing extremism through the Prevent Duty (2015).</p> <ul style="list-style-type: none"> <li>Assessing the risks of students being drawn into terrorism</li> <li>Working in partnership with the local authority</li> <li>Training staff to identify children at risk</li> <li>Keeping students safe online</li> <li>Managing prayer and faith facilities (FE/HE)</li> </ul>				<ul style="list-style-type: none"> <li>Staff/GB training</li> <li>Awareness of CHANNEL</li> <li>No Platform Policy</li> <li>Model Safeguarding Policy</li> <li>Curriculum</li> <li>Lettings policy</li> <li>Safer Recruitment</li> <li>Incident logs</li> </ul>		
<p>9. School Governors and staff understand the role of SACRE and legislation around daily worship and RE.</p>				<ul style="list-style-type: none"> <li>Curriculum</li> <li>Assemblies</li> <li>Equality &amp; Diversity Policy</li> <li>SACRE Audit Tool</li> </ul>		
<p>10. The school follows the Code of</p>				<ul style="list-style-type: none"> <li>Education, Health &amp; Care plans</li> </ul>		

Practice on the Identification and Assessment of Special Educational Needs (DfE 2014).				<ul style="list-style-type: none"> <li>• Accessibility Plan implementation</li> <li>• Support for parents through Parent Partnership</li> <li>• Review progress of pupils with SEN&amp;D</li> </ul>		
<b>Sense of Belonging</b>						
11. There is a strong sense of children's rights and responsibilities in the school regarding diversity and community cohesion.				<ul style="list-style-type: none"> <li>• SMSC/curriculum</li> <li>• Lesson planning</li> <li>• Assemblies</li> <li>• UNICEF Rights Respecting School Award</li> <li>• Young Carers</li> <li>• Youth Parliament</li> </ul>		
12. The school has considered its role in serving the needs of groups new to the community and worked in partnership with others to meet their needs.				<ul style="list-style-type: none"> <li>• Professional conversations</li> <li>• Wider community partnerships</li> <li>• Use of pupil premium</li> <li>• Stakeholder Engagement</li> <li>• Consultation evidence</li> </ul>		
13. Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life.				<ul style="list-style-type: none"> <li>• Parent View</li> <li>• Consultation</li> <li>• Attendance Records</li> <li>• Evaluation of activities</li> </ul>		
14. Excluded or self-excluded pupils are successfully integrated.				<ul style="list-style-type: none"> <li>• FCAF/Think Family referrals</li> <li>• Child centred support</li> <li>• Coaching and mentoring</li> <li>• Pastoral care</li> <li>• Analysis of exclusion patterns reported to GB</li> </ul>		
15. Evidence that Governors and staff are able to counter myths and misinformation that may undermine good				<ul style="list-style-type: none"> <li>• GB minutes</li> <li>• Case studies</li> <li>• Training</li> <li>• Evidence of challenge</li> </ul>		

community relations.						
16. 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.				<ul style="list-style-type: none"> <li>• Recruitment &amp; selection</li> <li>• Performance management</li> <li>• PDR</li> </ul>		
<b>Teaching, Learning and Curriculum</b>						
17. Governors and staff have evidence that curriculum activities promote democracy, core and shared values and build children's understanding of diversity through inclusivity				<ul style="list-style-type: none"> <li>• British Values in SMSC</li> <li>• Challenge and tackle homophobic bullying through: CHIPS, Stonewall, Tapestry Theatres, SACRE, FEAST)</li> <li>• EAL resources</li> <li>• Teaching and learning review</li> </ul>		
18. The curriculum provides opportunities to: <ul style="list-style-type: none"> <li>• promote positive relationship skills based on equality and respect</li> <li>• support equal rights across all protected characteristics</li> <li>• provide opportunities to challenge misinformation, stereotypes and attitudes that support violence and abuse including gender based violence, hate crime, homophobia</li> <li>• promote citizenship</li> <li>• develop confidence, self-respect, tolerance and emotional literacy</li> <li>• explore and embrace British</li> </ul>				<ul style="list-style-type: none"> <li>• curriculum map</li> <li>• lesson plans</li> <li>• assemblies</li> <li>• SMSC</li> <li>• SRE</li> <li>• Debating society</li> <li>• School council</li> <li>• Website</li> <li>• Information to parents</li> <li>• Showcase of students' work</li> </ul>		

Values						
<b>Equality and Extended Services</b>						
1.						
2.						
3.						
4.						
5.						