EQUALITY CHECKLIST

Appendix A (*from the Equality Policy*)– Equality Act 2010 Checklist

General questions:

(1) Does your School have a written single Equality Policy? YES

Your policy should cover the following areas:	*Tick to confirm*
Age	✓
Sex	✓
Disability	✓
Religion / belief	✓
Race / ethnicity	✓
Gender reassignment	✓
Marriage / Civil partnership (family makeup)	✓
Pregnancy and maternity	✓
Sexual orientation	✓

(2) Can you describe one thing the school has done on the following issues, which has contributed to a measurable outcome for pupils?

Issue	Task / Measurable outcome
Sex	Tracking for progress and attainment of all groups is in place. The school ensures there is consistency and equality of education for all groups.
Disability	Reasonable adjustments eg accessibility to the school building and lift for first floor
Race / ethnicity	Curriculum (including assemblies, RE and circle times) promotes differences as being positive and celebrates the school's diverse community. Data demonstrates that no ethnic group is significantly disadvantaged.
Gender reassignment	Sought advice from social care/child psychologist on supporting a young child with gender exploration and ensuring there were gender neutral activities.
Pregnancy and maternity	Staff: Reasonable adaptations of working conditions which enabled the staff member to remain at work until they chose to begin maternity leave.
Sexual orientation	PSHE and Relationships and Sex Education curriculum in place.
Age	Recruitment processes ensure that the age of candidates are not taken into consideration by the interview panel. This allows candidates to be assessed on the merit of their applications, experience and interviews alone.
Religion / belief	The school has a strong RE programme of study designed to enable students to become knowledgeable and tolerant about the main World faiths and those of no faith.

Marriage / civil partnership (family makeup)	Curriculum (including assemblies, RE and circle times) promotes differences as being positive. The school has a range of quality resources which are used to support any children who are going through family changes which gives the message to family members that the school is supporting, and not judging.

(3) Does your school have an action plan with targets that specifically aim to meet the equality duty? YES

You action plan should cover the following areas:	*Targets set (Tick to confirm)*
Age	✓
Sex	✓
Disability	✓
Religion / belief	✓
Race / ethnicity	✓
Gender reassignment	✓
Marriage / Civil partnership (family makeup)	✓
Pregnancy and maternity	✓
Sexual orientation	✓

(4) Is the equality duty included in the School Evaluation and Improvement Plan? (Please tick the relevant box.)

Yes

No

(5) Is the equality duty part of your self-evaluation?

Yes Yes

No

(6) Have you developed the following? (Please indicate by ticking the relevant boxes.)

(a) Policies? Yes ✓ No

(b) Schemes? Yes No ✓

(c) Action plans? Yes ✓ No

(d) Targets? Yes ✓ No

(7) Who was involved in the drawing up of the above documents?

	Tick to confirm
Teaching staff	✓
Support staff	✓
LAC Governors	
Pupils	✓
Parents / Carers	✓
Other schools	
Local Authority	
LDBS or LAT policies	✓
Members of the local community	
Charities / Voluntary organisations	
Trade Unions	
Consultants	

(8) Have you undertaken an Equality Impact Assessment?

Yes: Yes – review of previous Action Plan

No:

(9) Have you reviewed and updated the curriculum and scheme of work to include equalities?

Yes: Yes – eg Use of pupil premium adjusted to meet the needs of SEND PP children who could not access core interventions.

No:

(10) Have you published an annual report to show progress made towards meeting targets?

Yes: Yes

No:

(11) Have you improved access to the following? (Please indicate by ticking the relevant boxes.)

(a) Mentors	Yes		No	✓
(b) Learning support	Yes	✓	No	
(c) Career guidance	Yes		No	✓
(d) Work experience placements	Yes		No	✓

In relation to pupils:

(1) Which of the following has impacted positively on gender equality?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	✓
Better attainment by Key Stage	✓
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	✓
Improved participation in decision-making	
Increased participation in sports	✓
Increased participation in after-school clubs	✓
Increased sense of happiness / wellbeing	✓
Increased sense of being valued	
Increased sense of feeling safe	✓
Increased accessibility to school activities	

(2) Which of the following has improved as a result of meeting the equality duty with regard to SEND?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	

Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	✓
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	✓
Reduced truancy / absence	✓
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	✓

(3) Which of the following has improved as result of meeting the equality duty with regard to race / ethnicity?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	✓
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	✓
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	✓
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(4) Which of the following has improved as a result of meeting the equality duty with regard to gender reassignment? N/A

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(5) Which of the following has improved as a result of meeting the equality duty with regard to sexual orientation? N/A

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(6) Which of the following has improved a result of meeting the equality duty with regard to religion or belief?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	✓
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	✓
Increased sense of feeling safe	
Increased accessibility to school activities	

With regard to the school:

(1) Have you identified priorities for action?

Yes | Yes, IN NEW ACTION PLAN

No |

(2) How will you monitor progress?

At termly pupil progress meetings
Classroom observations and learning walks
Quality Assurance visits
Pupil book audits
End of Key Stage Data Analysis
Audit of enrichment opportunities
Review of Broader Curriculum

(3) Have you collected and evaluated the evidence?

Yes | Yes FOR PREVIOUS PLAN

No |

(4) How have you engaged stakeholders?

Yes through questionnaires

(5) Have you any training needs?

Yes	Yes
No	

If 'yes', then please use the space below to identify such needs:

Ongoing staff training to enable staff to support the wide range of pupil needs and to have a good understanding of the Equality Duty.

(6) Are equality issues part of performance management targets for the workforce?

(a) Mentors	Yes		No	✓
(b) Learning support	Yes	✓	No	
(c) Career guidance	Yes		No	✓

(7) Why is equality important?

Reason	*Please tick to confirm*
It is the right thing to do.	✓
It has a positive impact on pupils.	✓
It will help us to get a good inspection report.	✓
Because the law says we have to do it.	✓
We are already committed as a school.	✓
To improve lives of our pupils.	✓
It helps community cohesion.	✓
Other - (please state)	

(8) What are the barriers to equality?

Reason	*Please tick to confirm*
Budget / financial issues	✓
Confusing legislation	✓
Convincing parents and carers	
Convincing governors	
Convincing staff	
Hard to identify impact	✓
Too many initiatives	
Need CPD	
Not enough guidance available	
Time issues	
Lower priority than other issues	
Lack of relevance to the school	
Seen as political correctness	
Other - (please state)	