

Castle View Primary School Matlock - Equality Audit Toolkit

	Question	Evidence	R	A	G
1	Are governors aware of their legal duties in respect of the Equality Act 2010? For example, have all governors attended equalities training?	<ul style="list-style-type: none"> Equality audit Policy reminder July 2017 			✓
2	Do governors monitor applications and expressions of interest in the role of a governor, in relation to all protected characteristics? Does the governing body reflect the full diversity of the school and the local community? If not, what actions have and will be taken to help address under-representation?	Formal monitoring not in place – we filled Parent and Staff governor vacancies this year. The GB does seem to reflect the diversity of school and community.		✓	
3	Are governors involved in drawing together the vision and values of the school and setting the ethos?	Yes. Small sub group working with Head currently on updating this. To FGB Summer 2017.			✓
4	Have governors ensured the school has published accessible information to comply with the requirement to have 'due regard'?	Yes.			✓
5	Are governors clear on their own roles and responsibilities with regard to their equality duties including their support and challenge of the Headteacher?	<ul style="list-style-type: none"> Minutes of meetings 			✓
6	How do governors ensure all staff and governors understand their duties to implement equality legislation in their day-to-day responsibilities?	<ul style="list-style-type: none"> Policy reminder July 2017 		✓	

'R' – red – the evidence is not in place 'A' – amber – the evidence is partially in place 'G' – green – the evidence is fully implemented

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7	How do governors support the Headteacher to raise awareness of equality duties and support and challenge	<ul style="list-style-type: none"> • Policy reminder July 2017. • Cultural diversity audit of resources and curriculum complements this – July. 		√	
8	Do all policies meet the requirements of the Equality Act 2010 with reference to DCC guidance?	<ul style="list-style-type: none"> • Policies comply with DCC guidance and our Equal opportunities policy. 		√	
9	Have governors ensured the school has set at least one 'SMART' equality objective using data on inequalities of outcome and involvement and knowledge of the school and wider community	<ul style="list-style-type: none"> • Three objectives published. 			√
10	Do governors consider equality factors before the introduction of a new policy and in the subsequent monitoring, undertaking an equality impact assessment where necessary?	Meeting minutes. In some policies and monitoring, equality impact assessment is explicit e.g. SEND, Pupil Premium, progress of boys and girls.		√	
11	How well do governors know the different groups that make up the school community? For example, do governors know how many disabled pupils attend the school?	<ul style="list-style-type: none"> • This is a small school; we know our pupils well. 			√
12	Are there well-known and clear school-wide procedures for dealing with, and reporting, issues and incidents of discrimination, victimisation and harassment in respect of the all protected characteristics? Have the relevant policies been adopted by the Governing Board.	<ul style="list-style-type: none"> • Behaviour polic which is reviewed regularly. • Meeting minutes 			√

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13	<p>Do governors receive regular reports that monitor equality and diversity for example reports on:</p> <ul style="list-style-type: none"> • Achievements rates for all groups including disadvantaged pupils/those for whom Pupil Premium provides support • Inclusion such as admissions, attendance, behaviour, disciplinary sanctions and exclusions, participation in learner voice activities, by protected characteristics • Activities to promote the wider community within the school • Staff recruitment, career progression and retention by protected characteristic <p>Are strategies in place to address any equality gaps? Is further information required to monitor policy and practice?</p>	<ul style="list-style-type: none"> • Meeting minutes –Head teacher report. • All of these points are reported regularly to governors. • Working actively to promote school/community relations. • No • Yes and these are reflected in our objectives. 		√	
14	<p>How do governors ensure that parent voice is represented and that there is participation from all groups within the school and wider community?</p>	<ul style="list-style-type: none"> • Working actively to promote school/community relations. 		√	
15	<p>Are governors aware of areas where the school had made the most and least progress in promoting equality, inclusion and community cohesion? Are these reflected in the equality objectives?</p>	<ul style="list-style-type: none"> • Yes – objectives and minutes. 			√

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