

Castle View Primary School and Nursery 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 information and objectives 2019 • Equality audit 2019 • LGB minutes July 2019 • QEGS EO policy and EO in employment. • Training not recently. 			√
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 have accepted all applications to become a governor in the last 2 years. The GB does reflect the diversity of the local community in terms of ethnicity - mainly W British, but the school, mainly through Nursery is becoming more diverse. Men are under-represented. We posted articles in local publications this year that attracted interest and applications.		√	
3	Are governors involved in drawing together the vision and values of the school and setting the ethos?	Yes. A small sub group worked with the Head in 2017 to develop the school's vision and strategy. We joined QEGSMAT			√

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

		in 2018 and also adopted their vision and strategy which is compatible.			
4	Have governors ensured the school has published accessible information to comply with the requirement to have 'due regard'?	Yes. Updated 2019.			✓
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 • Equality objectives and reporting back regularly. 			✓
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"> • As Question 1 for governors. • For staff - Policy update July 2019. Consideration of requirement for new procedures and training needs required in Autumn 2019. 		✓	
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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 update July 2019. Consideration of requirement for new procedures and training needs required in Autumn 2019. • Cultural diversity audit of resources and curriculum 			✓

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		complements this – July 17 and 18 to repeat in September 2019.			
8	Do all policies meet the requirements of the Equality Act 2010?	<ul style="list-style-type: none"> • Yes. 			√
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"> • Two 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?	<p>In some policies and monitoring, equality impact assessment is explicit e.g. SEND, Pupil Premium, progress of boys and girls.</p> <p>QEGSMAT now responsible for monitoring the impact of policies on protected groups.</p>		√	
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 policy which is reviewed regularly. • Whistleblowing policy • Meeting minutes 			√

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July 2019

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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 • Are strategies in place to address any equality gaps? Is further information required to monitor policy and practice? 	<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 although we are a small school where staff do not reflect all the protected characteristics. • 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 through parent governors, Friends of Castle View and involvement in the Hurst Farm Regeneration Project. 		√	

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15	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?	<ul style="list-style-type: none"> • Yes – objectives and minutes. 			✓
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