

Bridgelea Equality, Diversity and Community Cohesion Audit January 2020

Audit Area and Questions	Y	N	P	Tasks and priorities
1. The Governing Body, staff and other stakeholders have defined what "equality, diversity and community cohesion" means to them				<ul style="list-style-type: none"> Equality CPD bi-annually. School Council Activities with children. (CG) Coffee mornings to support parents with equality and diversity. (SENCO/DSL) Policy to be reviewed at Gobs
2. Training is given to all members of Governing Body and staff on the issues of equality, diversity and community cohesion				<ul style="list-style-type: none"> Training for all governors and staff when appropriate in light of new legislation. Online training to be sourced through MSCB website. Repeated bi-annually and on recruitment. LS to monitor as HR lead..
3. The make-up of the Governing Body and staff reflects the community served by the school				<ul style="list-style-type: none"> Maintain this balance whenever there are governor vacancies. Governor autobiographies to be added on the school website.
4. The SEF document contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere.				<ul style="list-style-type: none"> To be added to current SEF. Link to Audit.
5. School governors understand their general and specific duties under equality legislation, and take a lead in this area				<ul style="list-style-type: none"> Maintain Equality and Diversity governor position. This nominated governor to report to the full GB meetings. MCSB Training is offered for new governors.
6. Duty on schools to prevent extremism/terrorism				<ul style="list-style-type: none"> Child Protection training reflects new legislation. Visitors to school monitored by staff who will challenge any extremist views as per legislation.

7. Equality impact assessments are used to ensure due regard is given to equality duties within policies and functions such as pupil admissions, progress, attainment, exclusions and other key areas				<ul style="list-style-type: none"> • Maintain high standard of data analysis regarding diverse groups. HT/admin officer scrutinize the data every term relating to lateness and attendance with regard to vulnerable groups. • HT to act upon any information regarding attendance/lateness and consult parents if necessary.
8. The importance of logging, analysing and acting on complaints about discrimination from pupils, staff and parents is understood.				<ul style="list-style-type: none"> • Parent questionnaires to have a question related to equality and diversity. • A parent friendly version of the complaints procedure to be available on the school website. (LS)
9. Staff respond fairly and consistently to hate motivated incidents and keep a record of all reported incidents.				<ul style="list-style-type: none"> • SLT monitor Iris incidents weekly.
10. Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.				<ul style="list-style-type: none"> • To keep training up to date. • MSCB/Virtual College Website
11. The school has an up-to-date Single Equality Policy that covers all protected characteristics and functions and is linked to an action plan & audit.				<ul style="list-style-type: none"> • Reviewed annually at the curriculum subcommittee Spring Term
12. The Single Equality Policy is publicly available, easy to access and can be made available in different formats or languages.				<ul style="list-style-type: none"> • Review annually- Spring Term at the full governors' meeting. • Other formats available on request.
13. The Single Equality Policy is understood and supported by governors, staff, pupils and parents.				<ul style="list-style-type: none"> • To be undertaken as per new legislation.
14. The Single Equality Policy is regularly reviewed in consultation with governors, staff, pupils, parents and groups representing the different protected characteristics				<ul style="list-style-type: none"> • Policy reviewed annually at the Curriculum subcommittee. • Reviewed with parents and pupils in Spring term annually. • Parent consultation to be completed.
15. The School follows the Code of Practice on the Identification and Assessment of Special Educational Needs (DfE 2014).				<ul style="list-style-type: none"> • SEND Information Report reviewed annually • All children are assessed on entry to school.
16. The School makes effective use of delegated resources to support children with special educational				<ul style="list-style-type: none"> • Maintain this standard of monitoring. • Governors to continue to challenge this area for effectiveness.

needs.				
17. The school has an up to date Accessibility Plan, which is being implemented.				<ul style="list-style-type: none"> Annual review by curriculum committee
18. The School provides parents, carers and guardians with information about how to access the Independent Advisory Service.				<ul style="list-style-type: none"> Maintain link with outside agencies such as Independent Advisory Service Maintain information sharing via newsletters/website/reviews Early Help Offer
20. The School will prepare and publish equality priorities to demonstrate how the general equality duty will be met.				<ul style="list-style-type: none"> Updated annually
21. The school has an accurate, up-to-date profile of its pupils, staff and the local community by race, sex, religion and disability (sexual orientation is optional).				<ul style="list-style-type: none"> Office staff collect data on staff and pupils. Data to be completed on governors.
22. The school has a list of policies that they will Equality Impact Assess and have a schedule for the completion of these Equality Impact Assessments				<ul style="list-style-type: none"> Ensure that each policy is reviewed to reflect the current equality legislation. SLT training required on Equality Impact Assessments. Following policies to be Equality Impact assessed behaviour, anti-bullying, SEND, staff recruitment and promotion, teachers' pay, staff discipline.
23. Monitored data is analysed to identify unjustifiable disparities and the possible causes.				<ul style="list-style-type: none"> Limited consideration is given to monitoring disparities. Enquire with One Education and Governing Body about ways to improve this.
24. The results of monitoring and equality impact assessments inform INSET priorities, pupil profile meetings and school development planning.				<ul style="list-style-type: none"> As above
25. The School systematically monitors, review and record the progress of pupils identified as having special educational needs and report to the governing body.				<ul style="list-style-type: none"> Progress and EHCP outcomes reviewed with parents, pupils, SENCo and class teacher termly. Plan/Do/review cycles completed half-termly for all children who do not have an EHCP.
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion				<ul style="list-style-type: none"> Silver Rights Resecting School Gold Rights Respecting CPD completed. Nurture Award 2019 World's Largest Lesson to be repeated. School Council to continue to be

				<p>developed.</p> <ul style="list-style-type: none"> Displays to be improved to support a stronger sense of diversity.
27. Staff and Governors know what is expected from them and what they can expect in return as expressed in codes of conduct, staff handbooks and policies				<ul style="list-style-type: none"> Training offered to all new governors. Governors to be invited into school on a more regular basis. Staff CPD pathways developed 2019/2020. All policies shared on Parago.
28. Governing Body meetings illustrate that the school has been made aware of and has responded to community views				<ul style="list-style-type: none"> Concerns from the local community are taken to the full governing body meetings.
29. The school works with parents of children with special educational needs as equal partners in their child's education.				<ul style="list-style-type: none"> All children have termly reviews for EHCP. All PEX and Prevent pupils have half-termly reviews.
30. The curriculum is regularly assessed to ensure that it promotes equality and cohesion across all protected characteristics				<ul style="list-style-type: none"> HT reports findings to staff and governors on a regular basis. Increase representation and celebration of diversity across the curriculum.
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.				<ul style="list-style-type: none"> Ongoing-maintain self-evaluation and share with all staff and governors
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.				<ul style="list-style-type: none"> Ongoing-maintain self-evaluation and share with all staff and governors
33. Governors and staff have evidence that curriculum activities promote shared values and build children's understanding of diversity				<ul style="list-style-type: none"> Maintain the quality of the information provided to governors Improve quality of displays to celebrate diversity within Manchester.
34. The school has an action plan of work to meet the needs of its pupils in terms of cultural diversity				<ul style="list-style-type: none"> Whole school and subject action plans reviewed every term.
35. Governors are aware of levels of pupil mobility and how the school addresses these				<ul style="list-style-type: none"> Report on pupil mobility at every Governing Body meeting in the HTs report
36. Governors and staff comment on the advantages of diversity within their community as well as tackling the challenges it presents				<ul style="list-style-type: none"> Staff meeting agenda to identify more opportunities for engaging with wider community.
37. The Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated				<ul style="list-style-type: none"> See PHSE/RE and Rights Respecting Monitoring. School has achieved Silver Rights Respecting status autumn 2019. See report.

				<ul style="list-style-type: none"> AHT/SENCO to provide report for Gobs.
38. The staff can provide examples where they have challenged assumptions and addressed sensitive and controversial issues around all of the protected characteristics				<ul style="list-style-type: none"> See PHSE/RE and Rights Respecting Monitoring. School has achieved Silver Rights Respecting status autumn 2019. See report.
39. The Governing Body knows how the school tracks relative underachievement by particular groups and how successful this has been				<ul style="list-style-type: none"> Governors updated annually as part of the HT report and end of year data. Protected groups analysis to be added onto the website and reflected in action plans.
40. Approaches are in place to deal with prejudice, discrimination, bullying or harassment and, if used, have been successful				<ul style="list-style-type: none"> PHSE Curriculum has improved with links to Iris and reactive PHSE resources. See PHSE audit and action plans.
41. Staff have monitored discipline and exclusion patterns to highlight particular groups and have discussed these with the Governing Body				<ul style="list-style-type: none"> Governors updated termly as part of the HT report. Further analysis of protected groups to be added.
42. The SEF contains judgements on the contribution parents and other communities makes to pupils' learning and well-being.				