



# Cheshire Academies Trust

## EQUALITY EXCELLENCE AUDIT

	<b>Aspect of academy to consider.</b>	<b>Where/when does this happen? or Comment</b>	<b>Flag for Action?</b>
<b>MONITORING AND EVALUATING ATTAINMENT</b>	The academy has effective procedures in place to monitor patterns of attainment as young people progress through their education. Results are analysed by various relevant characteristics (e.g. ethnicity, gender, social class etc.) that may reveal indirect discrimination. Strategies are in place to tackle achievement gaps.	Progress and Review meetings each term where in depth analysis of each year group and KS is scrutinised and discussed. IDSR and ASP also analysed and discussed with staff and governors	
<b>MONITORING AND EVALUATING OPPORTUNITIES, ACADEMY EXPERIENCE AND ACHIEVEMENTS</b>	The academy has effective procedures in place to monitor responses to, participation and success in wider educational and social experiences. For example, student’s satisfaction with aspects of academy, participation in academy trips, sports, out of hours’ activities, community placements, positions of responsibility, creative performances. Patterns that do not reflect the wider population of the academy are investigated.	Annual questionnaires distributed to all stakeholders. Academy Council (pupil voice)	
<b>INCLUSION INDICATORS</b>	The academy has effective procedures to monitor inclusion indicators such as attendance, behaviour, admissions and transfers, harassment incidents (including racist, religious and homophobic), disciplinary sanctions including exclusions. Patterns that do not reflect the wider population of the academy are investigated.	Behaviour and harassment incidents -serious or persistent offenders are logged in the confidential notes files. Parents informed. IBP if required. Admissions and transfers –as per published criteria Disciplinary sanctions including exclusions –as per guidance. Patterns that do not reflect the wider	

		population of the academy are investigated.	
<b>WELCOMING INDUCTION</b>	The academy has effective procedures to welcome and integrate new arrivals. All academy staff understand their responsibilities in this process. Direct evaluation of the experience is sought from young people and parents.	New starters in EYFS are sent a form to comment on the process. Questionnaires include a question on this aspect of academy life.	<b>Information consultation in Jan for Reception Induction process.</b>
<b>RESPONSIBILITIES UNDERSTOOD</b>	Governors and academy leaders ensure that all staff understand their duties to implement equalities legislation as it applies throughout academy activities.	Agenda item at governors and staff meeting (see minutes)	<b>For all staff to consider Equality Act and what this means for curriculum and academy.</b>
<b>DIVERSE ROLE MODELS</b>	Efforts are made to ensure that all learners encounter role models representing a wide range of the population including those who do not conform to stereotypes of age, gender, ethnicity, occupation and those from backgrounds different from their own. Contacts with groups who are not represented in the immediate community are especially sought.	Visiting speakers. Artists in residence. Academy supports a range of charities heightening awareness of different groups to their own.	<b>To renew academy links to other academies and schools in areas which are not predominately White British</b>
<b>REPRESENTATIVE STAFF AND GOVERNORS</b>	Efforts are made to ensure that the governing body and staffing are broadly representative of the different groups in the local community.	As per constitution.	
<b>BEHAVIOUR FOR POSITIVE RELATIONSHIPS</b>	All members of the academy know that behaviour which undermines positive relationships (including threats of violence, abuse, discriminatory behaviour and bullying) is dealt with firmly and effectively by the academy	Yes. As per academy policy and practice. See safeguarding confidential notes files	
<b>ADMISSIONS PROCEDURES</b>	The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.	The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.	
<b>EQUALITIES LEGISLATION</b>	All staff know their legal duties under equalities legislation and are aware of the systems within the academy to deal with incidents of discrimination. Incidents are properly recorded and	Policies reviewed annually by staff and governors and minute.	Further training on Equality Act for staff and governors.

	monitored.		
<b>PROFESSIONAL DEVELOPMENT</b>	The academy has identified the areas of professional development needed for the workforce to improve the equity and excellence dimension of its work in cohesion and has plans in place to provide it.		To undertake a curriculum review in light of new National Curriculum 2015
<b>STUDENT VOICE</b>	Students develop the skills to contribute to the evaluation and improvement of equal opportunities within the academy. Their contributions are welcomed and acted upon.	Academy Council minutes. Requests that have been actioned include: Buddy Bench Adventure Playground More playground equipment	