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Description automatically generated **SELF-EVALUATION TOOL FOR**

**EQUALITY AND DIVERSITY**

**Our shared vision is to make Hampshire an even better place where all children and young people-including those who are vulnerable or disadvantaged-have the best possible start in life and are supported by the whole community to succeed.**

**(The Hampshire Children and Young People’s Plan 2022-2025)**

The aims of this self-evaluation framework are to support leaders to:

* fulfil their statutory duties under the Equality Act 2010, the Public Sector Equality Duty and the Human Rights Act 1998, and evidence this to Ofsted.
* identify areas of good practice relating to equality and diversity.
* identify areas that require more development (helping to inform a district action plan and training opportunities)
* identify where aspects of the school’s provision are not adequately meeting the needs of individuals or groups of the community (pupils, staff, or parents).

This self- evaluation tool has been written with reference to: The Equality Framework for Local Government 2020, Hampshire’s audit tool for SMSC, The NEU Framework for adopting an anti-racist approach, The Equality Framework produced by Essex County Council, Hampshire’s Self-Assessment Tool for Rights Respecting Education.

The framework consists of the following focus areas:

1. Leadership and Management
2. Inclusion and Belonging
3. The Curriculum
4. Teaching and Learning
5. Participation and Pupil Voice
6. Prejudicial Language and Behaviour
7. The Environment
8. Engaging with parents/carers

***Through a focus on equality and diversity, incidences of discrimination and racism will reduce, and settings will develop further into places where people genuinely feel that they belong. As a result, they will develop a strong and positive sense of self.***

***The*** [***Public Sector Equality Duty***](https://www.legislation.gov.uk/ukpga/2010/15/section/149) ***in section 149 of the Equality Act 2010 requires Ofsted, when exercising all our functions, to have due regard to the need to:***

* ***eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010***
* ***advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it***
* ***foster good relations between persons who share a relevant protected characteristic and persons who do not share it.***

***‘All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.’* Ofsted July 2023**

**How do I use the Self Evaluation Tool?**

Prior to exploring the framework, people might like to consider the following questions:

* What does equality mean for you in your own context?
* Does your vision of equality leave any member of the school community vulnerable or unprotected?
* How do you communicate your vision of equality within your school context?
* How do you communicate your vision for equality beyond the school context?
* How do your stakeholders experience your vision of equality? How do you know?
* What is the impact on your vision of equality?
* How can training on and the use of human rights- based approaches underpin your vision for equality in your own context?

(Celebrating Difference – Shaun Dellenty)

1. Assemble a working party to explore the tool as a group. This could include a range of staff members (including those new to the profession); a governor; pupils (including those who represent different pupil groups); parents; members of the wider community, e.g. the vicar, the Parent Support Advisor… A member of the School Leadership Team should lead the work.
2. As a group, work through each section. Whereas some points can be answered straightaway, others will require more exploration, e.g. a questionnaire/interviews/surveys…
3. Schools should use a RAG rating to determine the extent to which the school can demonstrate that they meet the statement:
   * + Red: The school cannot evidence the statement at all.
     + Orange: The school can partially evidence the statement; however, there are some development points.
     + Green: The school can evidence that the statement applies in their setting.
4. If it’s helpful, schools might like to include strengths or areas for development for each section, which can then help inform their summary page. They might also like to include records of any of the evidence, which could be useful for when the tool is completed in the future.
5. From the RAG ratings, identify no more than two areas for development. These will then become School Improvement Priorities for the coming year.

The following ‘top tips’ have also been identified, for schools to make the best use of the Self Evaluation Tool.

* Be aware of making assumptions.
* Be mindful of what data percentages might seem to represent. For example, if a school were to conduct a pupil interview asking, ‘Is our school a place where you feel that you belong?’ and 97% respond positively, schools will need to explore 3% of pupils who responded negatively – are they all from the same pupil group? Do they all share a protected characteristic?
* Allow sufficient time to explore the audit tool and for any surveys/questionnaires/interviews that arise from it. Time will also enable those who are absent from school to still participate.
* Acknowledge that some people may not answer honestly and may feel that they have to provide specific answers, worrying about what would happen if they spoke freely and openly.
* Capture the views of as many of the community as possible – this can be tricky when people do not wish to return questionnaires, for example, or do not participate in the research. There may be many different reasons and/or barriers why particular groups or individuals may not contribute their views and schools will want to provide support, encouragement, and openness for all members of the community to engage.
* Remember: the questions you ask will determine the answers you are given. Take time to explore and test the ‘right’ questions.

1. **Leadership and Management**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| The school vision or values statement supports the promotion of equality and diversity, and this is upheld by all staff and governors. |  |  |
| There is a lead member of staff for equality and diversity, who has clearly defined roles and responsibilities across the school. |  |
| Regular audits identify staff training requirements in relation to equality and diversity. |  |
| Senior leaders are compliant with the Public Sector Equality Duties under the Equality Act. They use Equality Impact Assessments to monitor decision making across the school. |  |
| School policies demonstrate a clear commitment to an ethos, curriculum and environment which promote equality and diversity and challenge all forms of prejudice and discrimination. |  | **Areas for development?** |
| The school’s Equality Action plan and objectives are regularly reviewed and are available and accessible for all stakeholders. |  |
| Leaders regularly monitor the impact of the PSHE/RSHE/SMSC curriculum in relation to equality and diversity. |  |

1. **Inclusion and Belonging**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| There is a shared understanding from staff of how a sense of place and belonging can impact on a sense of identity and contribute towards a positive sense of well-being. |  |  |
| All staff and pupils report a sense of place and belonging through feedback and survey mechanisms. |  |
| There are clear processes in school for eliciting staff, parent and pupil views and finding out about their experiences, ensuring that people feel included and valued, and know what actions they can take if they feel marginalised or experience discrimination. |  |
| All pupils and staff feel safe, aspirational, accepted for who they are and able to express their identity appropriately. |  | **Areas for development?** |
| The ethos, environment and curriculum in the school reflects and engages with the wider school community. |  |

1. **The Curriculum**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| The whole school curriculum is designed to promote identity, belonging, equality, diversity, the Rights of the Child and the Fundamental British Values. |  |  |
| The curriculum includes the context and cultural capital of the pupils and their families. |  |
| Teaching and learning and enrichment opportunities are used to foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield. |  |
| All subjects at all key stages contain opportunities for teaching about equality and diversity, and tokenism is avoided. Contemporary British experiences are emphasised. |  |
| There are opportunities in the curriculum to teach about racism and prejudice (past and present) and develop pupils’ understanding of the impact on communities. |  |
| The curriculum provides opportunities to empower children to challenge discrimination, prejudice, and injustice. |  |
| **Areas for development?** |
| The curriculum provides an opportunity for young people to reflect on their roles and responsibilities regarding issues of equality and justice – individually, locally, and globally. |  |
| The school demonstrates an awareness of the local history of the area and incorporates teaching about significant historical events and people into the wider curriculum. |  |
| Curriculum content and resources do not inadvertently perpetuate stereotypes and assumptions. |  |

1. **Teaching and Learning**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| All staff demonstrate the highest expectations for all pupils in their class. |  |  |
| Teaching strategies in all subject/curricular areas ensure that the individual needs of pupils are identified and met. |  |
| Steps are taken consistently to positively improve the learning experience of different groups of pupils and, as a result, all pupils make good progress. |  |
| Where standards of attainment and progress are below those nationally, the gap is closing rapidly.  The school has a clear strategy for improving attainment and progress for all groups, irrespective of numbers of pupils within a cohort. |  |
| Equality monitoring ensures that almost all pupils, including those with protected characteristics are making sustained progress in most subjects over time, given their starting points. |  |
| Pupil Participation is reflected in the pedagogical styles of teaching and learning across the school (e.g., P4C, inquiry-based learning). |  |
| **Areas for development?** |
| Information relating to all groups of pupils is regularly disseminated to staff and governors to inform teaching and planning across the curriculum. |  |
| A clear, conscious commitment to anti-discriminatory practice across the protected characteristics is evident in lessons, resources, and enrichment activities. Teachers are aware of unconscious bias and how it may impact their practice. |  |

1. **Participation and Pupil Voice**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| Staff understand that children knowing that they have the right to be heard in decisions which affect them boosts their sense of security and their self-confidence. |  |  |
| All pupils are able to take part in decision-making at their own level, regardless of age, ability or identity. |  |
| Children know that their voice will be heard and are confident that it will be acted upon. |  |
| There is evidence of participation by pupils and students in decision-making across the life of the school and pupils feel strongly empowered, recognising that they can effect change in the school. |  |
| Children have access to reliable information to inform their voice. |  |
| When pupils get involved in decision-making, they know how this has improved things and what difference they have made. If their views cannot be implemented, they know why this is the case. |  |
| **Areas for development?** |
| Pupil representation in extra-curricular activities and within leadership roles demonstrates equality and equity. |  |
| Children can identify a trusted adult in school to whom they would feel comfortable disclosing information regarding discrimination. |  |
| There is a strategy in place to support pupils at risk of exclusion and to prevent and explore alternatives to exclusions. Particular attention is paid to the disproportionality in rules of exclusion for Black pupils, and Gypsy, Roma and Traveller pupils. |  |

1. **Prejudicial Language and Behaviour**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| All staff are confident to identify and tackle bullying and discrimination and receive regular training and updates. |  |  |
| The school has an active and highly effective approach to identifying and tackling bullying and discrimination which is understood and implemented by all staff. |  |
| Staff and pupils feel safe and confident to report bullying and abuse. |  |
| The number of incidents which are recorded accurately reflects feedback from the pupils. As a result, all pupils feel confident about the school’s ability to address prejudice successfully. |  |
| All actions following incidents of prejudicial language are reviewed in terms of their effectiveness and used to inform future practice. |  |
| Staff and pupils understand and can recognise prejudicial language and behaviours, and the psychological harms caused by racism and discrimination. |  |
| The school has established and promotes a climate free from prejudice in which it is okay to be different. Pupils feel comfortable about talking openly about the views and attitudes about different groups. |  |
| **Areas for development?** |
| All staff and pupils can evidence ways in which the school is fulfilling the duties determined by the Equality Act. |  |
| Staff are confident to support pupils who have experienced racism and pupils feel well supported. |  |
| The school engages well with outside agencies and works in partnership to address wider community concerns within the school community. |  |
| There are clear guidelines in school for parents to report instances of prejudicial behaviour and/or victimisation. |  |

1. **The Environment**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| Displays and school materials reflect the identities and backgrounds of all pupils and staff. |  |  |
| The environment is welcoming for all, demonstrates the inclusive culture of the school and communicates the school values. |  |
| Displays and school materials support the development of understanding and appreciation of the range of different communities beyond the school community. |  |
| **Areas for development?** |
| Resources and displays are regularly monitored to ensure that stereotypical and outdated images are not being used. |  |
| The physical school environment is accessible to all. |  |

1. **Engaging with parents and carers**

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| **What are we aiming for?** | **What have we identified as strengths?** | **How do we know? (Evidence?)** |
| Parents and carers are actively encouraged to engage in all aspects of school life. |  |  |
| Parents and carers are informed of the approach the school is taking to promote equality and are clear on the school’s position relating to the duty of the school as defined by the Equality Act 2010. |  |
| There are appropriate and accessible mechanisms in place to capture and respond to feedback and concerns from parents and carers. |  |
| **Areas for development?** |
| The school has successfully targeted and engaged marginalised and/or ‘hard to reach’ parents and carers. |  |
| All parents/carers receive information in appropriate and accessible forms. |  |

***SUMMARY DOCUMENT (To be used to inform the School Development Plan):***

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| *Overriding strengths* | *Barriers* |
| *Areas for development* | *School actions for the year? (These will be included within your School Improvement Plan)* |
| *Which are the focus areas for the school? (Schools should identify* ***no more than 2*** *focus areas, chosen from the 8 headings.):*  *1.*  *2.* | |
| *Date:* | *Completed by:* |