



Cheshire Academies Trust  
*Inspiring hearts and minds*

# Equality Excellence Audit

Next Update: Autumn 2025

|   | <b>Aspect of academy to consider.</b>   | <b>Where/when does this happen? or Comment</b>  | <b>Flag for Action?</b> |
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| <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.   | Termly data analysis meetings with all teachers, including nursery. Reports to governors. National data comparisons also shared with 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. Pupil voice surveys shared with governors, staff and parents.  |                         |
| <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 the Behaviour Policy. 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.   | Staff induction paperwork held on file. Parent questionnaires seek feedback.  |                         |

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|   |  | Welcoming new families to the school – buddy system   |  |
| <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)<br>Inclusion is a focus of the school development plan (SDP 2022-24) to ensure this aspect of our provision is of a very high standard.  |  |
| <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.<br>Artists in residence.<br>The school supports a range of charities heightening awareness of different groups to their own.<br>Assemblies also support this aspect.<br>Working with parents to invite them in to support our drive to ensure the curriculum represents all. |  |
| <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.<br>As per academy policy and practice.<br>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.   | Policies reviewed annually by staff and governors and minute.   |  |

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|                                 | Incidents are properly recorded and 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. | Further training on Equality Act for staff and governors is part of the 2022-24 SDP.   |  |
| <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.                                | School Council / Wellbeing Ambassador groups. This year they are working on anti-bullying messaging, how to stay happy and healthy, safety around the school and how to ensure everyone always feels like they belong at Bexton. |  |