

Cheshire Academies Trust

Inspiring hearts and minds

BEXTON PRIMARY SCHOOL

Equality Excellence Audit

Next Update: Autumn 2027

This audit reviews how well Bexton meets its duties under the Equality Act 2010 across everyday academy life, so that every child, family and member of staff feels valued, included and supported. Any area flagged for action here feeds directly into the Bexton Equality Objectives.

Aspect of academy to consider	Where/when does this happen? or Comment	Flag for Action?
MONITORING AND EVALUATING ATTAINMENT 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 and Rainbow Room. Reports to governors. National data comparisons also shared with governors.	
MONITORING AND EVALUATING OPPORTUNITIES, ACADEMY EXPERIENCE AND ACHIEVEMENTS The academy has effective procedures in place to monitor responses to, participation and success in wider educational and social experiences. For example, students' 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.	
INCLUSION INDICATORS The academy has effective procedures to monitor inclusion indicators such as attendance, behaviour, admissions and transfers, harassment incidents (including racist, religious and	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	

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homophobic), disciplinary sanctions including exclusions. Patterns that do not reflect the wider population of the academy are investigated.	that do not reflect the wider population of the academy are investigated.	
WELCOMING INDUCTION 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. Welcoming new families to the school – buddy system.	
RESPONSIBILITIES UNDERSTOOD Governors and academy leaders ensure that all staff understand their duties to implement equalities legislation as it applies throughout academy activities.	Regular agenda item at governors and staff meetings, with actions monitored through notes, minutes and SDP/SQM. Inclusion is a focus of the school development plan (SQM 2026-2027) to ensure this aspect of our provision is of a very high standard. Staff receive ongoing training and guidance on inclusive practice, while SLT, SENDCOs and DEI lead regularly review provision, policies and feedback to identify and implement further improvements.	
DIVERSE ROLE MODELS 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, assemblies and Team Talks provide opportunities to encounter diverse role models and perspectives. The Jigsaw curriculum, School Ambassador initiatives, DEI projects and calendar celebrations further promote representation and challenge stereotypes. We also work with parents, community groups and charities to broaden pupils' understanding of experiences and backgrounds beyond their immediate community.	
REPRESENTATIVE STAFF AND GOVERNORS Efforts are made to ensure that the governing body and staffing are broadly representative of the different groups in the local community. The Academy considers representation, equality and diversity when recruiting staff and appointing governors, within the requirements of relevant legislation and the legal framework. Recruitment and governance processes promote fair and equitable opportunities for all.	As per constitution.	
BEHAVIOUR FOR POSITIVE RELATIONSHIPS 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. This is supported through regular staff training, briefings and clear guidance to ensure a consistent approach across the academy.	As per academy policy and practice. See safeguarding confidential notes files.	
ADMISSIONS PROCEDURES	The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.	

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EQUALITIES LEGISLATION All staff and governors 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 monitored.	Policies reviewed annually by staff and governors and minuted. Staff receive regular training, briefings and guidance on their legal duties and the academy's procedures for responding to and recording incidents of discrimination.	
PROFESSIONAL DEVELOPMENT 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 2026-27 SDP. Individual professional development meetings help identify specific needs, with appropriate support, guidance and/or training provided where required to strengthen inclusive practice.	
STUDENT VOICE Students develop the skills to contribute to the evaluation and improvement of equal opportunities within the academy. Their contributions are welcomed and acted upon.	Pupil voice is actively gathered through School Ambassadors, DEI projects, surveys and discussions with staff. The Jigsaw PSHE curriculum provides regular opportunities for open discussion, reflection and feedback, ensuring pupils' views help shape inclusive practice and positive change within their classrooms and the wider school environment.	