



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](#) 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

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.	Core school value is diversity Well known as supportive/caring school who are very inclusive.	
There is a lead member of staff for equality and diversity, who has clearly defined roles and responsibilities across the school.	HT and DHT shared responsibility	
Regular audits identify staff training requirements in relation to equality and diversity.	Staff come together to discuss current strengths and areas to help.	
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.	Equality act followed and informs decision making as a 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.	Vision statement is at the top of all policy documents.	Areas for development? Audit on staff requirements for CPD
The school’s Equality Action plan and objectives are regularly reviewed and are available and accessible for all stakeholders.	This is included in our policy schedule.	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.
Leaders regularly monitor the impact of the PSHE/RSHE/SMSC curriculum in relation to equality and diversity.	Curriculum leads review curriculum bearing in mind how texts/schemes link to equality and diversity	Audits of curriculum using IDP proformas.

2. Inclusion and Belonging

What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
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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.	Wellbeing hub and hublet have a focus on identifying children's needs (SEMH/ SEND) and supporting this. Personalised rewards to celebrate individual next steps.	White Rose resources show diversity
All staff and pupils report a sense of place and belonging through feedback and survey mechanisms.	School council and pupil voice used to gain pupil opinion on belonging.	
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.	Open door policy between teachers/ pastoral team and parents. Pastoral team liaising with families to listen to and understand their views. Office staff at front door every day with a notebook (visual sign that parents can talk). Headteacher or deputy headteacher always available at the school front door in the mornings. Communication books in place for some children. Parents can email teachers directly. PEG group to be introduced.	
All pupils and staff feel safe, aspirational, accepted for who they are and able to express their identity appropriately.	Conversations between staff members reveal this. Supportive relationships between staff.	
The ethos, environment and curriculum in the school reflects and engages with the wider school community.	School values, assemblies, Be Proud assemblies and star of the week/ wider achievements.	
		Areas for development? Increase the use of pupil surveys- to be used as a regular tool for children to express any feeling of a lack of belonging

3. The Curriculum

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.	Curriculum coverage PSHE/RSE- content Classroom names	Toolkits

<p>The curriculum includes the context and cultural capital of the pupils and their families.</p>	<p>Teachers are mindful of their class's family dynamics/backgrounds Mindful of spending Language use Trips/Experience days Cross curricular links Sensory experiences</p>	<ul style="list-style-type: none"> - Diversity and inclusion statement for all subjects - People from different cultures and ethnicity highlighted <p>Assemblies Class reader tracker- covers most ethnicities/cultures/historical/gender representations/social & family dynamics Planning hook days Planning Kapow! Units Children's voice EVOLVE CPOMS Book Looks Library</p>
<p>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.</p>	<p>Trips Para-Olympian visit Hook Days/Experience days Class discussions Sharing achievements/backgrounds Be Proud AWE volunteers Community events- care home (choir), foodbank donations Xmas jumper/coat/wellies bank</p>	<p>Book areas in classrooms Displays Wellbeing Hub Digital Newsletters & Websites Newspaper articles</p>
<p>All subjects at all key stages contain opportunities for teaching about equality and diversity, and tokenism is avoided. Contemporary British experiences are emphasised.</p>	<p>Teachers promote equality and diversity in lessons e.g. RSE, PSHE, Writing, Reading Fish Friday Afternoon teas David Attenborough/Royal family birthdays Harvest Festivals Easter/Christmas services Nativities Bonfire Nights St George's birthday Lent Pancake Day Remembrance Day Diwali</p>	
<p>There are opportunities in the curriculum to teach about racism and prejudice (past and present) and develop pupils' understanding of the impact on communities.</p>	<p>Guided reading unit- Nelson Mandela Book genres/themes History/PSHE/RSE lessons Assemblies- Monday School values</p>	

<p>The curriculum provides opportunities to empower children to challenge discrimination, prejudice, and injustice.</p>	<p>PSHE/RSE lessons Empowering children in the moment-break/Lunch times Wellbeing hubs Impromptu circle times Guided reading lessons/units Writing units Poetry</p>	<p>Areas for development?</p> <p>Library links</p>
<p>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.</p>	<p>PSHE/RSE lessons Empowering children in the moment-break/Lunch times Wellbeing hubs Impromptu circle times Guided reading lessons/units Writing units Poetry School leadership roles</p>	
<p>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.</p>	<p>150 year celebrations Remembrance Day- effects of war on the community History/Geography units- local area Community links- Fire station, churches, care homes, musicians</p>	
<p>Curriculum content and resources do not inadvertently perpetuate stereotypes and assumptions.</p>	<p>Use of Widgeit Consistency across the school in delivering messages Experience of staff</p>	

4. Teaching and Learning

What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
<p>All staff demonstrate the highest expectations for all pupils in their class.</p>	<p>Implemented school behaviour policy Praise based Aspirational targets/expectations</p>	<p>Behaviour policy Class based rewards (personalised to individual need/class)</p>

<p>Teaching strategies in all subject/curricular areas ensure that the individual needs of pupils are identified and met.</p>	<p>Scaffolding more difficult learning concepts so all children can access the curriculum Now/Next Additional Pastoral support to ensure readiness for learning Ordinarily Available Provision to support all learners not just SEND Personalised support based on children's needs (fidget tools, wobble cushions, visual cues, widgets) Sticky learning / long term memory</p>	<p>Book monitoring Presentation Ready/Respect/Safe Monitoring School Values</p>
<p>Steps are taken consistently to positively improve the learning experience of different groups of pupils and, as a result, all pupils make good progress.</p>	<p>Scaffolds provided to support children to access and achieve the same outcomes (e.g. manipulatives, visuals, laptops) Pre-teaching and Keep Up/Catch Up interventions.</p>	
<p>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.</p>	<p>Monitoring Termly standardised tests Summative and Formative assessment Targets for children Rapid Catch Up plans Interventions Keep Up/Catch Up Teachers notice gaps</p>	
<p>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.</p>	<p>SDP: Focus on boys, SEND, PP and disadvantaged pupils</p>	
<p>Pupil Participation is reflected in the pedagogical styles of teaching and learning across the school (e.g., P4C, inquiry-based learning).</p>	<p>Lucky Ducks – AfL Group work/partner work Flexible seating plans – awareness of challenges such as hearing, left-handed, eye-sight etc.</p>	
<p>Information relating to all groups of pupils is regularly disseminated to staff and governors to inform teaching and planning across the curriculum.</p>	<p>Good communication CPOMS Staff Meeting</p>	
		<p>Areas for development? Ensure fair representation in visitor assembly rota</p>

	Staff Bulletin Governors meeting Governors monitoring CPD Training	
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.	PSHE lessons Assemblies Wide range of rich texts/stories read Class names are named after inspirational people (broad range, disability) Para-Olympian visit Broad and balanced curriculum	

5. Participation and Pupil Voice

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.	PSHE lesson – threads link to this MyHappyMind Reactive discussion	Rights, Respecting & Responsibility School (RRR UN convention) School council Pupil voice Surveys
All pupils are able to take part in decision-making at their own level, regardless of age, ability or identity.	School council Eco Team	
Children know that their voice will be heard and are confident that it will be acted upon.	Wellbeing Hub Pastoral support ELSA Regular teacher check ins PSHE MyHappyMind Relationships between staff and children Meet & Greet	
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.	School Council Eco Team School rules weekly assembly Head Boy/Girl Be Proud assembly PSHE MyHappyMind	

	Reactive discussions Pastoral Team	
Children have access to reliable information to inform their voice.	PSHE Monday Assembly MyHappyMind Rules embedded throughout school Each classroom has the same visuals for rules	
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.	School council	Areas for development?
Pupil representation in extra-curricular activities and within leadership roles demonstrates equality and equity.	Variety of after school clubs PP funded RockSteady	
Children can identify a trusted adult in school to whom they would feel comfortable disclosing information regarding discrimination.	Signage around the school with DSL information. Pastoral team are available Staff lanyard with staff identification card Staff photo board at the front of school PSHE lessons about trusted adults NSPCC pants are private lessons Nurturing relationships between staff and children	
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.	GRT training – EMTAS EMTAS – to support behaviour and education and to build relationships with parents (all nationalities) Pastoral support IEP IBMP Staff awareness Work with parents	

6. Prejudicial Language and Behaviour

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.	Annual safeguarding training and updates	Anti-bullying policy Behaviour and relationship policy Dealing with unacceptable behaviour from parents policy Code of conduct for parents Code of conduct for staff, volunteers and parent helpers Equalities policy Child protection policy CPOMs PSHE lessons Areas for development? Engaging community/parents/carers to improve acceptance, tolerance and inclusion Encourage outside agencies relating to different community groups
The school has an active and highly effective approach to identifying and tackling bullying and discrimination which is understood and implemented by all staff.	Codes of conduct in relation to behaviour of pupils, staff and carers/parents	
Staff and pupils feel safe and confident to report bullying and abuse.	Well-being team and good relationships with trusted adults	
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 incidents are recorded on CPOMs. PSHE helps to inform, remind and acknowledge issues and how to deal with situations	
All actions following incidents of prejudicial language are reviewed in terms of their effectiveness and used to inform future practice.	Incidents are dealt with immediately. Review could form a class discussion.	
Staff and pupils understand and can recognise prejudicial language and behaviours, and the psychological harms caused by racism and discrimination.	Pupils understand to a certain extent. Assemblies, PSHE, RE teach about tolerance and acceptance of diversity.	
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.	We have assemblies and lessons in class to discuss diversity and attitudes	
All staff and pupils can evidence ways in which the school is fulfilling the duties determined by the Equality Act.	Equality is discussed during lesson time, assemblies and subject curriculum	
Staff are confident to support pupils who have experienced racism and pupils feel well supported.	Any adult can be approached and in doubt can seek further advice from SLT or the well-being team	
The school engages well with outside agencies and works in partnership to address wider community concerns within the school community.	Outside agencies have attended assemblies and engaged with whole school and specific pupils from the travelling community	
There are clear guidelines in school for parents to report instances of prejudicial behaviour and/or victimisation.	Information is available on the school website and newsletters	

7. The Environment

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.	Diversity display in school hall. School displays with photos show school diversity.	Photo evidence Surveys Learning walks
The environment is welcoming for all, demonstrates the inclusive culture of the school and communicates the school values.	School values communicated in assemblies, newsletter and in messages to the community.	
Displays and school materials support the development of understanding and appreciation of the range of different communities beyond the school community.	A range of texts and materials are used to celebrate diversity.	Areas for development? Ensure access routes are articulated well to wheelchair users.
Resources and displays are regularly monitored to ensure that stereotypical and outdated images are not being used.	Audits and walks confirm that older non-PC images are removed from circulation.	
The physical school environment is accessible to all.	The site is wheelchair/disability accessible throughout.	

8. Engaging with parents and carers

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.	Newsletter Helping on trips Helping in school Volunteers for clubs Parent evenings/open door policy PEG	Parent survey Parent Engagement Group Word of Mouth
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.	Website page dedicated to this Threaded through policies? Equalities policy Safer recruitment process – volunteers Curriculum shared on website	

<p>There are appropriate and accessible mechanisms in place to capture and respond to feedback and concerns from parents and carers.</p>	<p>Microsoft forms Open door policy Office staff/SLT/pastoral on door every day Governor survey PEG</p>	<p>Areas for development? Key group engagement/representation New starter buddies introduced to support with new terminology and understanding.</p> <p>Create terminology and event help sheet that supports EAL parents.</p>
<p>The school has successfully targeted and engaged marginalised and/or 'hard to reach' parents and carers.</p>	<p>Phone calls if not responded to e.g. parents evening</p>	
<p>All parents/carers receive information in appropriate and accessible forms.</p>	<p>Newsletters (audio version trialled) Hard copies available on request Staff know key families to approach about key events/messages etc Website- new translation function in upgraded site.</p>	

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

<p>Overriding strengths</p> <p><i>(SLT)</i> <i>Values</i> <i>Curriculum</i> <i>Communication with community</i></p>	<p>Barriers</p> <p><i>(SLT)</i> <i>Time for audits</i> <i>Staff capacity</i> <i>Ability to attend pupil sessions (cost of transport)</i></p>
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<p>Areas for development</p> <p>Engaging community/parents/carers to improve acceptance, tolerance and inclusion Encourage outside agencies relating to different community groups</p> <p>Library links</p> <p>Key group engagement/representation</p> <p>Increase the use of pupil surveys- to be used as a regular tool for children to express any feeling of a lack of belonging</p> <p>Audit on staff requirements for CPD</p> <p>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.</p> <p>Audits of curriculum using IDP proformas.</p> <p>Increase the use of pupil surveys- to be used as a regular tool for children to express any feeling of a lack of belonging</p>	<p>School actions for the year? (These will be included within your School Improvement Plan)</p> <ul style="list-style-type: none"> • <i>Involvement in LA lead Inclusion Diversity Project to become equality rights advocates.</i> • <i>Attend training sessions with other schools</i> • <i>Complete subject audits.</i>
<p><i>Which are the focus areas for the school? (Schools should identify no more than 2 focus areas, chosen from the 8 headings.):</i></p> <p><i>1. Leadership and management</i></p> <p><i>2. Prejudicial Language and Behaviour</i></p>	
<p><i>Date: Nov 2025 Reviewed: June 2026</i></p>	<p><i>Completed by: J Bruce-Carter (staff collaboration)</i></p>