 

Equalities policy self-evaluation toolkit

This self-evaluation toolkit is designed to help your setting identify strengths and areas for development to support settings to evaluate the most effective approaches to achieving equality and children’s rights, and to help establishments and the wider system.

The toolkit is divided into three sections which of equal importance:

* leadership
* learning and teaching
* families and communities

Your setting may wish to carry out your self-evaluation journey one step at a time or carry out the whole exercise holistically. It is essential, when deciding on a response to questions, that you consider the validity and reliability of the evidence base for your decision.

The following questions remain at the heart of self-evaluation:

* How are we doing?
* How do we know?
* What are we going to do now?

# Aims

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| **Self-evaluation and research** | **Exploring** | **Adopting** | **Embedding** |
| Practitioners, learners, and the wider setting community understand the impact of inequality (that different groups face different barriers and treating everyone the same will not lead to equal outcomes) and all practitioners demonstrate collective responsibility to initiate and contribute to well-informed change in response to imbalances. |  |  |  |
| Space is regularly created in meetings at every level to discuss equalities and to share interesting practice and innovative approaches. Good practice internally and externally is celebrated, shared, and used to inspire further change. Learner views are regularly gathered and shared in these spaces. |  |  |  |
| There is a shared vision, values and aims for equalities work which continues to evolve through ongoing debate, dialogue and reflection across the establishment, with learners, community and wider stakeholders. |  |  |  |

# Leadership

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| **Self-evaluation and research** | **Exploring** | **Adopting** | **Embedding** |
| Equalities are woven into improvement planning and aligned with other setting priorities. Data is used to identify gaps and to ensure the work meets the needs of the setting.Ongoing monitoring and evaluation are strongly encouraged to support planning for change and a sustainable approach. |  |  |  |
| A core team of practitioners provides effective coordination and leadership for equalities work. Equalities in the setting is aligned with other strategic priorities.  |  |  |  |
| Attainment and progression data are examined through an equalities lens and gaps/disparities are identified and addressed.The interconnected nature of protected characteristics is explored, and care is taken to adopt a nuanced and intersectional approach to analysing data and planning interventions. |  |  |  |
| Data relating to the wider culture of the setting are also monitored and disaggregated by equalities identities. This might include data relating to behaviour, attendance, and participation in wider and informal curriculum opportunities (e.g., speaking with external speakers, representing the setting, engaging in extra-curricular sporting activities etc.). |  |  |  |
| Effective strategies are in place to monitor and evaluate impact of plans and actions on attitudes and outcomes for all learners. |  |  |  |
| A range of effective approaches are being used to ensure all practitioners, learners, and partners are actively involved in IGBE self-evaluation activities. Learners are at the centre of this process and have a strong voice in all developments. |  |  |  |

# Learning and Teaching

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| **Professional Learning** | **Exploring** | **Adopting** | **Embedding** |
| There is a focus on collegiate learning, professional development, and building practitioner confidence in improving equalities. This may include increased access to professional learning, resources, and opportunities for professional dialogue. |  |  |  |
| There is a culture of professional learning, professional development, and collaborative professional enquiry in equalities.All practitioners, including teaching and support staff, have opportunities to engage with new learning around equalities, and plans are established to incorporate into induction for new staff. |  |  |  |
| Children and young people are taking responsibility for leading their own and others’ learning around stereotypes, bias, and inequality.There are opportunities available for all children and young people to engage with these issues, be involved in consultation and to help shape the setting’s approach. |  |  |  |
| Engagement with research, resources, and policy to lead and develop learning. Practitioners understand how addressing stereotypes and unconscious bias can help to raise attainment and develop employability skills. |  |  |  |
| Professional engagement and collegiate working across the wider learning community, including between sectors, is evident.Practitioners share resources, expertise, and strategies to build their mutual capacity. |  |  |  |

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| **Examining and sharing practice** | **Exploring** | **Adopting** | **Embedding** |
| The setting works to ensure that practitioners are equipped to understand impacts of unconscious bias and expectations in everyday practice.Practitioners recognise how the interactions they have with learners can reinforce or dispel stereotypical patterns of behaviour. |  |  |  |
| Practitioners recognise that whole-class interactions can be dominated by a sub-group of learners (for example, a subgroup of the boys in the class), often because they are making themselves more visible.Practitioners are confident in employing a range of strategies and techniques to support learner understanding of what balanced participation looks and feels like. |  |  |  |
| Practitioners are aware of the multiple ways in which unconscious bias can impact in the setting. Practitioners recognise the potential for expecting and accepting different behaviours from boys and girls; making assumptions about which areas of the setting/curriculum and types of activities learners will prefer; interacting differently with individuals; giving different advice and direction. |  |  |  |
| Practitioners understand the potential for unconscious bias to influence how we describe individuals, what we praise or criticise, the language we use to praise and what success is ascribed to. Care is taken to sense-check verbal interactions and written reports. |  |  |  |
| Teaching resources (including books, games, toys) are inclusive, reflect the diversity of the learners and the wider community and provide insight into the lives of others. Auditing of resources is supported or led by children and young people. |  |  |  |
| Practitioners are aware of their own language and there is an open and supportive ethos where all members of the learning community feel comfortable to support each other in monitoring language use. |  |  |  |

# Families and communities

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| **Parental and carer engagement** | **Exploring** | **Adopting** | **Embedding** |
| The setting works to ensure that all members of the wider setting community are meaningfully involved in equalities work. The needs and context of the setting community are explored and communicated. |  |  |  |
| The wider setting community is involved in the design and delivery of our improving gender balance and equalities initiatives. We consult with parents and carers regularly to ensure that we are meeting the needs and ambitions of all families within the learning community. |  |  |  |
| All communications from the setting exemplify good practice in terms of inclusion and representation. Practitioners are aware of the different family structures in modern Scotland and all families feel included and represented. |  |  |  |
| Care is taken to sense-check for assumptions and pre-conceptions when talking to different audiences. This might include considerations around gender, race, class and so on. |  |  |  |
| Practitioners feel confident to discuss inequalities, bias and stereotyping with parents/carers of all backgrounds and can present alternative viewpoints as appropriate. |  |  |  |

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| **Collaborating with Partners** | **Exploring** | **Adopting** | **Embedding** |
| All practitioners have a good understanding of gender based violence and domestic abuse, the indicators of domestic abuse and of the challenges faced by children and young people living with domestic abuse.All practitioners understand their role in challenging gender based violence through promoting an ethos and culture of equality throughout the curriculum and the whole setting experience. Settings engage with specialist organisations for support, professional learning and advice. |  |  |  |

**[END OF SELF-EVALUATION]**