

EQUALITY IMPACT ASSESSMENT (EIA)

January 2015

Created by	Senior Management and Governors
Date	January 2015
Reviewed by	Wendy Perry, HR Manager
Date	March 2018 March 2021
Ratified by Governors	
Next review date	March 2021 March 2024

Introduction

Schools have a legal duty under current **Equality Act 2010** legislation to undertake equality impact assessments on all their policies and practices in order to assess their impact on members of the school community such as pupils, parents/carers, school personnel, governors, school volunteers, visitors and those from the wider school community.

There is a particular duty to assess whether Linwood School policies and practices have, or could have, an adverse impact on the attainment levels of pupils from different equality groups. Completing an Equality Impact Assessment (EIA) will enable the school to demonstrate it has complied with this duty. Any significant change to policy, practice, activity or any significant decision that is made without the consideration of equality may be deemed unlawful and be subject to Judicial Review.

Aims

Our aim is for everyone in our school community to be treated fairly and by undertaking EIAs we will seek to establish whether members of the school community are being disadvantaged in any way by the implications of a policy or practice. EIAs involve predicting and assessing the implications of a policy or practice and trying to anticipate the needs of possible future members to our school community.

The term 'policy' has been used as shorthand for any relevant function or activity of the school/any proposed change at the school. Therefore 'policy' should be understood to embrace the full range of policies, plans, practices, activities, proposed changes and decisions; essentially all activity carried out by the school. Assessments of both current policies and policies under development will be completed.

From a **human resources** perspective the main proposed changes/decisions to which an EIA should be applied are those relating to staffing structures (that is proposals to re-structure the school's staff) or potential redundancy situations. Any policy or practice that has a negative or adverse impact which could amount to unlawful discrimination will be changed.

The approach to assessing the equalities impact of a 'policy' is proportionate to the likely impact it will have on:-

- the number of people likely to be affected;
- the size of the budget/amount of money involved;
- the extent of the proposed change;
- wider public policy implications;

This means the school will need to assess more rigorously policies which are likely to have a significant impact on staff, pupils, parents and or the local community.

Policies and guidelines will be equality impact assessed according to the school's three-year rolling programme.

Role of the Governing Board

The Governing Board has:-

- appointed a member of staff to be responsible for reviewing and prioritising all policies and procedures that need to be equality impact assessed;
- delegated powers and responsibilities to the Executive Head Teacher to ensure all school staff and stakeholders are aware of and comply with this policy;

- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a Designated Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this and other policies;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Executive Head Teacher and Senior Leadership Team (SMLT)

The Executive Head Teacher and the SMLT will:-

- ensure all school staff, pupils and parents are aware of this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Governing Board on the success and development of this policy;
- lead the development of this policy throughout the school;
- review and prioritise all policies and procedures that need to be equality impact assessed.

Role of School Staff

School staff will:-

- comply with all aspects of this policy;
- implement the school's equalities policies and schemes;
- report and deal with all incidents of discrimination **by way of the school's Grievance Procedure;**
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Monitoring the Effectiveness of the Policy

Every three years (or when the need arises) the effectiveness of this policy will be reviewed by the Executive Head Teacher, Governors SMLT and HR Manager.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with this Act.

Preliminary Equality Impact Assessment Template

Significant 'policies'/significant proposed changes need an initial assessment of relevance on equality issues using this Preliminary Equality Impact Assessment Template. A good guide to whether a change is significant is whether any consultation process would be considered necessary before making the change. If the answer is 'yes' against any of the 'equality areas/groups' listed then the Full Assessment has to be completed for that group/area.

Policy Title	Existing Policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Governing Board Behaviour Statement		Yes	

Policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender Reassignment			Marriage & Civil Partnership			Pregnancy or Maternity			Race			Religion or belief			Sex or Sexual Orientation			Undertake a full EIA if the answer is 'Yes' or 'Not Sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
		x			x			x			x			x			x			x			x			X			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender Reassignment			Marriage & Civil Partnership			Pregnancy or Maternity			Race			Religion or belief			Sex or Sexual Orientation			Undertake a full EIA if the answer is 'No' or 'Not Sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS

	x			x			x			x			x			x			x			x				
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender Reassignment			Marriage & Civil Partnership			Pregnancy or Maternity			Race			Religion or belief			Sex or Sexual Orientation			Undertake a full EIA if the answer is 'No' or 'Not Sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	x			x			x			x			x			x			x			x			x	

Conclusion	We have come to the conclusion that after undertaking a preliminary equality impact assessment that a full assessment is/is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
C Purdy	07.02.22		

Equality Impact Full Assessment (EIA) Template

The remainder of your assessment should focus only on the areas that you have answered ‘Yes’ to in the Preliminary EIA above.

1. Considering the Evidence

Under the Equality Act 2010 public bodies, the school, is required to carry out an “analysis of the effects on equality” of all of the school’s ‘policies’.

a. Which equality areas do you routinely monitor?

The collection of equality information by the school is highly desirable to enable us to understand the effect of the school’s policies on equality areas/groups.

Age	Yes/No	Disability	Yes/No	Gender Reassignment	Yes/No
Marriage or Civil Partnership	Yes/No	Pregnancy/Maternity Leave	Yes/No	Race	Yes/No
Religion or belief	Yes/No	Sex	Yes/No	Sexual Orientation	Yes/No
Carers	Yes/No	Parents	Yes/No	Children	Yes/No
Staff	Yes/No	Socio-economic disadvantage	Yes/No	Other area, please specify:	Yes/No

b. What data, research and other evidence or information is available which is relevant to this EIA?

If relevant include: quantitative/qualitative research, national reports, results from recent consultations, information from service users/stakeholders, findings of recent inspections, etc.

c. What further data or information do you need to gather in order to complete the EIA?

2. Consultation

When completing an EIA you should be mindful of the school’s obligation to consult with those affected by the proposed change/policy and to share/ ‘publish’ the nature/results of any consultation done as part of the EIA. It is a statutory requirement and therefore a core element of the EIA. *For further information about what publication might mean, please see Section 6 ‘Publishing this Assessment’ below.* Consultation in connection with an EIA may be one-off or repeated over a longer period of time. It may be formal or informal. It may be focused on a specific change/issue or on service delivery or workforce issues. This section can reference previous consultations or any work done specifically during the ‘policy’ development.

a. Have those affected by this proposed change/policy been consulted?

Briefly describe what you did, with whom, when and where. You should list the methods of consultation used. Please outline a brief summary of the responses gained and links to relevant documents, as well as any actions.

3. Conclusions and mitigating action

Please review the information you have identified or collected through this assessment (including though consultation) and indicate if any differential (that is, positive or negative) impacts exist. Importantly you should also consider what changes or actions you need to take to mitigate any negative impacts that have been identified.

a. What does the information you have gathered through monitoring and engagement tell you?

b. What course of action will you take as a result of this EIA?

When considering your actions please be mindful of the school's general duties under the Equality Act 2010.

- To eliminate unlawful discrimination, harassment, victimisation.
- Advance equality of opportunity between persons who share a protected characteristic and those who do not.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not.
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The information in this section should focus on practical actions that can be taken to improve the outcomes for equality groups.

c. Final assessment of impact

Following this assessment please assess the likely level of impact of the policy/or proposals on the equality 'areas'/groups included within this assessment.

High		Medium		Low	
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4. Monitoring

To demonstrate achievements you need to identify what mechanisms are in place to review actual impacts or to monitor progress against the actions set within this assessment. Please indicate how you will monitor the results of this assessment.

Please tick as appropriate

Action	Yes/No	If yes, date:
Review of this EIA		
Incorporated into project reviews/reports		
Analysis of pupil and parent feedback		
Staff survey		
Inspection reports		
Regular reports to School's Leadership Team		
Regular reports to Governors		
Other, please specify:		

Publishing the Assessment

In order to demonstrate transparency in the school's 'policy' development/change implementation procedures this assessment should be published, that is, made available to the relevant parties through the most appropriate means. For example through the website, a section within the policy document, through reports to Governors, in proposal documents.

Signed:

Date:.....

Executive Head Teacher:

Procurement and partnerships

Consideration of external contractor obligations and partnership working

Is the work associated with this proposed change/‘policy’ due to be carried out wholly or partly by contractors? If yes, you need to include equality considerations into the contract.

Specifically you should set out how you will make sure that any partner you work with complies with the Equality Act 2010, the integral public sector duties and how you will monitor this. A reminder of the public sector duties:-

- To eliminate unlawful discrimination, harassment, victimisation;
- Advance equality of opportunity between persons who share a protected characteristic and those who do not.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not.

The Equality Act 2010, also states:

A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the public sector duties’

Linwood School will need to think about:

- pre-qualification and approval of preferred suppliers
- tendering and specifications
- awards process
- contract clauses
- monitoring and performance measures

Please set out what steps you will take to build into all stages of the procurement process the requirement to consider equality.