

Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval
Assessment, Recording and Reporting March 2018

Date assessment completed 10th March 2018

Those involved in the assessment Elisabeth Roth & Elizabeth Taylor – Governors

Protected Characteristics **unlikely** to be impacted by the policy/procedure and reasons for drawing these conclusions by reference to each characteristic

Gender/sex

Sexual orientation

Religion/belief

Age

Gender reassignment

Pregnancy/maternity

Marital status

The policy specifies the ways in which pupils are assessed and those assessment are recorded and reported. These procedures apply to all pupils without differentiation.

Protected Characteristics which could be impacted by the policy/procedure I.e there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic

Disability and race – the policy indicates that reports will be provided to parents in writing. This could have a negative differential impact on parents with a sight impairment or lack of reading ability or for whom English is not their first language.

How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each characteristic

The scope for giving parents reports by means other than written English is not addressed in the policy.

Recommended changes to mitigate against potential negative differential impacts

An addition to the introductory paragraph in the reporting section on the following lines:
'Parents for whom written reports present a difficulty for example because of a visual impairment or lack of fluency in English, are entitled to request a meeting with their child's form tutor so that the report can be delivered orally.'

Changes made

Reasons for not making any change identified

Statement to be made on the policy as approved and published that
'An equality impact assessment has been carried out for this policy/procedure and as necessary changes made to mitigate any identified negative differential impact on individuals having one of the protected characteristics contained in the Equality Act 2010.'
Add as necessary ' Potential changes judged to have a disproportionate effect on the

benefits offered by the policy/procedure or running counter to the policy/procedure have not been made.'

A copy of this report to be placed on the publicly accessible governor area of the school website.

Background note

The protected characteristics under the Equalities Act 2010 are:

Race

Disability

Gender/sex

Sexual orientation

Religion/belief

Age

Gender reassignment

Pregnancy/maternity

Marital status

All policies (which is widely defined and not confined to those school documents we describe as 'policies') needed to be assessed against all of the characteristics to see whether they have a negative differential impact on people with any of these characteristics. (We could choose to include assessment of the impact on other characteristics such as socio-economic background e.g. FSM/non-FMS pupils or human rights - but that would be up to us and not required by the law). Having made the assessment a decision needs to be made on whether the policy should be amended to address any negative differential impact identified for any group with a protected characteristic - or a decision taken that despite such an impact, the benefits of the policy as proposed outweighed the benefits of changing it to deal with the negative impact. The EIA needs to be done at the time a policy is introduced or reviewed. It should be done if possible by a group of people who themselves have diverse characteristics. The EIA discussion and conclusions should be recorded and published (in our case on the school website). The policy itself should carry a statement that it has been the subject of an EIA.