

## Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval  
Careers Education and Guidance Policy March 2018

Date assessment completed 10<sup>th</sup> 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

Age – only covers pupils aged 11 to 18

Marital status - only covers pupils aged 11 to 18

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

Gender/sex

Race

Sexual/orientation

Religion/belief

Pregnancy/maternity

Gender reassignment

Organisations offering work placements could potentially specify that they did not want to take students with one or more of the protected characteristics.

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 policy needs to include a general statement that the school will not accept any work experience placements where the organisation involved inappropriately specifies which students it is prepared to accept by reference to any of the protected characteristics.

Recommended changes to mitigate against potential negative differential impacts

Add to the work experience paragraph in the text a statement on the following lines

*'In considering any work experience placement the school will not accept any placement where the organisation involved specifies that it is not prepared to accept a pupil with one of the characteristics protected under the Equality Act 2010 unless there is good reason for this in terms of the nature of the work or workplace involved.'*

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.