

Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval

Educational Visits Policy – 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

Religion/belief

Age – pupil age range 11-18

Gender reassignment

Marital status – policy applies to pupils aged 11-18

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

Race

Disability

Gender/sex

Sexual Orientation

Religion/Belief

Pregnancy/maternity

A policy on educational visits could be drawn up in such a way as to discriminate by reference to any one of these 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 revised policy as proposed for approval contains the following statement which seeks to address the potential for any negative impact on those with protected characteristics:

'Visits should be designed to ensure as far as possible that all students have access to the educational opportunities they offer. Visits that are essential for curriculum development, including assessment/coursework are offered to all students on that particular course. This ensures that no one is excluded from the group being offered the visits. Other supplementary visits that enrich the experience of students are also offered to all of the appropriate group.

Visits which are not curriculum related such as sporting tours, outdoor pursuits or group social trips must be offered to all students in the target groups though the school may need to specify particular requirements in terms of skills, maturity or sporting ability etc. Approval is not given for curriculum visits which inappropriately draw distinctions between students; inappropriately impact adversely on students with protected characteristics under the Equalities Act 2010 or do not comply with the school's equality policy; or would have a negative impact on the education of students who remain in school.'

Recommended changes to mitigate against potential negative differential impacts

No changes recommended

Changes made Not applicable

Reasons for not making any change identified Not applicable

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.