

## Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval

Inclusion 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

Race

Gender

Sexual orientation

Religion/belief

Age

Gender reassignment

Marital status

The policy deals with the provision made for pupils who have additional learning needs – which may arise from disability, behavioural issues, pregnancy/maternity, lack of fluency in the English language and illness. The provision is not determined by any of these characteristics.

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

Race

Pregnancy/maternity

Pupils with these protected characteristics may need to access the provision detailed in the policy.

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

Provision is outlined for pupils with additional learning needs (include hearing impairment and autistic spectrum conditions), with behavioural or medical problems or pregnancy/maternity issues. There is a section on protected characteristics which states

*'Many of the pupils identified as having additional learning needs, particularly those with SEN statements, are likely to be regarded as disabled within the terms of the Equality Act 2010. The school is mindful of its responsibility to make reasonable adjustments for these pupils and avoid unfavourable treatment. Accordingly reasonable adjustments are made and the pupils have equal access to all services and activities provided by the school, including trips and clubs, in line with the provisions of the Act and in compliance with the school's equality policy.'*

*Another protected characteristic under the Equality Act 2010 is pregnancy/maternity. The school strives to ensure that girls who become pregnant or have young children are able to continue their education. Depending on the particular circumstances they may attend on-site classes, attend the Outreach Programme or receive home tuition.'*

The policy also describes the provision for pupils who have English as an additional language. Many of these pupils are also protected in terms of race under the Act..

Recommended changes to mitigate against potential negative differential impacts  
Changes recommended as in the text above to deal with pregnancy/maternity

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.