

Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval

Performance Management Policy March 2018

Date assessment completed 17th March 2018

Those involved in the assessment Sarah Parry headteacher, Elisabeth Roth & Elizabeth Taylor – Governors. Cardiff HR Department also consulted

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

Race

Gender/sex

Sexual orientation

Religion/belief

Age

Gender reassignment

Marital status

These are unlikely to be impacted as the policy is applicable to all teaching staff and consists of the procedures to be used in setting and reviewing performance management targets for individual staff and assessing their attainment for the purposes of pay progression.

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

Pregnancy/maternity

It may be more difficult for teachers who are disabled or have been absent because of pregnancy related illness or maternity leave to demonstrate the sustained performance required to secure pay progression over the 2 consecutive years normally required.

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

See below

Recommended changes to mitigate against potential negative differential impacts

The policy has been amended to make clear that where disability or pregnancy/maternity related absences have occurred the two years do not have to be consecutive. The single years prior to the absence and following the absence can be considered instead.

Changes made As indicated

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.