

Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval

School Uniform March 2018

Date assessment completed 10th March 2018

Those involved in the assessment Elisabeth Roth & Elizabeth Taylor – Governors ; taking account of recommendations contained in EIA of the previous version of the policy by Shaun Evans Pask (Untethered) in July 2017.

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

Marital status

Sexual orientation

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

Religion/belief

Age

Gender reassignment

Pregnancy/maternity

All of these characteristics could have an impact on the uniform requirements for individual pupils.

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 as reviewed makes no distinction between uniform requirements for boys and girls and does not therefore discriminate in terms of gender/sex and gender reassignment. The policy makes allowance for the wearing of cultural headscarves in line with the ethnic or religious background of a pupil. Given the uniform choices available to pupils, other requirements related to ethnicity or religion are catered for.

Age – the policy discriminates between the requirements for pupils in Years 7 to 11 and those in 6th form, offering the latter more scope to wear a variety of clothing. This is justified on the grounds of the greater maturity of pupils beyond compulsory school age. The policy includes a statement in the context of changes to uniform policy that *'the needs of any individual pupil to accommodate their religion or belief, ethnicity, disability or other special considerations have been considered'* but there is no general statement about taking into account such needs other than in the context of changes to the uniform policy.

Recommended changes to mitigate against potential negative differential impacts

That a statement on the following lines be added to section towards the end of the policy dealing with questions

'What about the special needs of individual pupils?

The need of any individual student for a modification to the uniform requirements to accommodate their religion or beliefs, ethnicity, disability or other special considerations should be drawn to the attention of the Head of Year. They will consider, and as necessary consult the headteacher on, what accommodation might be made to meet the needs of

that pupil.'

Changes made *To be completed*

Reasons for not making any change identified *To be completed*

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.