

## Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval  
Sex and Relationships Education 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

Pregnancy/maternity

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 (cultural background)

Gender/sex

Sexual orientation

Religion/belief

Gender reassignment

Disability

Pregnancy/maternity

Sex and relationships education could be delivered in a way which lacked sensitivity to pupils with these protected characteristics or caused concern to parents with these 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 covers the right of parents to withdraw their children from SRR – which covers the issues of cultural/race or religious sensitivities. However the statement requires a written communication which would potentially discriminate against parents with visual or other disability impairments or for whom writing in English is a challenge.

As regards delivery of SRE the policy includes the statement '*Care is taken to understand the perspectives of pupils from the variety of cultural and religious backgrounds represented in the school and to cater for pupils of all abilities.*'

Page 3 of the policy includes the statement '*SRE takes place in mixed gender groups but the specific needs of boys and girls are carefully addressed.*'

The policy includes a section on addressing the issue of sexual orientation in SRE.

Recommended changes to mitigate against potential negative differential impacts

The statements about awareness of cultural and religious backgrounds, delivery of SRE to pupils of all abilities, delivery to mixed gender groups and the right of parents to withdraw their child from SRE would be better placed in the introductory section of the policy. They might be brought together in a new paragraph at the end of that section as follows:

*'In delivering SRE care is taken*

- ▲ to understand the perspectives of pupils from a variety of cultural backgrounds*
- ▲ to respect the religious or other beliefs of pupils*

- ✧ *to cater for pupils of all abilities*
- ✧ *to address the specific needs of boys and girls in the context of mixed gender classes*
- ✧ *to be sensitive to the perspectives and experiences of pupils who are LGBT, seeking gender reassignment or have gone through pregnancy.*

*There is a statutory right for parents to withdraw their children from sex education provision delivered through PSE at KS3. Parents wishing their child to be withdrawn must contact the Headteacher.'*

## 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.