

## Equality Impact Assessment – Llanishen High School

Name of Policy or Procedure and date of review/approval

Whole School Food and Fitness 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

Sexual orientation

Marital status

Pregnancy/maternity

Age

Race

The policy is neutral in terms of its applicability to pupils with these protected 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

Gender - different options for PE

Gender reassignment – implications for PE, particularly changing facilities

Disability - different provision for PE

Religion/belief – by reference to food

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 expresses as one of its underlying principles that there should be equality of access for all students to healthy living curriculum provision, school meals provision and sport and recreation facilities.

The policy recognises that students differ in the sports they enjoy and that boys and girls may have different preferences. There is no explicit recognition that the sports' abilities of pupils vary widely and that those with disabilities need be catered for appropriately.

There is no recognition of the implications of gender reassignment.

Recommended changes to mitigate against potential negative differential impacts

An addition to the list of actions in place to promote healthy eating and drinking  
*'Offering a variety of foods in the dining areas to enable pupils from different cultural and religious backgrounds to eat healthily'*

Expanding the statement on catering for the differing preferences of boys and girls regarding sports to read ; *'The school recognises that students differ in the sports they enjoy, that boys and girls may have different preferences and that the abilities of all students vary. Accordingly a diverse range of physical activities are offered through the curriculum and extra-curricular provision. ....'*

The school currently has no stated policy on addressing issues raised by gender reassignment. It would be appropriate for such a policy to be developed. At this time no recommendation is made for changing this policy in the absence of an overarching policy on this matter.

## 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.