



## Equality Impact Assessment Policy

<b>Amended by:</b>	Charlotte Coppenhall
<b>Date agreed by Headteacher/Governing Body:</b>	July 2021
<b>Next review date:</b>	July 2022

We believe this policy relates to the following legislation:

- Equality Act 2010

We have a legal duty under current race, disability and gender legislation to undertake equality impact assessments on all our policies and practices in order to assess their impact on members of the school community such as pupils, parents/carers, school personnel, governors, school volunteers, visitors and those from the wider school community. We have a particular duty to assess whether our policies and practices have, or could have, an adverse impact on the attainment levels of pupils from different equality groups.

We want everyone in our school community to be treated fairly and by undertaking EIAs we will establish whether members of the school community are being disadvantaged in any way by the implications of a policy or practice. EIAs involve predicting and assessing the implications of a policy or practice and trying to anticipate the needs of possible future members to our school community.

We understand that all present policies and practices, those being reviewed and planned must be equality impact assessed. Before undertaking a full equality impact assessment, a preliminary equality impact assessment will be administered. This will be undertaken by the person responsible for the policy or practice. If the policy or procedure is found to have a positive impact on one or more of the equality groups it will be endorsed by the senior leadership team and governing body before implementation. Any policy or practice that has a negative or adverse impact which could amount to unlawful discrimination will be changed.

We will identify and prioritise those policies and procedures that need to be equality impact assessed first and then to devise a three year review programme for all policies and procedures.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To outline the procedure for undertaking equality impact assessments on all existing and planned policies and procedures.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- during governor learning walks, governors will assess equality across the Federation and report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with governor's and the SLT;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- lead the development of this policy throughout the school;
- review and prioritise all policies and procedures that need to equality impacted assessed;
- work closely with the Headteacher and governor's;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding the procedure on how to undertake equality impact assessments;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;

- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Governor's**

The Governor's will:

- work closely with the Headteacher and the SLT;
- ensure this policy and other linked policies are up to date;
- ensure a biannual programme is in place for all policies and procedures;
- ensure that everyone connected with the school is aware of this policy;
- undertake training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school personnel

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the SLT, the Headteacher and the Governing Body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

The Potton Federation

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purpose.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
	<ul style="list-style-type: none"> <li>To outline the procedure for undertaking equality impact assessments on all existing and planned policies and procedures.</li> <li>To work with other schools and the local authority to share good practice in order to improve this policy.</li> </ul>		✓	✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
			✓	✓	✓	✓	

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender Identity			Pregnancy or maternity			Race			Religion or belief			Sexual Orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N			
	✓				✓				✓				✓				✓				✓				✓				✓

Question	Equality Groups																		Conclusion										
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender Identity			Pregnancy or maternity			Race			Religion or belief			Sexual Orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N
	✓				✓				✓				✓				✓				✓				✓				✓

Question	Equality Groups																		Conclusion										
Does data collected from the equality group have a positive impact on this policy?	Age			Disability			Gender			Gender Identity			Pregnancy or maternity			Race			Religion or belief			Sexual Orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N
	✓				✓				✓				✓				✓				✓				✓				✓

# The Potton Federation