LONGBENTON
HIGH SCHOOL

Single Equality Scheme 2017

RESPONSIBILITY:	**Director of Support Services**
IMPACT ASSESSMENT:	**Yes**
GOVERNING COMMITTEE:	
REVIEWED:	**September 17**
RATIFIED:	
WEBSITE:	**Yes**

Single Equality Scheme

Single Equality Scheme Statement

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarding by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

- Age
- Disability
- Race
- Gender
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

Our Ethos

At Longbenton High School we are committed to making our school an accessible and inclusive organisation that welcomes and respects the diversity of all people who work in, attend or visit the school. Our vision is that all students, irrespective of ethnicity, disability, sexuality, religion/belief or gender should have the opportunity to *Evolve, Create, Discover, Perform, Achieve.* At the very heart of our school ethos is the belief that every single student is of vital importance; we pride ourselves on all students being known well and understood by staff. As an inclusive community school, we aim to create a confident, collaborative learning community where high quality teaching and learning, honesty and respect for others drives a collective will to bring out the best in every child in our care.

All students at Longbenton High School can expect:

- to feel valued and safe
- to work and learn together as a harmonious community based on mutual respect
- to be challenged to learn and explore new ideas
- to be encouraged to think independently

- to take responsibility for their own learning
- to make excellent progress with the guidance, feedback and support that we give them
- to benefit from an inspiring curriculum
- to be encouraged to stay healthy
- to become responsible, caring, moral citizens
- to make positive contributions to the school, local and global community

Our key equality and diversity objectives are:

- To be inclusive, providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To make our workforce representative of the schools community
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to:

This equality scheme applies to the following stakeholders:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

Profile of our school

- Longbenton High School is a highly successful school for students aged 11-18. We pride ourselves on being a very caring community and an exciting place in which to work and learn.

- Our new school opened in September 2016 with state of the art facilities. It has been a step change in education for us and our local community. Our old school served us for more than 60 years across a number of different buildings across the site, but we are now in one building all

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under the same roof. It has greatly lifted our sense of community and togetherness.

- Along with a number of other schools in North Tyneside, the School acquired Trust Status in September 2010. The schools that have acquired trust status have come together to form the North Tyneside Learning Trust in partnership with the Local Authority, higher education institutions, the local FE school and a number of businesses. This enables our students and staff to benefit from very strong partnerships across North Tyneside.

- We pride ourselves on a number of distinctive features:

- We are a relatively small secondary school, with a roll of around 900. This allows us to have a truly inclusive ethos where the contribution of individual students is recognised and valued.

- We are a school that serves the community. The catchment area comprises two large municipal post-war housing developments in addition to substantial areas of private housing. Our intake is broadly in-line with national averages in terms of prior attainment, FSM uptake and levels of deprivation. Students in our school are predominantly of White British heritage; a very small proportion speak English as an additional language. (2.74% - July 2017).

- Our collaborative sixth form provision with George Stephenson High School is unique and means that students have the option to choose from 30 post-16 courses.

- In September 2009, we opened the Melrose Centre for students who have ASD. This is staffed by specialist teachers and learning support assistants; some of our Melrose Centre students are able to access parts of the mainstream curriculum.

- As a strategic partner in the George Stephenson Teaching School Alliance, this allows us to work collaboratively on CPD with other schools and with Newcastle University.

- We pride ourselves in the quality of our teaching. Students have an earlier finish each Tuesday to allow a weekly two hour CPD programme for teachers.

- Our curriculum is broad, balanced and imaginative. Students in Key Stage 3 follow a core curriculum, although there are options available to students according to their ability and interests. In Key Stage 4, students follow different pathways through the curriculum. From Year 7 starting points that are typically average, the vast majority of our students make good progress to attain typically above average standards, by the end of Year 11.

- We have a highly developed pastoral system with teaching Year Leaders looking after the overall welfare of students, supported by very committed Form Tutors. Tutors support students through their studies, personal and social development and extra-curricular activities.

- We provide a wide array of extra-curricular opportunities, and plan a variety of exciting trips and visits both home and abroad each year. This means that students have the opportunity to expand their horizons, meet people from other backgrounds and cultures and take part in charitable work and fundraising.

<u>Annual Equality Data for publishing – 01.09.17</u>

<u>Pupil information by protected characteristic (July 17)</u>

Number of pupils on roll	766

DISABILITY PROFILE	Number of pupils	% of pupils
Yes		
No		
Undeclared	766	100%

RACE PROFILE	Number of pupils	% of pupils
Mixed / multiple ethnicity	15	2%
White / White British	726	94.8%
Asian / Asian British	11	1.4%
Black / African / Caribbean / Black British	3	0.4%
Other	11	1.4%

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Christian	317	41.4%
Buddhist	1	0.1%
Hindu	1	0.1%
Muslim	5	0.7%
Sikh		
Jewish		
Other	23	3.0%
No religion / belief	315	41.1%
Prefer not to say	4	0.5%
Undeclared	100	13.1%

GENDER PROFILE	Number of pupils	% of pupils
Male	394	51.4%
Female	372	48.6%

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Annual Equality Data for publishing – 01.09.17

Employee information by protected characteristic

Number of employees	**105**

DISABILITY PROFILE	Number of employees	% of employees
Yes		
No		
Undeclared	105	100%

RACE PROFILE	Number of Employees	% of Employees
Mixed / multiple ethnicity		
White / White British	100	95.2%
Asian / Asian British	1	1%
Black / African / Caribbean / Black British		
Other	4	3.8%

RELIGION / BELIEF PROFILE	Number of Employees	% of Employees
Christian		
Buddhist		
Hindu		
Muslim		
Sikh		
Jewish		
Other		
No religion / belief		
Prefer not to say		
Undeclared	105	100%

GENDER PROFILE	Number of Employees	% of Employees
Male	35	33.3%
Female	70	66.7%

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Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:
- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).

- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.
These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

Roles and Responsibilities

Governors are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents/Carers will:
- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

Staff are responsible for
- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Pupils will:
- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include:

- School population
- Recruitment, retention, progression, key initiatives, progress against targets and future plans.

Equality Action Plan

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.   See our Plan at Appendix A

School Accessibility Action Plan

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at Appendix B

Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment Guidance at Appendix C and Impact Assessment Form at Appendix D.

Appendix A : Equality Action Plan September 2017

Key Actions/Strategy	Staff	When	Status/RAG	Success Criteria	Milestones	Monitoring / Evaluation
The Single Equality Policy is referenced in the Staff Handbook and summary guidance is issued to all staff. Changes to the policy are notified to staff. Policy is on the school website.	AP, KHO	Ongoing	🟢	All staff are aware of the Single Equality Scheme/Policy and there is a raised awareness of responsibilities.		
Recruitment monitoring forms for job applicants for all posts are tracked and monitored. Monitoring system in place for new staff to record disability and all disclosures treated sensitively and confidentially. Information from parents collected.	AP, RS	From Sept 17	🔴	Staffing and governing body is representative of the school population. Anonymised equality school data is available.		
Educational Visits Policy clearly makes reference to equality and diversity. Training for staff undertaking planning for trips. Risk assessments are robust and in line with LA procedures.	KHO	Sept 17	🟠	Equality of access to trips, visits and residential experiences.		
The new school building, access points and external areas (eg disability parking) improve access to the curriculum and services for disabled people. The school's Accessibility Plan is updated regularly and published on the school website. Health care plans are in place.	AP, IL	Ongoing	🟢	Our school effectively addresses disability inequality.		
School Diversity week calendared and celebrated within school. School assembly themes and tutorial activities carefully planned and delivered across the year.	SLT, LL	Ongoing	🟢	Our school equips students to live in a diverse and multi-ethnic Britain.		
The implementation of specific EAL strategies are effectively managed, tracked and monitored.	IL	Ongoing	🟠	Our school effectively supports students who have English as an additional language. EAL students achieve as well as their non-EAL peers.		
Robust intervention plan is in place for the progress of SEN/FSM/PP students. Curriculum choice and/or flexibility enhances access to appropriate qualifications/attainments.	IL	Ongoing	🟠	SEN student attainment and progress improves 2017-18.		
	All	Ongoing	🟠	Gap is closed between students with FSM & Non FSM.		

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Robust system in place to track and monitor racist, sexist, homophobic etc incidents. Staff 'violence at work' procedure to record incidents. Staff updated confidentially on transgender students and correct use of pronouns. New building has gender neutral toilet facilities.	AP, VS	Ongoing	🟩	Our school openly challenges racism, sexism, homophobia and derogatory language. Students and staff are updated on appropriate terminology and language e.g. related to transgender issues.	School Diversity Week July 2017
Healthy Schools Award accreditation in place.	VS	Summer 2017	🟩	Students know how to keep healthy and well.	Healthy Schools kitemark 2017.
CPD opportunities are provided for all staff, regardless of post or career stage.	KHO, AP	Ongoing	🟧	Everyone has equal access to all the services provided by the school.	Support staff appraisal system planned and in place October 2017.
The school uniform policy/school rules and expectations take account of students drawn from particular social, religious or racial groups and/or those with a disability or special educational needs.	SLT	Ongoing	🟩	Greater understanding and tolerance of different faiths and races. Students feel respected and safe.	
The RSD/PSD curriculum includes broad and balanced study of different faiths and healthy debate surrounding current/modern issues like civil partnerships and gender reassignment. Visiting speakers from different faiths are regularly invited into school to meet with students.	LL	Ongoing	🟩	Staff and students have an understanding of the issues surrounding marriage and civil partnerships and an understanding of different faiths.	Curriculum reviewed/updated Summer 2017.
Robust procedures in place, following HR/LA protocol and guidance.	AP	Ongoing	🟩	Our school promotes work-life balance and flexible working requests. Pregnant staff/staff on maternity leave are not discriminated against.	

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Appendix B : Accessibility Plan 2017

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled students as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Longbenton High School recognises its duty to:
- Not discriminate against disabled students in terms of exclusions and provision of education and associated service
- Not to treat disabled students less-favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

Longbenton High School aims to:
- Increase the extent to which disabled students can participate in the curriculum
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Sustain and improve the availability of accessible information to disabled students.

How appropriate is the current provision?
Staff are highly aware that effective communication of the issues faced by disabled students and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Background to the policy:
This policy builds on the Disability Equality Scheme produced in April 2014. It provides a framework to support the inclusion of disabled students.

This policy applies to:
- All students

This policy came into effect on:
1st September 2016 and was last reviewed in February 2017.

Accessibility Statement

Longbenton High School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The School:

- Sets suitable learning challenges for all students
- Responds to students' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students.

Links to other policies and additions to the policy:
Learning Support Policy/Single Equality Scheme

Details;
The policy supports the production of an accessibility plan. This plan will consider:

- Increased access to the curriculum for disabled students
- Improvements to the physical environment
- Improvements in the provision of information
-

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs. This may include leisure, sporting and cultural activities, as well as school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Longbenton High School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum to be delivered by the Learning Support dept at regular CPD sessions	Undertake an audit of staff training requirements. This will have implications for CPD planning	All teachers are able to more fully meet the requirements of needs in accessing the curriculum for disabled students	July 2017	Increase in access to the National Curriculum.
All out-of-school activities are planned by subject staff, with advice from Learning Support to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements	July 2017	Increase in access to all school activities for all disabled students. This will have implications for CPD planning

Improving the availability of access information to disabled students

This part of the duty covers planning to ensure that the written information normally provided by the school to its students – such as handouts, timetables, textbooks, information about school events – is accessible and available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT, and the provision of information orally, through lip speaking or in sign language. The information should take account of students' disabilities and views expressed by students or their parents about their preferred means of communication. The school should consider how all information normally provided in written format including worksheets, timetables, school exam papers, information about school events, trips and extra-curricular provision could be made accessible to all stakeholders with a disability.

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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
The Learning Support dept will endeavour to make school brochures, newsletters and other information for parents available in alternative formats on request	Current school publications are availability in different formats for those who require it	School information is available for all	July 2017	Delivery of school information to parents and the local community is improved
Learning Support dept to raise the awareness of adults working at the school on the importance of good communication systems	Arrange training courses where necessary. This will have implications for CPD planning so identified groups can be targeted	Awareness of target group raised	July 2017	School is more effective in meeting the needs of students

Improving the Physical Environment of the School

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor covering, signs, interior surfaces, room décor and furniture. Improvement to physical access includes ramps, handrails, lifts, widened

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doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed room acoustics and way-finding systems. The provision of "quiet" areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with barriers to learning. Longbenton High School has very recently moved into a new build which means that the process of ensuring the physical environment is as conducive as possible to those with disabilities is active and ongoing. Phase One, which entails the fabric of the new building being completed has just been achieved and snagging to highlight areas of concern is still ongoing. The building has been designed with disability in mind and is wheelchair friendly. Phase Two involving landscaping and external areas has commenced but will not be completed until mid-2017. The process of ensuring the building and grounds are fit for purpose and accessible to all is paramount in the accessibility plan and every effort will be taken to ensure best practice for all.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and other subject specific devices. Adaptations may include enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
Lift	Move button on lift to make it accessible foe wheelchair users	Dec 16
Phase 2 of LHS new build including access to external facilities	Creation of wheelchair accessible and SEND friendly external areas	Mid 2017

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Appendix C : Equality Impact Assessments (EIA's) Guidance

The purpose of this document is to provide Schools with an understanding of why equality impact assessments are needed, who completes the assessment and what needs to be considered.

What is an EIA?
An Equality Impact Assessment (EIA) is an exercise that is carried out on the design and the approach to delivery of an agreed action/policy/procedure. It aims to identify who (if anyone) the action/policy/procedure may impact upon, both positively and negatively. In many cases they will raise questions. This is acceptable, as long as you then do something about it. EIA's are just one tool that has been identified as a method of identifying unlawful discrimination, and assisting schools which have regards to the need to;
- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.
-

What should the school put in place in order to establish an EIA process?
It is recommended that the school do the following;
- Agree a template for conducting EIA's (see the recommended EIA template from the Schools HR Advisory unit).
- Identify relevant stakeholders to engage with as part of the process.
- Conduct training for all staff who will be completing EIA's.
- Publish completed EIA's – ideally on your school website or to be available from school when requested.
-

What should an EIA cover?
Since the introduction of the Equality Act, EIA's are required to cover all protected characteristics. These are currently;
- Race – Including ethnicity, colour and national origin.
- Disability – Including both physical and psychological disabilities and some long-term health conditions.
- Religion or Belief – People with or without a religion, faith or belief system.
- Sexual Orientation – People who are lesbian, heterosexual, gay men or bi-sexual.
- Gender Reassignment – Transgender and transsexual individuals (people who have or are in the process of changing the sex they were born with – either by medical means or by living in their changed gender)
- Gender – Male and female.
- Age
- Pregnancy and maternity
- Marriage & Civil Partnership

The law also covers people associated with someone with a protected characteristic (e.g. the carer of a disabled person) and people perceived to have a characteristic even if they don't (e.g. someone being harassed because they are mistakenly believed to gay).

When should I do an EIA?
They should be completed during the planning / proposal stage, before you make the changes / launch the new policy/procedure. Some examples are below;

When to do an EIA;
- If you are proposing something that affects people (e.g. a building project or public event)
- If you are proposing to change how an existing service is provided (e.g. change in the school day)

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- If you are proposing to bring in a new way of doing something (e.g. a new policy / procedure)

When NOT to do an EIA;
- If you know that what you are proposing does not affect people
- If you know that what you are proposing is unlikely to have a negative affect on anyone.

If you decide that an EIA is unnecessary, you will need to be able to explain the reasons for this, and provide evidence if asked.

Who should carry out the EIA?

Schools should decide who from within their staffing structure would be responsible for completing EIA's. It is however recommended that those individuals responsible for designing and delivering the action/policy/procedure should complete the equality impact assessment. Schools should contact their School Link HR Advisor if advice is needed regarding the implementation or completion of an EIA.

How can we make service improvements?

Whenever you identify a gap using an EIA you have identified an action that can improve a service. This should then be added to your Equality Action plan so that the school has a list of things that need to be done to enable improvement to benefit the relevant Equality group in the future. An example of a service improvement is an adaptation to a service so that those previously excluded are catered for and become included.

Appendix D - Approved Equality Impact Assessment Template

PART A) To be completed during the planning /proposal stage. Further sheets should be added where needed.

<table>
<tr>
<td colspan="2">1. Name of the change, strategy, project or policy:</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="2">2. Name of person(s) completing this form:</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="4">3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).</td>
</tr>
<tr>
<td colspan="4">Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.</td>
</tr>
<tr>
<td>4. Equality Target Group (circle):</td>
<td>Negative impact – it could disadvantage</td>
<td colspan="2">Reason</td>
</tr>
<tr>
<td>Race

Religion/belief

Disability

Gender

Gender Reassignment

Sexual Orientation

Age

Pregnancy/Maternity

Marriage & Civil Partnerships</td>
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<td colspan="2"></td>
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<tr>
<td>5.</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td colspan="2">Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="2">Is the impact intended?</td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="2">6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty?
(this should feed into your Single equality scheme & action plan)</td>
<td>Yes, No, or N/A</td>
<td>If yes, please provide details</td>
</tr>
<tr>
<td colspan="2">Eliminate unlawful discrimination, harassment and victimisation</td>
<td></td>
<td></td>
</tr>
</table>

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Advance equality of opportunity between different equality groups		
Foster good relations between different equality groups		

7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?

8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?

9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?

PART B) To be completed when assessment and consultation has been carried out

10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.

10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?

11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.	Yes		No	

Signed: ……………………….   **Date: ……………………….**

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