

EQUALITY IMPACT

ASSESSMENT

JUNE 2023



The information shown in this review document assesses the impact on groups of people with different characteristics and needs within our school.

It seeks to consider the impact of the systems and protocols we put in place to support them and to ensure equality for all investors in our school. The protected characteristics of the Equalities Act 2010 are reviewed as a part of this process.

- Data sources :
 - School population
 - Pupil attainment
 - Attendance
 - Exclusions
 - Participation in extra-curricular activities
 - Parental involvement& Feedback
 - CPOMS
 - Health needs assessment
 - Staff profile
 - Governor profile
 - PTA profile
 - School development plan
 - Published equality objectives
 - School council reports
 - School policies

Our remit when following the Equality Act expectations is that we will :

- look for and stop any discrimination
- look for and stop any harassment or bullying
- look for and break down any barriers to participation
- find ways to overcome disadvantage experienced by certain groups
- look for and meet the specific needs of different groups
- foster good relations between different groups

Link to the Public Sector Equality Duty here :

[public sector equality duty](#)

Considering the impact of new policies or practices on the school population.

Do our Policies, protocols and working practice :	Boys/ girls	ethnicity	disability	Sexual	Religion or	Pregnancy/	Gender	Age	Marital or civil partnership status	Comments
discriminate against certain groups?										None
increase the chances of harassment for any groups?										None
disadvantage certain groups?										None
help certain groups?										Specific process and products used to support learning, communication and mobility needs do help.
help certain groups to participate more fully?										School Led tutoring and 1:1 teacher support around bridging gaps and supporting student development/ catch-up/ include students learning at home/ disengaged learners.
prevent certain groups from participating more fully?										None
highlight specific needs of certain groups?										No
have an effect on relations between different groups?										No

Race

	Y	N
Do our policies and protocols create disproportionate impact related to race?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	A robust understanding of Racial discrimination be it: direct, Indirect, harassment or victimisation is absolutely adhered to in all processes and remains part of the culture of acceptance for all at West Lancashire Community High School, measured through CPOMS reporting and an open and available complaints procedure.	

Disability

	Y	N
Do our policies and protocols a disproportionate impact related to disability?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	All disabilities , short term and long term are supported fully for students and staff alike. Systems for supporting staff include time given for supporting health appointments , Occupational Health referrals at Optima Health and the support system 'Employee Assistance Programme' supported by in-house Risk Assessments.	

Gender (including gender reassignment and pregnancy and maternity)

	Y	N
Do our policies and protocols have a disproportionate impact related to gender (including gender reassignment or pregnancy and maternity)?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	<p>The nature of our school means that we have a high ratio of female staff.</p> <p>There is a robust support mechanism in place to support Pregnancy, Maternity leave, Maternity medical support, breast feeding and expressing and storing expressed milk on site. This is evidenced through policies and risk assessments aimed at supporting staff.</p>	

Age

	Y	N
Do our policies and protocols have a disproportionate impact related to age?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	<p>Age is not a factor when considering applicants for available posts and we ensure that the new addition to the 2010 law (updated 2012) prohibits unfair discrimination because of age. Age does not impact the potential for staff to advance at WLCCHS.</p>	

Sexual orientation

	Y	N
Do our policies and protocols have a disproportionate impact related to sexual orientation?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	<p>WLCHS has clearly defined protected characteristics. Sexual orientation is deemed as equal regardless of whether you are: Gay or Lesbian, Heterosexual or Bi-Sexual</p> <p>This is evidenced by LGBTQ+ having significant support from our LGBTQ+ trained Family Liaison officer who leads a British Values focus group to ensure processes are monitored and adhered to.</p>	

Religion or belief

	Y	N
Do our policies and protocols have a disproportionate impact related to religion/ belief or non religion?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	<p>A wide and varied RE curriculum includes access to different religions and enables students to access other religions as well as supporting those students with a philosophical belief / non-religious belief which includes things like humanism, secularism and atheism.</p>	

Marriage and civil partnership

	Y	N
Do our policies and protocols have a disproportionate impact related to marriage or civil partnership?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	All processes designed to ensure that being in a marriage or civil partnership do not impeded acceptance, success or value at WLCHS.	

Childcare responsibilities

	Y	N
Do our policies and protocols have a disproportionate impact related to childcare responsibilities?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	This is assessed on an individual basis, the school will also assess separately on the identified support requirements based on needs, timings and facilities within the school. Breakfast and afterschool clubs are operating as an additional support mechanism.	

Working part-time or flexibly

	Y	N
Do our policies and protocols have a disproportionate impact related to working part-time or flexible?		✓
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.	Breakfast and afterschool clubs are operating to support elements of parenting , TA1 posts have been generated to offer family friendly working hours and several staff have 3 or 4 day working weeks to support additional family and child-care pressures.	