

Gnosall St Lawrence CE Primary School and Gnosall St Lawrence Pre-School



Equality Impact Assessment (EIA)



| Date | Review Date | Coordinator | Nominated Governor |
|-------------|-------------|---------------|--------------------|
| Autumn 2017 | Autumn 2018 | Emma Jeffries | Mary Witts |

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.

Aims

- To outline the procedure for undertaking equality impact assessments on all existing and planned policies and procedures.
- To work with other schools 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:

- appointed a member of staff to be responsible for reviewing and prioritising all policies and procedures that need to equality impact assessed;
- 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;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support 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;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to 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 (SLT)

The Headteacher and the SLT will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- 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 Coordinator

The coordinator 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 the nominated governor;
- 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;
- 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 Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;

- ensure this policy and other linked policies are up to date;
- ensure a three year programme is in place for all policies and procedures;
- ensure that everyone connected with the school is aware of 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 the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

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 parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

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| Headteacher: | Trish Edwards | Date: | Autumn 2017 |
| Chair of Governing Body: | Claire Jones | Date: | Autumn 2017 |

Gnosall St Lawrence CE Primary School

Initial Equality Impact Assessment

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

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|--------------------|
| | | | ✓ | |

| 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 | | | | | | | |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----|----|
| | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Yes | No |
| Does or could this policy have a negative impact on any of the following? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Does or could this policy help promote equality for any of the following? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

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| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
|------------------------------|------|-----------------------------|------|
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