

# Equality impact assessment template

The DfE guidance, '[The Equality Act 2010 and schools](#)', states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation's policies and practices to promote equality, remove barriers to equality and prevent discrimination. Whilst it is not a statutory requirement under the Equality Act 2010 to undertake an EIA, doing so can support school leaders and governing boards in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent
- Demonstrating that school leaders and the governing board understand their responsibilities for equality

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues. It is not the responsibility of the governing board to undertake an EIA, but to decide if analysis through an EIA would support the governing board in its duties under the Equality Act 2010.

## Equality impact assessment (EIA)

Name of person completing the EIA:

Linda McGrath

|   |                                |
|---|--------------------------------|
| <b>Role of person completing the EIA:</b> | Head Teacher                   |
| <b>Date EIA completed:</b>                | 4 <sup>th</sup> June 2020      |
| <b>Contributors to the EIA:</b>           | Governing Board - consultation |

| <b>Policy or process information</b>  |  |                  |                            |                                   |                 |
|---|--|------------------|----------------------------|-----------------------------------|-----------------|
| <b>Name of policy or process:</b>   | <b><u>Equality Impact Assessment</u></b>   |                  |                            |                                   |                 |
| <b>Purpose and intended aim of the policy or process:</b>                   | Due to the current pandemic, policies and procedures at the school are being changed and there is concern that individuals may be at risk. Therefore, an assessment is required to ensure that risks are actioned and that changes to these policies and procedures do not affect any individual |                  |                            |                                   |                 |
| <b>Who is the policy or process intended for? [Tick all that apply.]</b>    | <b>Pupils</b>  | <b>Employees</b> | <b>Governors/ Trustees</b> | <b>Volunteers</b>                 | <b>Visitors</b> |
|   | /  | /                | /                          | /                                 | /               |
| <b>Status of the policy or process:</b>                                     | <b>New policy or process</b>   |                  |                            | <b>Existing policy or process</b> |                 |
|   | /  |                  |                            | /                                 |                 |
| <b>Date policy or process was last reviewed:</b>                            | <b>H&amp;S – March 2019; Infection Control (new June 2020); Equality Scheme – April 2019</b>   |                  |                            |                                   |                 |
| <b>Name of person responsible for the policy or process and its review:</b> | Linda McGrath (HT); Marion Atkin (Chair)   |                  |                            |                                   |                 |

## Analysis

| Protected characteristic group        | Impact analysis            |                           |                            | Explanation of impact analysis   |
|---------------------------------------|----------------------------|---------------------------|----------------------------|--|
|                                       | Positive impact identified | Neutral impact identified | Negative impact identified |  |
| <b>Age:</b>                           |                            |                           | /                          | There is evidence that older adults especially those over 70 and over 55 for BME are more likely to become seriously ill if they catch the virus   |
| <b>Disability:</b>                    |                            |                           | /                          | There is evidence that specific disabilities/illnesses can increase the risk of serious illness from the virus   |
| <b>Sex:</b>                           |                            | /                         |                            | There is no evidence that this increases the risk  |
| <b>Gender reassignment:</b>           |                            | /                         |                            | There is no evidence that this increases the risk and we currently have no one in school with this characteristic  |
| <b>Race:</b>                          |                            |                           | /                          | There is evidence that BME people, especially those over the age of 55 are more at risk of being seriously ill. Especially those of specific BME backgrounds. Individual RA in place for BAME staff. |
| <b>Religion or belief:</b>            |                            | /                         |                            | There is no evidence that this increases the risk  |
| <b>Sexual orientation:</b>            |                            | /                         |                            | There is no evidence that this increases the risk  |
| <b>Marriage or civil partnership:</b> |                            | /                         |                            | There is no evidence that this increases the risk  |
| <b>Pregnancy and maternity:</b>       |                            |                           | /                          | There is no evidence that this may increase the risk of serious illness from the virus, however pregnant women were told to isolate initially  |



## Evaluation and decision making

|  |  |
|--|--|
| <p><b>Consultation and stakeholder engagement:</b></p>                                 | <p>Staff and Governing board.</p> <ul style="list-style-type: none"> <li>• Advise any of the above at risk adult individuals to wear a face mask</li> <li>• Advise any of the above at risk individuals to always follow the 2m distancing rule</li> <li>• Allow vulnerable staff to work from home or to complete activities in school that are of least risk</li> <li>• Provide PPE, sanitising gel and hand washing facilities</li> <li>• Advise all staff to follow the Infection Control Policy, Health &amp; Safety Scheme Policy</li> </ul>   |
| <p><b>Evidence used to support the decision-making process and final decision:</b></p> | <p>Surveys of staff, verbal feedback, observations, risk assessment, government guidance. Latest DfE guidance; Guidance from LA and unions; Available confirmed scientific advice</p>  |
| <p><b>Final decision:</b></p>  | <p><b>Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</b></p> <ul style="list-style-type: none"> <li>• <b>Removal of the policy or process.</b></li> <li>• <b>Adaptation of the policy or process to remove the indirect or direct discrimination.</b></li> <li>• <b>Continue without action.</b></li> </ul> <p>Final decision: Adaptation to policies and processes (addendums) – H&amp;S, adoption of new Infection Control Policy.</p>   |
| <p><b>Explanation of the final decision:</b></p>                                       | <p>Vulnerable people – There is evidence that those classed as vulnerable are more at risk of being seriously ill from the virus. Staff using public transport may be more at risk because of enclosed space.</p> <ul style="list-style-type: none"> <li>• Vulnerable adults are on lunchtime duty instead of classroom based activities, extremely clinically vulnerable support staff &amp; teachers asked not to return this term and to work from home if able.</li> <li>• Appendix/addendums to policies mentioned above</li> <li>• Signs around school</li> <li>• Reorganisation of classrooms</li> <li>• Staggered breaks/arrival and home times</li> <li>• Smaller class sizes</li> <li>• More frequent cleaning</li> <li>• Provide PPE &amp; sanitising products for staff/family groups</li> </ul> |

**Monitoring arrangements:**

SLT will monitor this through individual conversations and regular walks around school

**Arrangements for communicating the outcome of the EIA:**

Staff, Governing Board, parents.  
Website, Schoolzine messaging platform, newsletter.

**Date EIA ratified by the responsible body:**

11<sup>th</sup> June, 2020

**Date of review:**

**June 2021**