

St. Thomas More Roman Catholic Academy



SINGLE EQUALITY SCHEME POLICY
2017/2019

(incorporating Equal Opportunities, Racial Equality and Special Educational Needs and Disabilities (SEND) and the Accessibility Plan 2016 - 2019)

All members of our community are given equal opportunities in line with the Single Equality Scheme.

THIS COPY:

May 2017

REVIEWED:

06.06.17

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS:

St. Thomas More R C Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- to be a prayerful community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- to provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- to give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- to encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

This Policy applies to our:

- Students
- Staff
- Governors
- Parents/Carers
- Visitors
- Members of the community who use or wish to use the school facilities

The policy aims to bring together equality strands in one harmonised document and sets out our school commitment to ensuring that there is no discrimination on the basis of race, disability, gender, age, sexual orientation, religion and belief (except that which is permissible due to the Catholic nature of the school), gender reassignment, marriage & civil partnership and pregnancy & maternity. Our Equality Objectives will detail how we will be working to improve our provision and planning with regard to these issues. Our approach promotes fairness and equality of opportunity as well as celebrating diversity for all people.

To achieve our aims we will:

1. Maintain and promote a positive ethos of mutual respect and trust amongst pupils, parents, staff and governors, in which all members of the school community feel valued and safe.
2. Respect the equal human rights of all members of our community and educate our children about equality.

3. Promote positive attitudes to, and a valuing of, the diversity of all individuals with due regard for their differences in ability, age, disability, ethnicity, gender, lifestyle, religion, sexuality and socio-economic background through the curriculum and by example.
4. Strive to support all individuals and groups that have increased vulnerability or require something extra to meet their needs, whether these needs are social, academic, physical or emotional. This potentially includes 'children looked after', young carers, those with special educational needs and disabilities, those who are gifted and talented, those experiencing bereavement or changing family circumstances, those with on-going health concerns, those who have bullied or been bullied and those who display challenging behaviour.
5. Provide positive role models for challenging stereotypes and any attitudes that may lead to self-limiting aspirations, especially with regard to gender, disability, ethnicity, culture and belief, and other aspects of experience that may increase the vulnerability of children, including 'children looked after'.
6. Create an environment in which all pupils and staff are able to reach their full potential.
7. Respond promptly to any instances of hurtful or discriminatory behaviour, supporting offended individuals, educating those causing offence and taking steps to ensure that unacceptable behaviour or experience is eradicated.
8. Implement and monitor school policies, processes and plans with due regard to the promotion of community cohesion and equality.
9. Offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this we aim to prepare young people for a life working with others in a wider community which is socially, culturally and religiously diverse.
10. Respond to the particular diversity needs of our school population with due attention to wider needs arising from our families' socio-economic and educational backgrounds, their home language and heritage.

Legal Background

St Thomas More R C Academy is committed to meeting its public sector equality duties. The general duty is that the school should have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the 2010 Equality Act.
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Protected Characteristics are:

	For employees	For the pupils	For the wider community
Disability	✓	✓	✓
Ethnicity and race	✓	✓	✓
Gender	✓	✓	✓
Gender identity and reassignment	✓	✓	✓
Pregnancy, maternity and breastfeeding	✓	✓	✓
Religion and belief	✓	✓	✓
Sexual orientation	✓	✓	✓
Age	✓	Not applicable	✓
Marriage and civil partnership.	✓	Not applicable	✓

In addition to addressing the protected characteristics above, our school is committed to taking action on wider equality strands, e.g., ‘vulnerable’ children such as those in public care, those with disrupted families, those who experience social or economic disadvantage and young carers.

In fulfilling the general and specific equalities duties St Thomas More R C Academy will:

- Determine specific and measurable objectives for progressing equalities issues – these will be identified within the Single Equality Action Plan.
- Monitor equality issues through normal school improvement data review processes and in an annual assessment.

- Share key equalities information through parent newsletters and/ or via the school website.

What do we mean by Equality and Diversity?

Equality refers to making sure that all groups within our school community benefit equally from our activities - everyone can participate and is given the opportunity to achieve. Equality is also about eliminating discrimination and promoting fair and equal treatment for all. This means that employment opportunities and educational inclusion should be free from barriers and accessible to all. Equality is about;

- Widening life chances, not restricting them
- Fostering talents, not suppressing them
- Ensuring no child is disadvantaged or discriminated against
- Creating a better and more efficient working environment

Diversity recognises that we can only achieve equality by taking into account the different needs of communities. It is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of the school. **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 favourably than others because of a protected characteristic e.g. their race, gender, gender reassignment, disability, religion & belief, sexual orientation, age, marriage & civil partnership, pregnancy or maternity.

Indirect discrimination is a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim. For example it can occur when you have a rule or policy that applies to everyone but disadvantages a particular protected characteristic.

Profile of our School

We are an 11-18 mixed comprehensive serving the Catholic population of North Tyneside, and there are seven primary schools in our pyramid. The school was established in 1988 to serve primarily the Catholic communities within St Oswin's Deanery. The wide catchment area provides us with a well-balanced, genuinely comprehensive intake, which we believe to be one of our many strengths. There are over 1650 on roll, including more than 300 students post-16. We now admit around 270 children each year, and the staying-on rate into our Sixth Form is consistently around 65%.

Some key statistics about our school:

Characteristic- data taken from SIMS		Total	Percent
Number of Governors	Female	11	55
	Male	9	45
Number of Staff -All		174	
Teaching staff-All		124	71.3
Support staff- All		50	28.7
Teaching staff -full time	Female	50	54.3
	Male	42	45.7
Teaching staff –Part time	Female	30	93.8
	Male	2	6.2
Support staff-Full time	Female	30	69.8
	Male	13	30.2
Support staff- Part time	Female	6	85.7
	Male	1	14.3
BME staff		1	
Number of Students	All	1663	
	Female	858	51.6
	Male	805	48.4
Students eligible for FSM		119	7.2
Ever 6 FSM/LAC & Service Children (Years 7-11)		347	26.5
BME students		96	5.8
Students who speak English as an additional language (EAL)		124	7.5
Average attendance rates			94.8
Religion by group	Buddhist	1	0.06
	Christian	1346	80.9
	Hindu	2	0.12
	Muslim	21	1.26
	Sikh	2	0.12
	Jewish	1	0.06
	Other religion	37	2.23
	No Religion	196	11.82
	Not Given	53	3.19
	Refused	4	0.24

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality policy
- ensuring all recruitment, selection, promotion, training and development systems are fair and accessible to all.
- making recommendations for future actions from reports received to ensure the identified priorities are achieved
- having a named governor who will have responsibility for monitoring equality outcomes
- ensuring staff have equal access to personal and professional development courses.
- taking all reasonable steps to ensure that the school environment gives access to disabled people.
- Reviewing the arrangements for SEND pupils on an annual basis

The Leadership Team of the school is responsible for:

- promoting the single equality policy both inside and outside the school and with regards to other relevant policies.
- ensuring that all staff fulfil their role with regard to delivering equality.
- providing reports to the governing body and staff on how the policy is working.
- taking appropriate action where discrimination occurs.
- making the Governing Body aware of any serious incidents involving equality or diversity implications.
- ensuring all pupils have equal access to the full range of educational opportunities provided by the school and that the taught curriculum reinforces the principle of equality.

Parents/Carers will:

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

Staff and students are responsible for:

- complying with and promoting the school ethos in relation to Equality and Diversity.
- adhering to all school policies and procedures in relation to equality and diversity.
- being aware of their behaviour and its impact on others
- engaging with the school in eliminating any discrimination – reporting suspected discriminatory actions and any suspicions of harassment taking place
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

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

Monitoring and Reviewing

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

The School Development Plan will ensure this policy 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 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 (See Appendix 1) identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this policy.

School Accessibility Action Plan

The School Accessibility Plan (See Appendix 2) identifies the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

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 (See Appendix 4 - Impact Assessment form template)

St. Thomas More Roman Catholic Academy

Equality Action Plan/ Objectives 2017/18

Objective	Timescale	Resource Implication	Action by	Success criteria
Improve the accountability and impact of the plan through regular half termly meetings with newly appointed Equality Link Governor – resulting in annual report to governors and feedback in governing body meetings when appropriate	July 2018	Staff time	MHD, CE	Use of a RAG rated system to judge how we are progressing re targets set and if necessary adapt the plan depending on outcomes of impact reviews
Improve the quality of Equality monitoring	July 2018	Staff time	DW, MHD ADM, CE	Regular analysis of recruitment statistics Audit of postholders in staffing structure Analyse destinations and NEET as per groups included in the policy. Monitor student participation in Diocesan Partnership events.
Improve Equality awareness and access to: <ul style="list-style-type: none"> • Site • Curriculum • Training 	July 2018	Staff time Staffing capacity	MHD, RK, AG, HMD	Review Accessibility Plan including consultation with stakeholders. Provide staff training as appropriate through Performance Management approach. Improved curriculum offer to meet the needs, interests and aspirations of students

Maintain and where necessary raise performance/ progress of all groups in school profile	August 2017 August 2018	Staffing, materials, training, exam entries, targeted funding e.g. Pupil Premium/ SEND	DW, KLG, MHD	Exam results show students in various groups achieve in line with or better than expectation.
Continue to improve the variety and quality of provision to promote diversity and tolerance	Ongoing	Staff time	DW, KLG, MHD SMB/KD, ADM	Assembly themes promote diversity and tolerance. Chaplaincy Programme is inclusive. Full student participation in Diocesan Partnership events and LA opportunities.
To create, with support from HODS, a PSE curriculum provision map	Dec 2017	Staff time	PF, MHD	To gain a full knowledge and understanding in relation to the protected characteristics of what issues are being covered – in which depts (incl PSE), at which key stage etc. and ensure any potential ‘gaps’ are filled through the PSE curriculum
Support for students, especially those most vulnerable, around the risks of child sexual exploitation (linked to protected characteristic – gender)	July 2017 and continued programme in 17/18	Staff time, use of external agencies such as SCARPA, ACORNS, Bright Futures, additional resources to support external sessions and PSE curriculum	MHD, PF, SMB/KD	Increase in awareness, knowledge and understanding of issues relating to child sexual exploitation and what constitute a ‘healthy relationship’.
Evaluate, and where necessary improve, current approach and systems to support LGBT students in school– particularly any who may fall victim to HBT bullying	Dec 2017	Staff training, resources – posters etc, staff time.	MHD, PF, SW	Completion of student surveys Attend DISC training and cascade key elements to pastoral team at HOY INSET and then wider staff. Join and support Diocesan working party

<p>To promote gender equality and increase girls participation in physical activity through involvement in the Youth Sport Trust Girls Active Campaign</p>	<p>July 2017 July 2018</p>	<p>Staff time, resources to reward students, staff training from YST, display space.</p>	<p>EP</p>	<p>Create and implement an action plan resulting in an increase in numbers of pupils (girls) participating in extra-curricular clubs and developing a group of Girls Active leaders who will promote the policy to their peers and organise/run clubs</p>
<p>To support EAL students in all aspects of school life – to acknowledge their efforts and support them in maintaining and celebrating their cultural differences.</p>	<p>July 2017 July 2018</p>	<p>Staff time</p>	<p>MHD, CF, HBL, CE</p>	<p>Engage in Northumbria University action research project and support the work of Associate Professor Graham Hall in exploring the experience of EAL students - and alongside governor visits evaluate the performance and happiness/security of this group.</p>

St Thomas More Roman Catholic Academy



Accessibility Plan 2016 - 2019

All members of our community are given equal opportunities in line with the Single Equality Scheme.

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS:

Review Date: May 2019

It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.

1. Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Policy Action Plan in order to have due regard to the duties from the Equality Act as follows;
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

2. Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

3. Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

4. Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

5. Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Policy and Action Plan, and the operation of the school's SEND policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

6. Activity

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2016 - 2019 academic years. This plan will become an addition to the school School's Single Equality Policy.

7. Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- SEN policy
- Single Equality Policy & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety

ST. THOMAS MORE RC HIGH ACADEMY ACCESS PLAN - 2016—2019

	Actions	Strategies	Outcome	Timeframe	Impact
SHORT TERM	SEN Information Report - Information updated and available to stakeholders.	SEN Information report ratified and uploaded to website. Link to LA local offer embedded.	Information available for parent /carers and stakeholders to read.	September 2016 Annual updates	Information available for parent/carers to evaluate Academy provision and make informed transition decisions.
	Liaise with specialist agencies to ensure that access to building and Health and Safety needs are appropriate for students with disabilities and / or additional learning needs	Agency visits and assessments as appropriate. Information shared with Academy. Transition meetings held with parent / carers, students and relevant agencies.	Academy able to inform staff of needs. Planning and curriculum development needs informed. Appropriate resources available within reasonable adjustments.	May 2017 - Sept 2017	Students able to access full curriculum and extra curricular activities within Health and safety guidelines.
	Disseminate relevant information and strategies for intake (Year 7) students. Staff able to access and use strategies to support student achievement and inclusion.	Risk assessments made. SEND information to be made available on SIMS system. Pastoral staff to be aware of ESMH needs and support needs.	SEND information available for staff to access in a secure environment and to use when planning and delivering lessons and activities.	July2016 - September 2016 Ongoing for in-year transfers and newly identified needs.	Staff able to access and use strategies to support student achievement and inclusion. Lessons planned effectively enabling access to curriculum.
	Introduce new Literacy Skills programme for Year 7	Accelerated Reading programme to be introduced .	Improvement in reading and spelling skills increasing	September 2016 — July 2017	Increased independent access to curriculum through developed

	students and identified groups in Years 8 –10	Students to be assessed and allocated Reading Level. Lessons to be embedded in English Curriculum. Staff training.	learning outcomes and access to the curriculum through ability to read printed lesson resources.	Ongoing.	reading skills.
	Staff data to be collected to update records / address needs for staff with disabilities.	Staff invited to share information confidentially with Head teacher's PA.	Resources identified as required to support staff needs.	September 2016 — July 2017 Ongoing and as new staff join	Staff able to access the workplace effectively supported by appropriate resources and / or health and well-being needs to enable
	Website accessibility to be reviewed.	Collect user comments from stakeholders , parents and students.	Users able to navigate and use accessibility tools as appropriate.	May 2017 - Oct 2017.	Users able to access website successfully.

	Actions	Strategies	Outcome	Timeframe	Impact
MEDIUM TERM	Enhance provision of specialist equipment e.g. NEO word processors, lap tops, voice recorders, spell checkers. SEN TA iPads to increase support / student attainment. Adjustable chairs for a student in 2017 intake.	SEN to update stock. Departments to be encouraged to purchase appropriate resources and look to increase ICT opportunities within subjects for students requiring scribes/ exam arrangements. Advice and resources made available from support agencies.	Higher number of students able to access curriculum through equipment available for use in school or able to be accessed through specialist support teams.	September 2016 — September 2018	Specialist equipment on site for use where needed. Enhanced access to curriculum and opportunities to present alternative recorded work. Increased attainment. Enhanced independence Exam Access arrangements in place and practiced.
	New build for PE to include lift access and access toilet facilities.	Plans and building design to include needs of users with physical disabilities.	New build to fully comply with building regulations incorporating access requirements.	2016 - 2017 and ongoing .	Staff awareness of new category in COP. Co-ordinated Pastoral and SEN provision. Effective strategies to support student in new category.
	To take account of students and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information use of interpreters , adult support, mobility issues when using / hiring buses, toileting facilities etc.	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	2016/17 and ongoing.	Students and adults able to access events safely. Develop range of opportunities through positive planning and risk assessment.

	Actions	Strategies	Outcome	Timeframe	Impact
LONG TERM	Maintain visual differentiation in areas of risk.	Risings painted and maintained. Visibility strips on stairs. Hazards marked. Staff to risk assess lessons and learning environments.	Assessment annually and maintenance work completed as identified.	Sept 2016 - August 2019	Safety adjustments in place enabling safe access and mobility.
	Maintain physical access in and around building.	Maintain disabled parking spaces and ramp access points within Academy. Handrails on stairs as advised. Lift. Fire evacuation notices in place.	Access points maintained and used to enhance physical access around building.	Sept 2016 - 2019	Safe mobility to entrance and movement around academy site and within classrooms. Independence for students. Access to curriculum areas to participate in activities.
	To encourage positive attitudes through developing inclusion in activities, positive visual images and visible role models.	Curriculum resources. Visual display for diversity including student achievements. Planning for participation and activities with regard to inclusion, health and safety, within Academy, Work Experience, LA and Diocesan events.	Accessibility taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated	2016—19	Positive attitudes promoted. Inclusion Embedded.

	Future Minibus purchases to have accessibility.	New buses to add to current new stock will have accessibility features as part of appraisal / purchase decisions. One bus already purchased which allows accessibility	Additional fleet purchased as required which required features to enable accessible transport.	Sept 2016 - 2019	Students with physical disabilities enabled to use - increasing participation in events and activities.
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Appendix 3 School Equality Data 2016/17

Pupil info by protected characteristic

Number of pupils on roll	1663
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RACE PROFILE	Number of pupils	% of pupils
Any other Asian background	42	2.5
Any other Black background	3	0.2
Any other White background	46	2.8
Any other ethnic group	11	0.7
Any other mixed background	13	0.8
Bangladeshi	9	0.5
Black – African	17	1
Chinese	2	0.1
Indian	14	0.8
Pakistani	5	0.3
Refused	2	0.1
White – British	1410	84.9
White – Irish	12	0.7
White and Asian	14	0.8
White and Black African	8	0.5
White and Black Caribbean	2	0.1
(None)	53	3.2

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Christian	1346	80.9
Buddhist	1	0.06
Hindu	2	0.12
Muslim	21	1.26
Sikh	2	0.12
Jewish	1	0.06
Other	37	2.23
No religion / belief	196	11.82
Prefer not to say	4	0.24
Undeclared	53	3.19

GENDER PROFILE	Number of pupils	% of pupils
Male	805	48.4
Female	858	51.6

Appendix 4 - Impact Assessment Form Template

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

1. Name of the change, strategy, project or policy:			
2. Name of person(s) completing this form:			
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).			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
5.	Yes	No	
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality Policy & action plan)	Yes, No, or N/A	If yes, please provide details	
Eliminate unlawful discrimination, harassment and victimisation			

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: