



Single Equality Scheme Policy 2018/2019

(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 Duty.

Policy Written:

May 2017

Policy Updated

June 2019

Reviewed By Ethos and
Safeguarding Committee

06/06/17, 03/07/19

Adopted By Full Governing Body

27/06/2017, 09/07/2019

St Thomas More R C Academy Mission Statement

St. Thomas More Roman Catholic 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 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 education 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 measureable 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	58
	Male	8	42
Number of Staff -All		175	
Teaching staff-All		125	71.5
Support staff- All		50	28.5
Teaching staff -full time	Female	54	56.8
	Male	41	43.2
Teaching staff –Part time	Female	29	96.6
	Male	1	3.3
Support staff-Full time	Female	29	70.7
	Male	12	29.3
Support staff- Part time	Female	8	88.9
	Male	1	11.1
BME staff		2	
Number of Students	All	1619	
	Female	849	52.4
	Male	770	47.6
Students eligible for FSM		119	7.3
Ever 6 FSM/LAC & Service Children (Years 7-11)		347	21.4
BME students		96	5.9
Students who speak English as an additional language (EAL)		144	8.9
Average attendance rates			95
Religion by group	Baptist	5	0.31
	Buddhist	3	0.19
	Christian	251	15.50
	Church of England	60	3.71
	Hindu	3	0.19
	Islam	1	0.06
	Jewish	2	0.12
	Methodist	2	0.12
	Muslim	20	1.24
	No Religion	197	12.17
	Other Religion	27	1.67
	Refused	13	0.80
	Roman Catholic	1024	63.25
	Sikh	4	0.25
	{None}	7	0.43

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 2019/20

Objective	Timescale	Resource Implication	Action by	Success criteria
Improve the accountability and impact of the plan through regular termly meetings with Equality Link Governor – resulting in annual report to governors and feedback in governing body meetings when appropriate	July 2020	Staff time	MHD, LJW,	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 2020	Staff time	DW, MHD ADM, LJW,	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 2020	Staff time Staffing capacity	MHD, RK, AG, LJW	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 2019 August 2020	Staffing, materials, training, exam entries, targeted funding e.g. Pupil Premium/ SEND	DW, KLG, MHD, LJW	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,KD ADM, PF	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 which incorporates new DFE guidance re RSE	Sept 2020	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)	Continuous programme in 19/20	Staff time, use of external agencies such as SCARPA, ACORNS, CES, additional resources to support external sessions and PSE curriculum	MHD, PF, KDI	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 2019	Staff training, resources – posters etc, staff time.	MHD, OH, PF,	Completion of student and parent surveys CPD for staff from Trinity Youth Association Further evaluation of the impact of support groups in school

To promote gender equality and increase girls participation in physical activity through involvement in the Youth Sport Trust Girls Active Campaign	July 2020	Staff time, resources to reward students, staff training from YST, display space.	EP	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
To support EAL students in all aspects of school life – to acknowledge their efforts and support them in maintaining and celebrating their cultural differences.	2019/20	Staff time	MHD, CF, HBL	Action in response to findings of Northumbria University action research project and 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.

St Thomas More Roman Catholic Academy



Accessibility Plan 2019 - 2022

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

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 09/07/2019

Review Date: June 2021

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 2019 - 2022 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 – 2019-2022

	Actions	Strategies	Outcome	Timeframe	Impact
Short term	SEND Information Report Information updated and available to stakeholders.	Accessibility Plan to be reviewed with stakeholders and ratified by Governors. Prior to inclusion with Equal Opportunity Policy.	Information to be made available to parent / carers students and stakeholders on STM website	September—December 2019	Updated 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. Risk assessments made	Academy able to inform staff of needs. Planning and curriculum development needs informed. Appropriate resources available within reasonable adjustments.	June 2019 —Sept 2019 and on-going	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 and mid-year inclusions. Staff able to access and use strategies to support student achievement and inclusion.	SEND information to be made available on SIMS system. Pastoral staff to be aware of SEMH 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.	September 2019 and On-going 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.
	New Students added to SEND Record through transition arrangements and new K students to have School Support Plan arranged	K Review Meeting held with parent/ carers / students and relevant support agencies to agree Individual School Support Plan. Reviews to be student centred	All students on SEND Record to have either a School Support Plan (LA Local Offer) or an EHCP as appropriate	September—Dec 2019 and on-going.	All stakeholders to be aware of support objectives and appropriate interventions to enable access to the school and curriculum activities

	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. Appropriate resources made available.	September 2019 — ongoing.	Staff able to access the workplace effectively supported by appropriate resources and / or health and well-being needs.
	Website accessibility and Academy information to be reviewed with appropriate changes made to support access to information.	Collect user comments from stakeholders , including Parents / carers and students.	Stakeholders able to navigate and use accessibility tools as appropriate.	September 2019— February 2020	Users able to access website successfully. Information easy to locate and access.
	Include staff Training for Form Tutors on writing PEEP Plans for students with Physical disabilities (permanent and temporary) to ensure safe Fire Evacuation.	Training for Pastoral staff including Form Tutors , supporting Form Tutors and Heads of Year	PEEP plans in place for students, staff and visitors requiring personal assistance with Fire Evacuation	Sept 2019— Dec 2019 On-going for staff new to role	Staff awareness of responsibilities. Safe Fire Evacuation procedures in place. Staff aware and using appropriate systems.
Medium term	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 continue to be undertaken and practical arrangements made where possible to enable safe participation in events.	2019 and ongoing.	Students and adults able to access events safely. Develop range of opportunities through positive planning and risk assessment.
	Governor training on SEMH and Wellbeing	Deliver appropriate awareness training. Evaluate appropriate Academy programme to support adults and students. Appropriate funding	Governor awareness training delivered. Academy strategy agreed for supporting students including SEND / PP and vulnerable students	2019—2020	Governor awareness and knowledge increased. Effective support systems identified for students at St Thomas More in general and for specific

		identified for implementation			students and areas of need.
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 2019— August 2022	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. Staff training on EVAC chair. Annual audit and maintenance	Access points maintained and used to enhance physical access around building.	Sept 2019— 2022	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. Raise awareness for 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.	2019—2022	Positive attitudes promoted. Inclusion embedded.
	Review and agree Equal Opportunities provision and monitoring to identify and support groups of identified vulnerable Students to provide	Review and evaluate pupil Premium Provision Action Plan based on outcomes and impact. Evaluate impact and provide effective Careers	Appropriate Careers Advice including Post-16 and Post-18 Connexions access.	2019—2022	Barriers to continued study and training identified and appropriate advice and support provided

	appropriate support and guidance to enable Further Study and / or Training opportunities post 16 / 18.	Guidance for vulnerable students in partnership with Connexions.			Stakeholders aware of Equal Opportunity responsibilities duties
	Develop Academy focus on Social, Emotional and Mental Health for SEND and vulnerable students	Audit of current issues and provision in place. Develop provision through staff training on SEMH approaches. Develop key cohort of selected students to be trained to provide peer support. Ensure that Mental Health and Well-being is included in School Policies and Pastoral provision interventions. Research good practice from external providers and other educational settings.	Increased levels of effective support available for vulnerable students. Fewer students requiring separate accommodation for Exam Access Arrangements. Increased awareness for the impact of SEMH on well-being and attainment. Reduction in referral numbers for School Counsellor / Learning Mentors / Pastoral Staff.	Sept 2019— 2022 On-going	Increased levels of student resilience. Increased levels of Mental Health and Well-being which will support students through out education and into adult life. Increased awareness of wellbeing for students and adults.

Appendix 3 School Equality Data 2018/19

Pupil info by protected characteristic

Number of pupils on roll	1619
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RACE PROFILE	Number of pupils	% of pupils
Any other Asian background	45	2.8
Any other Black background	2	0.1
Any other White background	56	3.5
Any other ethnic group	13	0.8
Any other mixed background	14	0.9
Bangladeshi	10	0.6
Black - African	25	1.5
Chinese	1	0.1
Indian	18	1.1
Pakistani	6	0.4
Refused	2	0.1
White - British	1378	85.1
White - Irish	15	0.9
White and Asian	17	1.1
White and Black African	13	0.8
White and Black Caribbean	4	0.2

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Baptist	5	0.31
Buddhist	3	0.19
Christian	251	15.50
Church of England	60	3.71
Hindu	3	0.19
Islam	1	0.06
Jewish	2	0.12
Methodist	2	0.12
Muslim	20	1.24
No Religion	197	12.17
Other Religion	27	1.67
Refused	13	0.80
Roman Catholic	1024	63.25
Sikh	4	0.25

{None}	7	0.43
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GENDER PROFILE	Number of pupils	% of pupils
Male	849	52.4
Female	770	47.6

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	

[Empty rectangular box for signature or stamp]

Signed:

Date: