

Ysgol Aberconwy



Strategic Equality Plan

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

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Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

“We want our school to be a happy, caring, ordered and respectful community in which people are treated with fairness and are supported in developing themselves to the fullest possible extent to enable them to take their place in society.”

“Rydym eisiau i’n hysgol fod yn gymuned hapus, ofalgar, trefnus a pharchus, lle mae pobl yn cael eu trin yn deg ac yn cael cefnogaeth i ddatblygu eu hunain i’r eithaf wrth iddynt baratoi i gymryd eu lle yn y gymdeithas

At *Ysgol Aberconwy*, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At *Ysgol Aberconwy*, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Aberconwy is an English medium 11-18 mixed comprehensive school of 800 pupils, including 160 in the sixth form.

Over 16% of learners are eligible for free school meals compared with the Welsh average of just over 17% for secondary schools. 1% of learners currently learn English as an Additional Language.

The school’s intake represents the full range of ability. 0.8% of pupils have statements of special educational needs. This figure is just below the average for Wales as a whole.

The school houses the LA Dyslexia support unit (ABCD) which has been accredited with CRESTED status.

The school works in collaboration with the other secondary schools and the local further education college to enhance provision at key stage 4 and 5.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

- c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- Conwy County Borough Council's SEP and equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls and other groups;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.9)**. See also **Appendix 2 and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- ensures that no child feels unsafe whilst at our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;

- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of roles and responsibilities re equality within school.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice against different protected groups, including racism, homophobia or prejudice targeted at disabled pupils, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents
- Ensuring that all staff are treated fairly, equally and with respect

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Participation and Involvement in the development of our Action plan

The development of this policy has involved the whole of our school community. We involve and listen to what they have to say regularly, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010 .

Our pupils/students

Students' views will be sought through the School Council on a regular basis.

Our staff

The SEP is made available for all staff on the school's R:Drive and comments are invited through professional associations.

Our school governors

Governors are consulted on the SEP and progress on it and the accessibility plan are reported annually to them.

Parents/carers

The SEP will be placed on the school website to facilitate feedback and observations from parents. We regularly discuss specific needs of students' with their parents and seek their opinions on the schools' actions in this regard.

Minority, marginalised and potentially vulnerable groups

The opportunity to provide feedback on the SEP is available to all groups within the school.

Our partners in the community

We will involve our local primary schools and other interested parties in the monitoring and reviewing of the SEP.

Ongoing:

Ongoing Dialogue will be monitored by way of the school website, and the School Council.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans (including budgetary decisions) prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

In addition to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately (see Appendix 1 and 2), our chosen Equality Objectives are:

1. Ensuring that pupils from different groups attain according to their potential. (EAL, LAC, FSM, Faith groups etc;)
2. Put in place procedures to reduce identity based bullying
3. Ensure that the impact of barriers to access and aspirations caused by students' mental health and learning needs are minimised.

We have action plans covering protected characteristics (see Appendix 2 and 3) which are not routinely addressed in the Whole school targets. These describe how we are taking action to fulfil both the general and specific duties.

Our action plans will be cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;

- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2018

Strategic Equality Plan 2018 – 2021

Appendices

- Appendix 1 Conwy County Borough Council Equality Objectives and Action Areas
- Appendix 2 Conwy County Borough Council Action Plan incorporating corporate actions for Education and schools. (*Separate Document*)
- Appendix 3 Additional School Equality Objectives and Action Plan
- Appendix 4 School Accessibility Plan
- Appendix 5 Process Chart for the development & review of Equality Policy
- Appendix 6 Equality Impact Assessment Guidance
- Annex 1 to Appendix 6
WLGA Publication “Common Equality Risks in Education – Guidance for assessing impact in schools” (*Separate Document*)

APPENDIX 1 : Conwy County Borough Council Equality Objectives and Action Areas

1. Address **Health** inequalities

Action Area 1.1	Increase the number of people, in under-represented groups, choosing healthy lifestyles.
Action Area 1.3	Improve dignity and respect in care for everyone, particularly older people, vulnerable people, transgender and lesbian, gay and bisexual people.
Action Area 1.5	Better address the rights and aspirations of people with Mental Health issues and Learning Disabilities.
Action Area 1.6	Work in partnership with other public bodies in North Wales to maximise our combined efforts to address health inequalities wherever possible.
Action Area 1.7	Increase the immunisation coverage of vulnerable older people and children in deprived communities.

2. Address unequal outcomes in **Education** to maximise individual Potential

Action Area 2.1	Reduce the educational attainment gap between different groups.
Action Area 2.2	Reduce identity based bullying in Education.
Action Area 2.3	Young people are supported in making the transition between Education and Employment

3. Address inequalities in **Employment and Pay**

Action Area 3.1	Identify and address inequalities within recruitment, retention, training and promotion processes.
Action Area 3.2	Identify and address any pay gaps between people with different protected characteristics.

4. Reduce inequalities in personal **Safety**

Action Area 4.1	Increase the reporting of hate crime and harassment and take steps to reduce incidents of hate crime and harassment including on-line abuse and bullying.
Action Area 4.2	Increase the reporting of domestic abuse and take steps to reduce domestic abuse.

5. Address inequalities in **Representation and Voice**

Action Area 5.1	Decision making bodies become more representative of the communities they serve.
Action Area 5.2	Consultation and engagement is improved through strengthening links between the Public Sector and local and national groups representing people from all protected groups.

6. Address inequalities in **Access to information, services, buildings and the environment**

Action Area 6.1	Improve access to information and communications and the customer experience, in particular for people with sensory loss and for those whose first language is not English or Welsh.
Action Area 6.2	Improve physical access to services, transport, the built environment and open spaces.

APPENDIX 3 : Equality Objectives and Action Plan

Equality Objective 3 : Ensure that students become more aware of characteristics of other groups including transgender students.							
Our Research : <ul style="list-style-type: none"> • Discussion with LA regarding statutory guidance and the new ALN legislation. • Attendance at appropriate training courses. • Discussion with parents and pupils. 							
Information from Engagement: <ul style="list-style-type: none"> • Importance of a pupil centred approach • Appropriate awareness raising activities. • Understanding of individual issues from student perspective. 							
Data Development: <ul style="list-style-type: none"> • Analysis of performance data. • Analysis of attendance and behaviour records. 							
This objective will be judged to be successful if... <ul style="list-style-type: none"> • All students are able to access the school, its curriculum and other relevant information. • Students are able to access appropriate destinations and progression routes following their time in school. 							
Actions:							
	Description	Mid Year Update (Mar)	Full Year Update (Sept)	Responsibility	Start date	End date	Protected Characteristic
1.1	IG to meet with LA to discuss statutory guidance			IG	Sept 2018	Jan 2019	All
1.2	ADH/CH/MB/JS to attend training courses			ADH/MB	Sept 2018	Jan 2019	All
1.3	Action plan to be developed in line with school development plan			ADH/MB	Jan 2019	Feb 2019	All

APPENDIX 4 : YSGOL ABERCONWY: ACCESSIBILITY PLAN 2018-2021**SECTION A : IMPROVING ACCESS TO THE CURRICULUM**

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
A1 Teachers continue to develop skills to support the students who have differing disabilities.	<ul style="list-style-type: none"> • ALNCO & ABCD Coordinator arrange staff training involving specific outside services such as sensory support, speech and language, ASD support. • Liaison between outside services and ALNCO, disability information disseminated to relevant staff. • ALNCO & ABCD Coordinator ensure that new staff have appropriate information and 	Teaching staff aware of student disability and have a greater understanding of disability issues.	Autumn Term and ongoing	<ul style="list-style-type: none"> • ALNCO time • ALN list • Subject IEPs
A2 Develop a range of learning resources that are accessible to pupils with different disabilities.	<ul style="list-style-type: none"> • HOD to review resources in their curriculum areas and liaise with ALNCO for specific guidance relating to individual students. • ALNCO to ensure appropriate external exam access arrangements have been made. • HOD to monitor internal exam papers to ensure equality of access with regard to ability and disability. • Enhance sensory resources in line 	Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in examinations.	Ongoing - pertinent to individual students' needs	<ul style="list-style-type: none"> • YAC Teaching Assistants • LA Sensory Support resources • All teaching staff time

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
A3 Teaching staff develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities for staff.	<ul style="list-style-type: none"> Teachers to consider learning styles favoured by students with disabilities and plan accordingly. AB to provide professional development opportunities on Training Days, including development of TEEP programme 	<ul style="list-style-type: none"> Teachers develop and use those teaching strategies which most suit the learning style of students with a disability. Improves attainment for students with 	Autumn Term and ongoing	<ul style="list-style-type: none"> Training Days TAs qualified to NVQ Level 2 or 3
A4 Disability equality issues are incorporated into the PSHE SOW	<ul style="list-style-type: none"> RHJ to identify disability equality elements within the Edge/Loric curriculum and ensure appropriate resources are available to staff. Disability equality is discussed in 'Thought for the Day' and is a theme for Assembly. 	All students have a greater understanding of disability issues.	Autumn term and ongoing	<ul style="list-style-type: none"> PSHE, Learning plans, worksheets, audio/visual materials DACW JH Assembly rota
A5 To provide training for staff and Governors in disability equality issues.	<ul style="list-style-type: none"> Disability equality training offered to all <ul style="list-style-type: none"> Governors (through LA programme) All staff on a Training Day 	All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students.	Ongoing	<ul style="list-style-type: none"> Training Provider in Disability Equality Governor Services Training

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
A6 When planning school trips involving students with impairment or disabilities the school will make every effort to accommodate their needs and thereby allowing them access to the experience.	<ul style="list-style-type: none"> The Trip Leader and EVC will undertake a risk assessment relating to any group member with an impairment or disability. Any reasonable additional expenditure necessary to accommodate a students with a disability/impairment must be considered. Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. 	All students with a disability or impairment have the opportunity to take part in a school trip, including those overseas.	Target Met	<ul style="list-style-type: none"> Time to carefully plan the trip to include a detailed risk assessment relating to students with disability/impairment. Additional cost associated with above student/s taking part in the trip.

SECTION B : IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

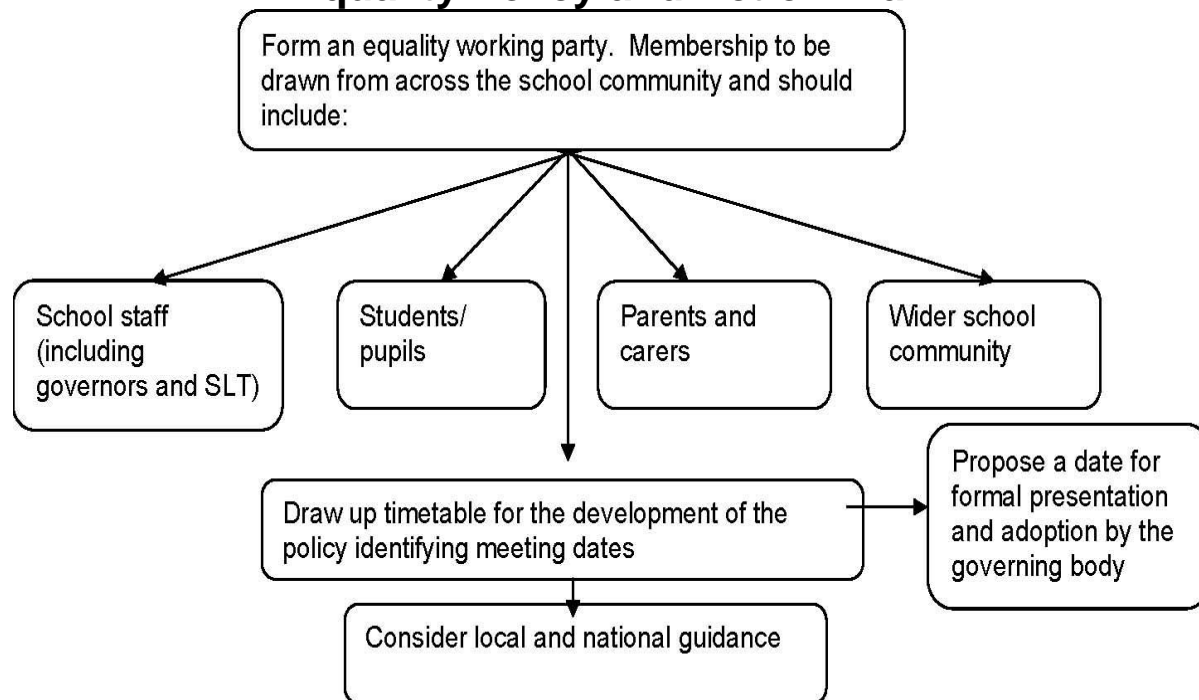
TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
B1 Develop clear mobility protocols for students with temporary disabilities eg: broken leg	<ul style="list-style-type: none"> Identify appropriate rooming HOH and teaching staff to monitor 	Students with temporary disabilities can be accommodated and access appropriate resources within school including staff support.	Target Met HAFAN, House Base and lift access with TA provided	TA support time
B2 Ensure that emergency evacuation procedures take account of the needs of students with disabilities.	<ul style="list-style-type: none"> Identify students and review their needs KB to ensure that appropriate planning including places of safety and staff responsibilities have been established. 	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of a fire, or other emergencies requiring evacuation.	Target Met Protocol in place for HoY to discuss accessibility with individual students and assess their needs. Making appropriate arrangements as necessary.	None
B3 Provide and maintain level access to all facilities, all floors of the building and all fire escape exits.	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo 	All wheelchair users can access all areas of the school	Target Met Hafan is the only room in the school without wheelchair access.	No additional resources

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
B4 Structural support columns in corridors and door frames should contrast with the colour of the wall.	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo 	Less danger of the visually impaired walking into the support columns.	Target Met	No additional resources
B5 Provision and maintenance of disabled toilet facilities with additional functionality as	<ul style="list-style-type: none"> Ongoing audit of facilities with Sodexo MB/KB annual review of student needs on intake 	Provision of additional facilities as necessary	Ongoing	No additional resources
B6 To provide appropriate furniture/equipment where necessary for all pupils with disabilities.	<ul style="list-style-type: none"> Budget holders plan for the purchase of equipment to meet the needs of known students with disabilities. Seek guidance from outside agencies as necessary. KB to plan furniture provision and location with Sodexo 	The school is able to respond rapidly in providing appropriate furniture/equipment.	Ongoing	Subject to disability

SECTION C : IMPROVING ACCESS TO INFORMATION

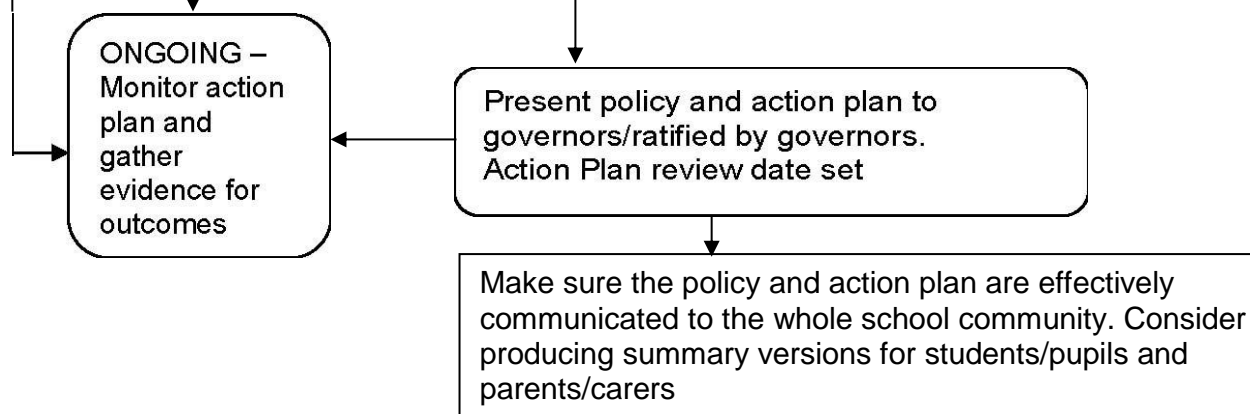
TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESOURCES
C1 To make written information more accessible to students with disabilities in school and at home	The school is aware of the services available through the LEA for converting written information into alternative formats. Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> • enlarged resource materials and exam papers • resources in Braille • enlarged version of the Student Planner, Annual Report and all other written communication with home • an electronic version of all school/home communication which has compatibility with software accessibility resources such as a magnifier and narrator. 	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formants.	Ongoing	<ul style="list-style-type: none"> • LEA Sensory Support Service and school TAs • IT Support Team • Braille facilities

APPENDIX 5 : Process chart for the development and review of Equality Policy and Action Plan



Key Tasks (with deadlines)

Action Plan	Equality Policy
Assign named staff to collect data and information including the views of all in the school community.	Assign one person to write-up the <i>school context</i> section of the policy
Consider further involvement of those representing the various equality stands. Use EQIA (see Appendix 6).	Gather all information specific to the school as described in the Guidance
Consider all existing equality schemes and policies and include identified actions in the action plan.	Draft or review the Equality Policy.
Devise Action Plan and re-draft as required.	



APPENDIX 6 : Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

What is an Equality Impact Assessment ?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on; race, sex, gender reassignment, disability, sexual orientation, religion or belief, age, marriage and civil partnership and pregnancy and maternity.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

Key questions:

- What are the aims of the policy or practice?
- Outline the main aims and objectives of the policy or practice?
- Consider existing data, information and consultation outcomes?
- Consider any procurement and partnership issues?
- Assess the likely impact?
- Consider any adverse or unlawful impact?
- Decide how to proceed?
- Formulate an action plan?
- Make arrangements for monitoring and reviewing the policy or practice?
- Publish assessment results?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how?
- Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

- If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.
- Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

N.B The attached document (Annex 1) published by the WLGA entitled “*Common Equality Risks in Education*” provides further guidance on assessing impacting in schools