

Ellistown Community Primary School



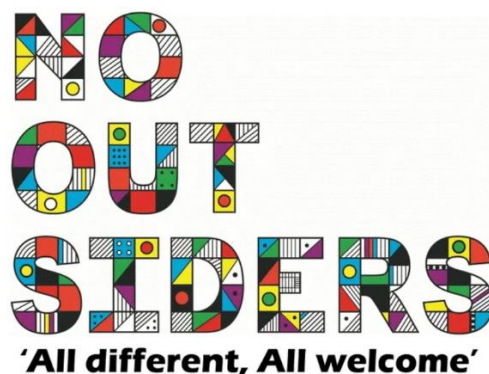
Equality Policy and Objectives 2022-2026

This policy and objectives is to be revisited annually by the governing body

Signature: signed copy held in the school office

PRINT NAME: Clive Taylor (Chair of Governors)

Date approved: 1st March 2022 Objectives Reviewed July 2023



Our equality objectives (last reviewed July 2022) Next review date July 2023

Equality objective 1: To further develop our RE curriculum in light of the recent changes to the local offer, to extend and deepen all children's knowledge, understanding and appreciation of a range of different faiths. This should include an appreciation of similarities and differences between the beliefs and values of people who have different faith background.

Why we have chosen this objective:

Ellistown School is based in Coalville, Leicestershire. According to the most recent census Coalville's ethnicity is 98.73% all white and this is representative of our school. We feel that as a result of this it is extremely important that we work hard to give our children excellent opportunities to explore different ethnicities and faiths and that we nurture a culture of Everyone being welcome at Ellistown School and beyond.

To achieve this objective we plan to:

- Spend time analyzing our current RE offer in light of the proposed changes to the Leicestershire offer, cross referencing this with our RE intent and establishing which curriculum best serves our purpose.
- RE co-ordinator to attend training on new RE curriculum. This training to be cascaded to staff, to ensure that all staff have a deep understanding of what they are teaching.
- Build a multi faith visit into our curriculum to allow all children the opportunity to experience different ethnicities and faiths first hand.
Explore ways of incorporating other first-hand experiences into our curriculum
- Investigate our whole school curriculum, ensuring that wherever there are opportunities for exploring different faiths and ethnicities, these are taken.
Displays around school to reflect diversity in the UK, ensuring all children at Ellistown School feel represented.

Progress we are making towards achieving this objective:

As of July 2022:

- After careful consideration it has been decided that we willfully adopt the local RE offer beginning in 22-23. This will be overseen by our RE co-ordinator Ruth Brooks, who will be attending training during the Autumn term 2022 – to be cascaded to staff.
- A multi faith visit has been built into our curriculum to take place bi annually in years 3 and 4. These visits will take place in Derbyshire City Centre through a recognized educational visits provider. Children will be visiting a mosque, a Gurdwara and a Synagogue. Children already have several opportunities throughout the school year to visit Christian places of worship in the local area.
- All co-ordinators have been asked to look at their subject to ensure good representation, with changes being made accordingly. For instance, in art it was recognized that the artists studied were predominantly white British men and changes were made to ensure better representation.

Equality objective 2: To commit ourselves to embedding the 'No Outsiders; programme throughout the school.

Why we have chosen this objective:

We have already begun our No Outsiders journey and the books are embedded into the curriculum, with regular No Outsiders assemblies. However, we feel there is still work to do with this to ensure that all stakeholders are aware of the programme and what it means for the children at Ellistown School and how it feeds into our vision and values.

To achieve this objective we plan to:

- Work hard to fully embed the No Outsiders Curriculum and ethos at Ellistown School, making it more visible to all stakeholders.
- Carry out workshops with stakeholders to ensure that the No Outsiders ethos and values of Ellistown School are fully understood and embraced by the whole community
- Ensure that all stakeholders are familiar with the protected characteristics and of how our No Outsiders ethos allows us to fulfil our equality duty.

Progress we are making towards achieving this objective:

As of July 2022:

- We worked with stakeholders during 21-22 to re establish our ethos and values and to ensure that these are aligned with No Outsiders.
- Workshops are planned for 22-23 to share the No Outsiders books with parents and other stakeholders
- No Outsiders displays around the schools now display the No Outsiders badge to make it clear to children and visitors that our commitment to 'Everyone's Welcome – No Outsiders' is at the heart of our school
- Regular No Outsiders assemblies take place, during which the protected characteristics are always discussed. These are also taught within the context of our RSE and PSHE curriculum.
- Half termly Newsletters draw stakeholders attention to events in school which have taken place to embed our 'No Outsiders' ethos, for example our annual 'Express Yourself' celebration which celebrates our differences and coincides with Pride Month which is celebrated across the UK.

Equality Objective 3: We will provide a range of activities to improve all stake holders awareness and understanding of autism and implement measures to enable our school to become an autism friendly school.

Why we have chosen this objective:

We are lucky enough to have welcomed several autistic children to our school community over the past few years. As part of our commitment to Equality and No Outsiders we feel that promotion of a greater awareness of autism is vitally important and can only be a good thing, both for the autistic child, but also for the whole community.

To achieve this objective we plan to:

- Work closely with outside agencies, such as Autism Outreach to ensure that autistic children and their peers are nurtured at Ellistown School and that Ellistown School is a school where all children can thrive.
- Promote full access to the parents of autistic children to any support available
- Encourage close working relationships between home and school for all children
- Allow autistic children a voice to be able to share with their peers their differences in a positive way – allowing all children to be aware of how they can support their autistic peers on a day to day basis – promoting acceptance and celebration of difference.

Progress we are making towards achieving this objective:

As of July 2022:

- Close working relationships are promoted between all parents and school, with a special focus on parents of children on the SEN register
- The SEN team are fully briefed on all support available for children on the SEN register and parents are encouraged and enabled to access this.
- Autism outreach continues to provide excellent support for autistic children at Ellistown School.
- Autistic children at Ellistown School are encouraged to talk about what they find hard and what helps them, as well as their strengths and interests. Where appropriate and with the permission of the individual, this is shared with peers and peers are actively involved in problem solving where necessary. This is the case for all children who are differently abled at Ellistown, for instance those with ADHD.

Equality Objective 4: We will introduce an Equality Impact Statement working document to ensure that we have a record of when the need for Equality has been taken into consideration e.g. when planning trips, carrying out interviews.

Why we have chosen this objective:

As a governing body we feel that it is important to have a record of when consideration is given to ensuring equality for all at Ellistown School.

To achieve this objective we plan to:

- From July 2022 we will be filling out a short impact statement when planning trips, writing policies, interviewing etc, to ensure that due care has been given to ensuring equality. See appendix A

Progress we are making towards achieving this objective:

As of July 2022:

- Staff have been briefed on the impact statement and when it should be used.

- 1) Equality and the Law
- 2) School Accessibility
- 3) Roles and Responsibilities
- 4) Tackling Discrimination
- 5) Review of Progress and Impact
- 6) How we ensure Equality of Opportunity and Participation

Appendix A

Equality Impact Statement Master

Mission Statement

As an inclusive '[No Outsiders](#)' school we promote the value of everyone being equal and everyone being welcome. We value everyone in our school, celebrating and valuing our differences, our uniqueness and the fact that we are all equal.

We aim to ensure that our children are taught these values and the school has adopted the 'No Outsiders in Our School' text-based approach, through which our children learn about equality and diversity. This is one aspect of how we teach children about equality and diversity through the curriculum.

Statement of Intent

Ellistown Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/ civil partnership, religion/ belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1) Equality and The Law

There are a number of statutory duties that must be met by every school in line with legislation from the [Disability Equality Duty \(2011\)](#), [Equality Act \(2006\)](#) and the Equality Act 2010.

Public Sector Equality Duty

Under the [Equality Act 2010](#) it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a protected characteristic.

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual Orientation
- Gender Reassignment
- Pregnancy or Maternity

A person's age is also a protected characteristic in relation to employment and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. Ellistown is an LA maintained school. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act

- Advance equality and opportunity between people who share a protected characteristic and people who do not share it
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Policy.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Amendments have been made so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised. Although the person must still demonstrate a long term and substantial adverse impact on his or her ability to carry out normal day to day activities.

2) School Accessibility

Introduction

In accordance with the planning duty in the Disability Discrimination Act 1995; 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 DfES in July 2002

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities '

Key Objective

To reduce and eliminate barriers; to allow access to the whole curriculum and full participation in the school community for pupils and prospective pupils with a disability.

Ellistown School recognises its duty under the DDA:

- 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.

In performing their duties, governors and staff will have regard for the Disability Rights Commission Code of Practice (2002). Ellistown School recognises and value parents'

knowledge of their child's disability and its effect on his/ her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum with No Outsiders at the heart.

The school achieves this by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Allocating 1:1 support staff where necessary, ensuring full access to the curriculum and school life.

Physical Environment

Ellistown School is committed to provide a fully accessible site. We have installed

- Ramps to give full access to the building
- Blinds to improve privacy and reduce glare
- More interactive whiteboard facilities for visually impaired pupils
- Specialist equipment to support individuals
- A sensory room to support regulation

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, disabled toilets, showering facilities, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Where necessary, the school will make reasonable adjustments as appropriate and where possible.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Legal Duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for disabled people.

At Ellistown School we are committed to fulfilling this duty through:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

At Ellistown School we are committed to fulfilling this duty through:

- Eliminating unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promoting equality between men and women

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discriminations on grounds of religion or belief or sexual orientation.

The Equality Act (sexual orientation) Regulations 2007 came into force on 30th April 2007 and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/ beliefs and socio-economic backgrounds.

At Ellistown School we are committed to fulfilling this duty.

3) Roles and Responsibilities

The Role of the Governors

The Governing Body has set out its commitment to equal opportunities in this policy 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 protected characteristics.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.

The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability. Gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The Role of the Headteacher

It is the Head Teacher's role to implement the school's Equality Policy and she is supported by the Governing Body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Policy and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

The head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of All Staff

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

4) Tackling Discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences

Direct Discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect Discrimination occurs when a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/ SLT where necessary. All incidents are reported to the head teacher and all incidents of homophobic and racist bullying are reported to governors on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (a prohibited act) in connection with the act, for example making an allegation of discrimination.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

5) Review of Progress and Impact

The objectives were agreed by our Governing Body at a meeting on the 1st March 2022 and last reviewed July 2022. We have a rolling programme for reviewing our school policies and their impact, In-line with legislative requirements, we will review progress against our Equality Objectives annually and review the entire policy every four years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor the achievement of significant groups by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

6) How we ensure equality of opportunity and participation at Ellistown School?

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- All staff are aware of the school's Equality Policy;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council, taking on roles and responsibilities around school, class assemblies, fundraising etc.
- Disabled children are enabled to take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupils needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

- **The school will provide:**

Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom experience.

Additional support for parents of under achieving children (e.g. reporting progress; discussing needs, support from pastoral team

Additional support for disabled parents/ carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users)

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/ corridor displays.
- Positively support all job applicants and volunteers regardless of any disability revealed to the school and support them in their work and career development and try to reflect the diversity of the school community and workforce;
- Make reasonable adjustments to ensure that disabled stakeholders can fully participate and contribute in all school life;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;

ELIMINATING DISCRIMINATION AND HARASSMENT

Ellistown school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the Governing Body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The school will report to parents on the effectiveness and success of its Equality Policy via the school website, updating yearly on progress towards objectives.

Appendix A

Equality Impact Assessment Guidance and Template

This document provides guidance when completing an Equality Impact Assessment (EIA). The EIA template can be found at the end of this document.

The Research Councils are committed to promoting equality and participation in all their activities, whether this is related to the work we do with our external stakeholders or whether this is related to our responsibilities as an employer. As public authorities we are also required to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

What is an Equality Impact assessment (EIA) and why do we need to complete one?

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The term 'policy', as used throughout this document, covers the range of functions, activities and decisions for which your organisation is responsible, including for example, strategic decision-making, arranging strategy & funding panels, conferences, training courses and employment policies.

The EIA will help to ensure that:

- we understand the potential effects of the policy by assessing the impacts on different groups both external and internal
- any adverse impacts are identified and actions identified to remove or mitigate them
- decisions are transparent and based on evidence with clear reasoning.

When might I need to complete an EIA?

Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality. The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Depending on the type of policy or activity advice can be sought from either your HR team, your Equality, Diversity and Inclusion team, your Peer Review Policy team or their equivalents.

Ideally, an EIA should form part of any new policy, event or funding activity and be factored in as early as one would for other considerations such as risk, budget or health and safety.

Who is responsible for completing and signing off the EIA?

Depending on the nature of the policy, event or funding activity, the responsibility of who should complete the assessment, who should be consulted, and who should sign off the EIA will vary. Ultimate responsibility on whether an EIA is required and the evaluation decision(s) made after completing the EIA lies with the Senior Responsible Officer, budget

holder, project board or the most relevant senior manager. Further advice is available from your Equality, Diversity & Inclusion contact.

What is discrimination?

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic. The different groups covered by the Equality Act are referred to as protected characteristics: disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, sex (gender), and age.

Discrimination is usually unintended and can often remain undetected until there is a complaint. Improving or promoting equality is when you identify ways to remove barriers and improve participation for people or groups with a protected characteristic.

Building the evidence, making a judgement

In cases of new policies or management decisions there may be little evidence of the potential effect on protected characteristic groups. In such cases you should make a judgement that is as reliable as possible. Consultation will strengthen these value judgements by building a consensus that can avoid obvious prejudices or assumptions.

Consultation

Consultation can add evidence to the assessment. Consultation is very important and key to demonstrating that organisations are meeting the equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safeguard against 'groupthink' by involving a diverse range of consultees. These are the key considerations, to avoid over-consultation on a small policy or practice and under-consultation on a significant policy or an activity that has the potential to create barriers to participation.

Provisional Assessment

At the initial stages, you may not have all the evidence you need so you can conduct a provisional assessment. Where a provisional assessment has been carried out, there must be plans to gather the required data so that a full assessment can be completed after a reasonable time. The scale of these plans should be proportionate to the activity at hand. When there is enough evidence a full impact assessment should be prepared. Only one EIA should be created for each policy, as more evidence becomes available the provisional assessment should be built upon.

Valuing Differences

EIAs are about making comparisons between groups of employees, service users or stakeholders to identify differences in their needs and/or requirements. If the difference is disproportionate, then the policy may have a detrimental impact on some and not others.

'You are looking for bias that can occur when there are significant differences (disproportionate difference) between groups of people in the way a policy or practice has impacted on them, asking the question "Why?" and investigating further'. ¹

Evaluation Decision

There are four options open to you:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies **and practices are usually changed or adapted. In these cases, or when a change has been** justified you should consider making a record on the project risk register.

¹ http://www.acas.org.uk/media/pdf/s/n/Acas_managers_guide_to_equality_assessments.pdf

Equality Impact Assessment

Question	Response
1. Name of policy/funding activity/event being assessed	
2. Summary of aims and objectives of the policy/funding activity/event	
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	
4. Who is affected by the policy/funding activity/event?	
5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .		
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:	
Date completed:	
Review date (if applicable):	

Change log

Name	Date	Version	Change

