



# BHES

## *“Equality Impact Assessment”*

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.



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## 1. Equality Impact Assessment Policy Statement

BHES is committed to promoting equality in all its activities. We aim to provide a work, learning and teaching environment free from discrimination and unfair treatment.

Equality legislation requires public authorities to conduct Equality Impact Assessments on significant changes to policies and practices.

Equality Impact Assessment (EIA) is a systematic and evidence based process which verifies that BHES's policies and practices are equality proof and not discriminatory.

All new or reviewed policies are required to go through this process to ensure that we are not discriminating against any particular group, to identify any gaps and to highlight areas of good practice where we are promoting equality of opportunity.

## 2. Introduction

An impact assessment is a process of identifying and removing any barriers (arising from policy or practice) that may cause discrimination against a minority group. It is a legal requirement for BHES to conduct Equality Impact Assessments (EIAs).

The Equality Act 2010 requires public bodies to be pro-active in achieving positive equality. The recommended good practice for measuring and achieving equality is to conduct an 'Impact Assessment' of existing and developing policies and practices.

EIA's need to be conducted for all protected characteristics as outlined in the Equality Act 2010; these are age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

### **3. What is an Equality Impact Assessment?**

An EIA is a way of looking at BHES policies and practices systematically from a minority group perspective. This should highlight any inequalities which might not be obvious to someone looking at it from a 'majority' group perspective.

The EIAs are not about political correctness: they are about ensuring that policies and practices are fair and inclusive in meeting the legitimate needs of the diverse groups that make up our community of students and staff.

The EIA method is a continuous process which starts when the need for a new policy or practice is identified, or when an existing one is reviewed. Over time we expect the principles and values inherent in EIAs to become embedded as an automatic way of thinking about new policies and practices.

### **4. Legislation**

The concept of impact assessments originates in the Race Relations (Amendment) Act 2000 and is included in the legal duty placed on public sector organisations in the Disability (2005) and Gender (2006) Equality legislation. These Acts place a duty on public authorities to consult with relevant stakeholders, when developing or reviewing policy or practice. These separate Acts have been incorporated in the Equality Act 2010; which extends the requirement to conduct an EIA to all the protected characteristic groups (see 1.5).

### **5. What evidence is required when conducting an Equality Impact Assessment?**

The EIA process entails an evidence based approach. How the evidence is obtained will vary and it will be important to choose a method that is appropriate and proportionate.

Data gathering – When you are gathering information about a policy or activity (including student feedback on courses) consider whether the EIA requirement means that it should be analysed to show impact on minority groups (which may reveal that there is no impact).

Consultation - Consulting with members of protected characteristic groups to establish how best to meet their needs or to overcome barriers.

Anecdotal evidence – Some anecdotal information may be used as supportive evidence until such time where data gathering, consultation or research becomes available.

# Appendix 1. Equality Impact Assessment Form

## Equality Impact Assessment Form

### STEP 1 - Define policy/ practice

Name of policy/ practice/ significant change

Policy/practice/significant change written by

Date of policy/ practice approved

EIA completed by

### STEP 2 - Description of policy/ practice

What are the aims?

Who/what does it cover?

How often is this policy / practice reviewed?

### STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?

**STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.**

Please tick all that are relevant

✓

		Age		
		Disability		
		Gender Reassignment		
		Marriage and Civil Partnership		
		Pregnancy and maternity		
		Race		
		Religion or Belief		
		Sex		
		Sexual Orientation		

**STEP 3b - No, there is no potential implication for a protected characteristic group.**

### STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

**STEP 4a - Does the evidence show a positive impact?**

Please provide an example and attach evidence:

**STEP 4b - Does the evidence show a negative impact?**

You need to consult with relevant stakeholders

Please provide brief details and attach evidence:

**STEP 4c - Does the evidence show no impact?**

Attach evidence to this form

**STEP 5 - Involve and consult stakeholders to address any negative impacts**

Please provide brief details of involvement and consultations:

**STEP 6 - Outline any changes made to the policy/ practice as a result of the consultation**

Please provide details of changes:

**STEP 7 - Publish results (as required by law)**

Please return this form to the headteacher for consideration