

## Equality Impact Assessment

<i>1. Name of the change, strategy, project or policy:</i>	<b>AEN Policy</b>		
<i>2. Name of person completing this form:</i>	<b>Business Manager</b>		
<b>3. Has the policy/practice been assessed to consider any negative impact on the key groups?</b>			
<b>Yes. This policy is based upon statutory guidance and identified good practice relating to Additional Educational Needs.</b>			
<b>4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.</b>			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<b>None</b>		
<i>Religion/belief</i>	<b>None</b>		
<i>Disability</i>	<b>None</b>		
<i>Gender</i>	<b>None</b>		
<i>Sexual Orientation</i>	<b>None</b>		
<i>Age</i>	<b>None</b>		
<b>5</b>	Yes	No	
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>	<b>NA</b>	<b>NA</b>	
<i>Is the impact intended?</i>	<b>NA</b>	<b>NA</b>	
<b>6</b> Could you minimise or improve any negative impact? Use the space below to detail how.			
<b>NA</b>			
<b>7</b> Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
<b>NA</b>			
<b>8.</b> In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
<b>NA</b>			

### **PART B) To be completed when assessment and consultation has been carried out**

<b>9a)</b> 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.
<b>9b)</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?
<b>The policy encourages equality of opportunity and good relations between different groups. There are no particular concerns regarding the impact of this procedure on different groups.</b>
.

9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	
--	-----	---	----	--

**Signed:** .....

**Date:** .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Attendance Management Policy and Procedure for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy and procedure is based upon identified good practice for managing attendance it will ensure that attendance related problems are identified as soon as possible, managed with sensitivity and compassion and staff are provided with appropriate support where necessary. The School will fulfil its obligations to equality by approaching all sickness absence cases in a fair and consistent manner.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<i>None</i>		
<i>Religion/belief</i>	<i>None</i>		
<i>Disability</i>	<i>None</i>		
<i>Gender</i>	<i>None</i>		
<i>Sexual Orientation</i>	<i>None</i>		
<i>Age</i>	<i>None</i>		
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>		NA	NA
<i>Is the impact intended?</i>		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
Governing Bodies receive information periodically from School Management regarding the attendance levels of employees. This policy will be kept under annual review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Capability Policy and Procedure for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy and procedure is based upon identified good practice for managing capability it will ensure that performance problems are identified as soon as possible, are managed appropriately and staff are provided with appropriate support where necessary. The School will fulfill its obligations to equality by approaching all capability cases in a fair and consistent manner.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None		
Religion/belief	None		
Disability	None		
Gender	None		
Sexual Orientation	None		
Age	None		
5		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		NA	NA
Is the impact intended?		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
Governing Bodies receive information periodically from School Management regarding any performance concerns relating to employees. This policy will be kept under annual review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Group Dispute Policy and Procedure for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy is based upon identified good practice for managing group disputes by staff within school to ensure a formal process is available for raising/reporting group grievances to management in a open and consistent manner.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<i>None</i>		
<i>Religion/belief</i>	<i>None</i>		
<i>Disability</i>	<i>None</i>		
<i>Gender</i>	<i>None</i>		
<i>Sexual Orientation</i>	<i>None</i>		
<i>Age</i>	<i>None</i>		
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>		NA	NA
<i>Is the impact intended?</i>		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
<b>This policy and procedure will be subject to regular review and evaluation by the Governing Body.</b>				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Guidance on producing a LOA policy for Schools		
2. Name of person completing this form:		Schools HR Project Team		
3. Has the policy/practice been assessed to consider any negative impact on the key groups?				
Yes. This policy is based upon statutory guidance and identified good practice relating to requests for time off work. It provides a framework to ensure that requests from staff are dealt with in a fair and consistent manner.				
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.				
Equality Target Group (circle):	Negative impact - it could disadvantage	Reason		
Race	None			
Religion/belief	None			
Disability	None			
Gender	None			
Sexual Orientation	None			
Age	None			
5		Yes	No	
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		NA	NA	
Is the impact intended?		NA	NA	
6 Could you minimise or improve any negative impact? Use the space below to detail how.				
NA				
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?				
NA				
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?				
NA				

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
It is the responsibility of the Headteacher to record all requests for leave of absence under this policy to ensure consistency of approach and ensure data is available for an annual report to governors on the effectiveness of the policy.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		<b>Whole School Pay Policy Frameworks:</b> (a) Minimal changes (b) Flexibilities	
2. Name of person completing this form:		Schools HR Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. The frameworks are based upon the 2013 School Teachers Pay and Conditions Document and accompanying statutory guidance.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None	<p>Salary increases are based on performance related pay linked to a number of annual assessments to be determined by the individual school. The greater the number of annual assessments required will impact upon age as a target group as it will take new starters/NQT's (which are predominantly younger members of staff) of staff longer to reach the top of the current scale.</p> <p>Absence records may impact upon successful outcomes relating to performance related pay, with gender/disability target groups proportionally more affected</p> <p>Criteria used by schools will need to be objective in order to ensure that pay decisions are not biased.</p> <p>Provision has been made to avoid any bias relating to gender/pregnancy/maternity and disability, by allowing individuals who are absent and who have missed a performance review, to submit a statement and accompanying evidence, rather than a blanket increment not being applied.</p>	
Religion/belief	None		
Disability	possible		
Gender	possible		
Sexual Orientation	None		
Age	Possible		
5		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		Yes	
Is the impact intended?			No
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
Additional flexibility exists to advance progression on performance thereby minimising any age related link to pay. There is also additional flexibility to disregard absence linked to gender and disability in any such decisions linked to pay. (see above regarding opportunity to submit statement and evidence where a performance review has been missed)			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
No: These pay policy frameworks reflect statutory arrangements set by Parliament			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
<p>see above regarding option to submit statement and evidence.</p> <p>Recommending mid year reviews to allow individuals the opportunity to discuss problems with performance during the year, and therefore opportunity to have an input into their end of year pay decision.</p>			

**PART B) To be completed when assessment and consultation has been carried out**

**9a)** 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.

**9b)** 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?

Governing Bodies hold records regarding decisions relating to pay progression/awards to allow ongoing monitoring against target groups. The policy is also reviewed annually by each governing body

<i>9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?</i>	<i>Yes</i>	<input checked="" type="checkbox"/>	<i>No</i>	<i>As described above</i>
---	------------	-------------------------------------	-----------	---------------------------

*Signed:* .....

*Date:* .....



## Full Equality Impact Assessment – Template

**PART A)** To be completed prior to assessment consultation and research

1. Name of the change, strategy, project or policy:	<b>Restructure and Redundancy Policy &amp; Procedure</b>
---	--

2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	<b>HR Policy Team (Schools)</b>
---	---------------------------------

3. What is the main purpose and outcomes of the change, strategy, project or policy?
<b>Ensure a fair and transparent process for managing restructures and redundancies in schools</b>

4. List the main activities of the policy, project or change (for strategies list the main policy areas).
<ol style="list-style-type: none"><li>1. <b>Policy contains a set of principles under which the procedure operates.</b></li><li>2. <b>Procedure contains the following process</b><ol style="list-style-type: none"><li>a. <b>Planning a restructure</b></li><li>b. <b>Avoiding compulsory redundancies</b></li><li>c. <b>Redundancy Selection</b></li><li>d. <b>Redundancy hearings</b></li><li>e. <b>Redundancy appeals</b></li></ol></li><li>3. <b>A set of appendices inclusive of FAQ to support managers.</b></li></ol>

5. Who will the project, policy or change mainly impact upon?:
<b>Schools/colleges within North Tyneside</b>

6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

Equality Target Group:	Positive impact – it could benefit	Negative impact – it could disadvantage	Reason
Race	<b>N/A</b>	<b>There is no evidence to indicate that ethnic/racial groups would be specifically affected by this change.</b>	<b>The process will seek volunteers and the decisions around redundancy are linked to the requirement for the post.</b>
Religion and Belief	<b>N/A</b>	<b>There is no evidence to indicate that any faith groups would be specifically affected by this change.</b>	<b>Schools have been provided with the tools to promote diversity and equality of opportunity throughout all of their actions.</b>
Disability	<b>N/A</b>	<b>There is no evidence to indicate that any groups would be specifically affected by this change.</b>	<b>It is recognised that a larger proportion of disabled individuals and carers of disabled individuals tend to work reduced hours in order to accommodate their specific needs. If sickness is adopted as a selection criteria – absences which come under</b>

			equality legislation will be reviewed
Gender (and Gender Identity)	N/A	There is no evidence to indicate that any groups would be specifically affected by this change.	It is not anticipated that there will be any adverse or differential impact based upon gender.
Sexual Orientation		There is no evidence to indicate that there would be a detrimental effect with regards to sexual orientation.	Schools have been provided with the tools to promote diversity and equality of opportunity throughout all of their actions.
Age		There is no evidence to indicate that there would be a detrimental impact on any particular age group.	Schools have been provided with the tools to promote diversity and equality of opportunity throughout all of their actions.

<b>7.a)</b> If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.		
Is the impact intended?		
<b>7.b)</b> Could you minimise or improve any negative impact? Use the space below to detail how.		
<b>The procedure ensures that attempts at avoidance of compulsory redundancies will be sought prior to any action through meaningful consultation and ongoing consideration of alternatives.</b>		
<b>7.c)</b> Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
<b>Through consultation employees will be asked to come forward with any requests or suggestions regarding reducing hours, job share and early</b>		

retirement. Once the School is in the formal process alternatives/suggestions from employees and trades unions will be considered during the process. A formal consultation period has been identified specifically for this purpose.

**8. Examine available data and research to assess likely impact** (including research, studies, reports, audits, surveys and feedback available to the school)  
Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.

Race: **To be determined locally by individual school/college**

Religion and Belief:  
**To be determined locally by individual school/college**

Disability:  
**To be determined locally by individual school/college**

Gender (and Gender Identity):  
**To be determined locally by individual school/college**

Sexual Orientation  
**To be determined locally by individual school/college**

Age:  
**To be determined locally by individual school/college**

**9.** Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.

Race:  
**As identified in the individual school equality action plan**

Religion and Belief:  
**As identified in the individual school equality action plan**

Disability:  
**As identified in the individual school equality action plan**

Gender (and Gender identity):  
**As identified in the individual school equality action plan**

Sexual Orientation:  
**As identified in the individual school equality action plan**

Age:  
**As identified in the individual school equality action plan**

**10.** Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?

**Equality Monitoring data to be collected for all school staff. Possible actions – for the school to ask all individuals to complete This will ensure that sufficient data is available for future EIA's.**

**11. a)** What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)

b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?

<b>Equality target groups</b>	<b>Summary of consultation carried out or planned</b>
Race:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
Religion and Belief:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
Disability:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
Gender (and Gender Identity):	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
Sexual Orientation:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
Age:	The policy and procedure was consulted upon with

	trades unions/professional associations and Governor readers. Schools will be required to undertake their own consultation prior to adoption.
--	---

**12.** If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

To be completed at school level following consultation with staff

**13.** Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

To be completed at school level following consultation with staff

**14.** In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

To be completed at school level following consultation with staff

*Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.*

Signed ..... Date: .....

**PART B) To be completed when assessment consultation and research has been carried out**

**15. a)** As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

**15. b)** As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

To be completed at school level following consultation with staff

**16.a)** Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?

Yes		No	N
-----	--	----	---

**16.b)** Please explain how this will be done?

To be completed at school level following consultation with staff

**17.** Please explain how you aim to publish the result of the assessment?

**Copy of assessment to be made available in school.**

Signed: .....

Date: .....

Print Name: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Social Networking Policy for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy is based upon identified good practice for managing social networking it will ensure that measures are in place to ensure that workers are provided with appropriate guidance and where necessary support in a fair and consistent manner.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<i>None</i>		
<i>Religion/belief</i>	<i>None</i>		
<i>Disability</i>	<i>None</i>		
<i>Gender</i>	<i>None</i>		
<i>Sexual Orientation</i>	<i>None</i>		
<i>Age</i>	<i>None</i>		
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>		NA	NA
<i>Is the impact intended?</i>		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
Governing Bodies will manage the day to day activities relating to social networking via their adopted e-strategy which, in addition to this policy, will be kept under periodic review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....



## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Support Staff Appraisal Policy and Procedure for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy and procedure is based upon identified good practice relating to the performance management of support staff it will ensure that the appraisal cycle is conducted appropriately and that support staff are provided with support where necessary. The School will fulfill its obligations to equality by having a fair and consistent manner in managing appraisal.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<i>None</i>		
<i>Religion/belief</i>	<i>None</i>		
<i>Disability</i>	<i>None</i>		
<i>Gender</i>	<i>None</i>		
<i>Sexual Orientation</i>	<i>None</i>		
<i>Age</i>	<i>None</i>		
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>		NA	NA
<i>Is the impact intended?</i>		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
Governing Bodies receive information periodically from School Management regarding staff appraisal. The Governing Body will monitor the operation and outcomes of appraisal arrangements. This policy will be kept under annual review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:		Teaching Staff Appraisal Policy and Procedure for Schools	
2. Name of person completing this form:		Schools HR Project Team	
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
Yes. As this policy and procedure is based upon identified good practice relating to the performance management of teaching staff it will ensure that the appraisal system is conducted appropriately and that teaching staff are provided with support where necessary. The School will fulfill its obligations to equality by having a fair and consistent manner in managing teacher appraisal.			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i>	<i>None</i>		
<i>Religion/belief</i>	<i>None</i>		
<i>Disability</i>	<i>None</i>		
<i>Gender</i>	<i>None</i>		
<i>Sexual Orientation</i>	<i>None</i>		
<i>Age</i>	<i>None</i>		
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>		NA	NA
<i>Is the impact intended?</i>		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

### PART B) To be completed when assessment and consultation has been carried out

9a) 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.				
9b) 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?				
Governing Bodies receive information periodically from School Management regarding staff appraisal. The Governing Body will monitor the operation and outcomes of appraisal arrangements. This policy will be kept under annual review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above

Signed: .....

Date: .....

## Full Equality Impact Assessment – Template

**PART A)** To be completed prior to assessment consultation and research

1. Name of the change, strategy, project or policy:	<b>Complaints – Guidance and Procedure for dealing with school complaints – May 2012</b>
---	--

2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	<b>Governor Services Jacki Kelly 0191 643 8714</b>
---	--

3. What is the main purpose and outcomes of the change, strategy, project or policy?
Provide a model procedure for individual schools to adopt in relation to dealing with complaints

4. List the main activities of the policy, project or change (for strategies list the main policy areas).
Background on types of complaints and when a complaint is dealt with under the Procedure Procedure for informal resolution Procedure for formal resolution Involvement of Chair of Governors – where the complaint is against the Headteacher Involvement of Governors – Review Meeting Complaints form Itinerary for a Review Meeting Support for all parties Redress to Secretary of State Flow charts of the procedure to given an illustration of the steps

---

**5. Who will the project, policy or change mainly impact upon?:**

Parents or carers of children in school.

**6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a**

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

Equality Target Group:	Positive impact – it could benefit	Negative impact – it could disadvantage	Reason
Race	N/A	N/A	<p>There is no evidence to indicate that ethnic/racial groups would be specifically affected by this change.</p> <p>The school promotes diversity and equality of opportunity throughout all of its actions.</p>
Religion and Belief	N/A	N/A	<p>There is no evidence to indicate that religion or beliefs would be specifically affected by this change.</p> <p>The school promotes diversity and equality of opportunity throughout all of its actions.</p>

Disability	N/A	N/A	<p>There is no evidence to indicate that parents/carers with disabilities would be specifically affected by this change.</p> <p>The school promotes diversity and equality of opportunity throughout all of its actions.</p>
Gender (and Gender Identity)	N/A	N/A	<p>There is no evidence to indicate that the gender balance of parents/carers who make a complaint would be specifically affected by this change.</p> <p>The school promotes diversity and equality of opportunity throughout all of its actions.</p>
Sexual Orientation	N/A	N/A	<p>There is no evidence to indicate that the choices regarding sexual orientation made by parents/carers would be specifically affected by this change.</p> <p>The school promotes diversity and equality of opportunity throughout all of its actions.</p>
Age	N/A	N/A	<p>There is no evidence to indicate that parents/carers of any age group would be specifically affected by this change.</p> <p>The school promotes diversity and equality of</p>

			opportunity throughout all of its actions.
--	--	--	--

<b>7.a)</b> If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.		
Is the impact intended?		
<b>7.b)</b> Could you minimise or improve any negative impact? Use the space below to detail how.		
n/a		
<b>7.c)</b> Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
n/a		

<p><b>8. Examine available data and research to assess likely impact</b> (including research, studies, reports, audits, surveys and feedback available to the school)</p> <p>Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.</p>
<p>Race: To be completed by individual school where information is available.</p>
<p>Religion and Belief: To be completed by individual school where information is available.</p>
<p>Disability: To be completed by individual school where information is available.</p>

Gender (and Gender Identity): To be completed by individual school where information is available.
Sexual Orientation To be completed by individual school where information is available.
Age: To be completed by individual school where information is available.

**9.** Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.

Race:  
To be completed by individual school where information is available.

Religion and Belief:  
To be completed by individual school where information is available.

Disability:  
To be completed by individual school where information is available.

Gender (and Gender identity):  
To be completed by individual school where information is available.

Sexual Orientation:  
To be completed by individual school where information is available.

Age:  
To be completed by individual school where information is available.

**10.** Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?

No. The procedure is written to take note of DfE guidance (2011) and observes the principles suggested.

**11.** a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)

b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?

<b>Equality target groups</b>	<b>Summary of consultation carried out or planned</b>
-------------------------------	---

Race:	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.
Religion and Belief:	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.
Disability:	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.
Gender (and Gender Identity):	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.
Sexual Orientation:	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.
Age:	The procedure was consulted upon with Joint Committee of Trade Unions, Governor Readers, Head Teacher/Governing body with direct experience, and LA Departments who may be involved in the procedure in a supporting role.

---



**12.** If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

*n/a*

**13.** Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

This EIA has been based upon the model procedure relating to Schools' Complaints. It would be expected that governing bodies at individual schools would be involved in the production of the final school EIA document.

**14.** In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

This EIA has been based upon the model procedure relating to Schools' Complaints. It would be expected that governing bodies at individual schools would be involved in the production of the final school EIA document and identification and removal of any adverse / negative impact. It would be for the governing body to decide upon how it would identify that.

**Signed : Governor Services Manager**

**Date: May 2012**

**PART B) To be completed when assessment consultation and research has been carried out**

**15. a)** As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

**15. b)** As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

<b>16.a)</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes		No	
<b>16.b)</b> Please explain how this will be done?				

**17.** Please explain how you aim to publish the result of the assessment?

Signed: .....

Date: .....

Print Name: .....

## Full Equality Impact Assessment – Template

**PART A)** To be completed prior to assessment consultation and research

1. Name of the change, strategy, project or policy:	<b>Disciplinary Policy and Procedure</b>
---	--

2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	<b>HR Project Team (Schools)</b>
---	----------------------------------

3. What is the main purpose and outcomes of the change, strategy, project or policy?
Provide a policy and procedure relating to correction of inappropriate/unsatisfactory behaviour by members of staff.

4. List the main activities of the policy, project or change (for strategies list the main policy areas).
Informal support and advice Fact-finding Investigation Hearing Appeal Sanctions

5. Who will the project, policy or change mainly impact upon?:
Employees of the School

6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

Equality Target Group:	Positive impact – it could benefit	Negative impact – it could disadvantage	Reason
Race	N/A	N/A	There is no evidence to indicate that ethnic/racial groups would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Religion and Belief	N/A	<b>N/A</b>	There is no evidence to indicate that specific religions or beliefs would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Disability	N/A	N/A	There is no evidence to indicate that staff with disabilities would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Gender (and	N/A	N/A	There is no evidence to indicate that the

Gender Identity)			gender balance of staff within school would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Sexual Orientation	N/A	N/A	There is no evidence to indicate that the choices regarding sexual orientation made by staff would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Age	N/A	N/A	There is no evidence to indicate that the choices regarding sexual orientation made by staff would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.

<b>7.a)</b> If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.		
Is the impact intended?		
<b>7.b)</b> Could you minimise or improve any negative impact? Use the space below to detail how.		
N/A		

**7.c)** Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?

N/A

**8. Examine available data and research to assess likely impact** (including research, studies, reports, audits, surveys and feedback available to the school)

Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.

Race:

To be completed by individual school where information is available

Religion and Belief:

To be completed by individual school where information is available

Disability:

To be completed by individual school where information is available

Gender (and Gender Identity):

To be completed by individual school where information is available

Sexual Orientation

To be completed by individual school where information is available

Age:

To be completed by individual school where information is available

**9.** Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.

Race:

To be completed by individual school where information is available

Religion and Belief:

To be completed by individual school where information is available

Disability:

To be completed by individual school where information is available

Gender (and Gender identity): To be completed by individual school where information is available
Sexual Orientation: To be completed by individual school where information is available
Age: To be completed by individual school where information is available
<b>10. Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?</b>
<b>Equality Monitoring data to be collected for all school staff. Possible actions – for the school to ask all individuals to complete Equality monitoring forms and send them confidentially in to BSS for analysis. This will ensure that sufficient data is available for future EIA's. This may be delayed until the roll out to schools of the new HR system by the council so that more accurate data can be held and reported upon. The implementation of this system is planned for Autumn 2011.</b>

<b>11. a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)</b>	
b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?	
<b>Equality target groups</b>	<b>Summary of consultation carried out or planned</b>
Race:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>

Religion and Belief:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.
Disability:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.
Gender (and Gender Identity):	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.
Sexual Orientation:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.
Age:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.

**12.** If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

**Contact BSS to send out Equality Monitoring form and then complete anonymous analysis of data. Subject to the new HR database coming online.**



**13.** Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

This EIA has been based upon the model policy and procedure relating to Disciplinary cases for all school staff. It would be expected that staff at individual school level would be involved in the production of the final school EIA document.

**14.** In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

Resulting actions will be determined by the returns received from the equality monitoring form to be issued by BSS.

*Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.*

Signed: HR Project Team Schools

Date: January 2011

**PART B) To be completed when assessment consultation and research has been carried out**

**15. a)** As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

**15. b)** As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

**Collation of Equality Monitoring information for the school staff – to be entered onto Equality action plan by Headteacher.**

**16.a)** Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?

Yes		No	
-----	--	----	--

**16.b)** Please explain how this will be done?

**Details of this to be confirmed upon completion of consultation**

**17.** Please explain how you aim to publish the result of the assessment?

**Copy of assessment to be made available in school.**

**Signed:** .....

**Date:** .....

**Print Name:** .....

## Full Equality Impact Assessment

**PART A)** To be completed prior to assessment consultation and research

<b>1.</b> Name of the change, strategy, project or policy:	Flexible Working Policy and Procedure for school/college based staff
--	--

<b>2.</b> School/college Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	School HR Policy & Project Team
--	---------------------------------

<b>3.</b> What is the main purpose and outcomes of the change, strategy, project or policy?
Provide a policy and procedure relating to the determination of applications from staff employed by the governing body of the school/college to vary their contract of employment.

<b>4.</b> List the main activities of the policy, project or change (for strategies list the main policy areas).
Legal Framework Business justification Aims Principles Roles & responsibilities Meetings, Hearings, Appeals

<b>5.</b> Who will the project, policy or change mainly impact upon?:
Employees of the school/college and possibly pupils

**6. Use the table below to answer: Do you think that the change / strategy / project / policy in the way it is planned or delivered could have a**

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

Equality Target Group:	Positive impact – it could benefit	Negative impact – it could disadvantage	Reason
Race	N/A	N/A	<p>There is no evidence to indicate that ethnic/racial groups would be specifically affected by this change.</p> <p>The school/college promotes diversity and equality of opportunity throughout all of its actions.</p>
Religion and Belief	N/A	N/A	<p>There is no evidence to indicate that specific religions or beliefs would be specifically affected by this change.</p> <p>The school/college promotes diversity and equality of opportunity throughout all of its actions.</p>
Disability	Yes	N/A	<p>Policy is designed to allow the school/college to consider alternative working arrangements for staff, taking account of their particular needs.</p>
Gender (and Gender Identity)	Yes	N/A	<p>Policy is designed to allow school/college to consider alternative working arrangements for staff in a caring role, which are predominantly female.</p>

Sexual Orientation	N/A	N/A	There is no evidence to indicate that the choices regarding sexual orientation made by staff would be specifically affected by this change. The school/college promotes diversity and equality of opportunity throughout all of its actions.
Age	N/A	N/A	There is no evidence to indicate that specific age profile would be affected by this change. The school/college promotes diversity and equality of opportunity throughout all of its actions

<b>7.a)</b> If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your school/college link HR Advisor if necessary.	N/A	N/A
Is the impact intended?		
<b>7.b)</b> Could you minimise or improve any negative impact? Use the space below to detail how.		
N/A		
<b>7.c)</b> Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
N/A		

**8. Examine available data and research to assess likely impact (including research, studies, reports, audits, surveys and feedback available to the school/college)**  
Check data and research available to the school/college concerning each Equality Target Group for this particular policy/project/change and detail findings below.

**Race:**  
To be completed by individual school/college/college where information is available

**Religion and Belief:**  
To be completed by individual school/college/college where information is available

**Disability:**  
To be completed by individual school/college/college where information is available

**Gender (and Gender Identity):**  
To be completed by individual school/college/college where information is available

**Sexual Orientation**  
To be completed by individual school/college/college where information is available

**Age:**  
To be completed by individual school/college/college where information is available

**9. Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.**

**Race:**  
To be completed by individual school/college/college where information is available

**Religion and Belief:**  
To be completed by individual school/college/college where information is available

**Disability:**  
To be completed by individual school/college/college where information is available

**Gender (and Gender identity):**  
To be completed by individual school/college/college where information is available

**Sexual Orientation:**

To be completed by individual school/college/college where information is available
Age: To be completed by individual school/college/college where information is available
<b>10.</b> Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?
<p>Equality Monitoring data to be collected for all school/college staff. Possible actions – for the school/college to ask all individuals to complete Equality monitoring forms and send them confidentially in to Employee Services for analysis. This will ensure that sufficient data is available for future EIA's. This may be delayed until the roll out to school/college/ of the new HR system by the council so that more accurate data can be held and reported upon. The implementation of this system is planned for Autumn 2010/Spring 2011.</p>

<b>11.</b> a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)	
b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?	
Equality target groups	Summary of consultation carried out or planned
Race:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.
Religion and Belief:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.

Disability:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.
Gender (and Gender Identity):	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.
Sexual Orientation:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.
Age:	The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the school/college usual consultation process with staff groups.

<p><b>12.</b> If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))</p>
<p>Contact Employee Services to send out Equality Monitoring form and then complete anonymous analysis of data. Subject to the new HR database coming online.</p>
<p><b>13.</b> Have you involved school/college staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.</p>
<p>This EIA has been based upon the model policy and procedure relating to flexible working for all school/college staff. It would be expected that staff at individual school/college level would be involved in the production of the final school/college EIA document.</p>



---

**14.** In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

N/A

Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.

**Signed: HR Project Team School/college      Date: April 2010**

**PART B) To be completed when assessment consultation and research has been carried out**

**15. a)** As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

**15. b)** As a result of this assessment, consultation and research, do the school/college/college need to commission specific research on this issue or carry out monitoring/data collection?

**Collation of Equality Monitoring information for the school/college/college staff – to be entered onto Equality action plan by Headteacher.**

<b>16.a)</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
--	-----	--------------------------	----	--------------------------

**16.b)** Please explain how this will be done?

**Details of this to be confirmed upon completion of consultation**

**17.** Please explain how you aim to publish the result of the assessment?

**Copy of assessment to be made available in school/college/college.**

**Signed:** .....

**Date:** .....

**Print Name:** .....

# Full Equality Impact Assessment

**PART A)** To be completed prior to assessment consultation and research

1. Name of the change, strategy, project or policy:	<b>Recruitment Policy</b>
---	---------------------------

2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	<b>HR Project Team (Schools)</b>
---	----------------------------------

3. What is the main purpose and outcomes of the change, strategy, project or policy?
<p>The Governing Body of a school are committed to attracting, recruiting and retaining staff and volunteers who will make a positive contribution to the School. Each Governing Body recognise that a workforce with appropriate knowledge, skills, experience and ability to do the job is vital to a successful school and fundamental to the delivery of a high quality education service.</p> <p>For this reason recruitment activities are essential for a school to remain successful, creating an attractive image, encouraging diversity and ensuring an efficient, robust procedure from application to induction.</p> <p>A key part of any equality in employment is to remove or reduce barriers to the employment of people from any sector. A fair and effective recruitment process will result in the selection of the most suitable person for the job.</p>

4. List the main activities of the policy, project or change (for strategies list the main policy areas).
Full recruitment and selection process for staff, starting from the decision to recruit to a post to confirmed appointment.

5. Who will the project, policy or change mainly impact upon?:
General public Employees Voluntary groups Managers Governors

6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

Equality Target Group:	Positive impact - it could benefit	Negative impact - it could disadvantage	Reason
Race	N/A	N/A	There is no evidence to indicate that ethnic/racial groups would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Religion and Belief	N/A	N/A	There is no evidence to indicate that specific religions or beliefs would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Disability	N/A	N/A	There is no evidence to indicate that staff with disabilities would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Gender (and Gender Identity)	N/A	N/A	There is no evidence to indicate that the gender balance of staff within school would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.
Sexual Orientation	N/A	N/A	There is no evidence to indicate that the choices regarding sexual orientation made by staff would be specifically affected by this change. The school promotes diversity and equality of opportunity throughout all of its actions.

Age	N/A	N/A	There is no evidence to indicate that individuals would be specifically considered through this change due to their age.  The school promotes diversity and equality of opportunity throughout all of its actions.
-----	-----	-----	--

7.a) If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.		
Is the impact intended?		
7.b) Could you minimise or improve any negative impact? Use the space below to detail how.		
<b>Recruitment will be based on the schools policy and this will be reviewed periodically by the governing body.</b>		
7.c) Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		
<b>Not possible</b>		

8. Examine available data and research to assess likely impact (including research, studies, reports, audits, surveys and feedback available to the school)
Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.
Race: To be completed by individual school where information is available
Religion and Belief: To be completed by individual school where information is available
Disability: To be completed by individual school where information is available
Gender (and Gender Identity): To be completed by individual school where information is available
Sexual Orientation To be completed by individual school where information is available
Age: To be completed by individual school where information is available

**9.** Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.

Race:  
To be completed by individual school where information is available

Religion and Belief:  
To be completed by individual school where information is available

Disability:  
To be completed by individual school where information is available

Gender (and Gender identity):  
To be completed by individual school where information is available

Sexual Orientation:  
To be completed by individual school where information is available

Age:  
To be completed by individual school where information is available

**10.** Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?

**Equality Monitoring data to be collected for all school staff.**

**The Councils HR system has been developed in order that more accurate data can be held and reported upon.**

**Data packs are to be issued to schools from the employee services division.**

**11.** a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)

b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?

<b>Equality target groups</b>	<b>Summary of consultation carried out or planned</b>
Race:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>
Religion and Belief:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>
Disability:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with</b>

	<b>staff groups.</b>
Gender (and Gender Identity):	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>
Sexual Orientation:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>
Age:	<b>The policy and procedure was consulted upon with trades unions/professional associations and Governor readers. It also has progressed through the schools usual consultation process with staff groups.</b>

**12.** If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

**School data to be added when issued by employee services.**

**13.** Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

This EIA has been based upon the model policy relating to recruitment for all school staff it would be expected that staff at individual school level would be involved in the production of the final school EIA document.

**14.** In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

Resulting actions will be determined by the schools policy relating to recruitment.

***Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.***

Signed: HR Project Team Schools

Date: December 2011

**PART B) To be completed when assessment consultation and research has been carried out**

**15. a)** As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

**15. b)** As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

**Collation of Equality Monitoring information for the school staff – to be entered onto Equality action plan by Headteacher.**

<b>16.a)</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes		No	
--	-----	--	----	--

**16.b)** Please explain how this will be done?

**Details of this to be confirmed upon completion of consultation**

**17.** Please explain how you aim to publish the result of the assessment?

**Copy of assessment to be made available in school.**

Signed: .....

Date: .....

Print Name: .....