

## Equality Impact Assessment

<i>1. Name of the change, strategy, project or policy:</i>	<b>Attendance</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 managing attendance in schools</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>It is the responsibility of the Headteacher to ensure consistency of approach and ensure data is available for an annual report to governors on the effectiveness of the policy.</b>			
<b>9)</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No

*Signed:* .....

*Date:* .....

## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Exclusions Policy	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To clarify the circumstances in which students will be internally or externally (e.g. home) excluded and the procedure in relation to exclusions	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Behaviour policy Child protection policy	
<b style="color: red;">What are the racial, disability and gender equality implications of the policy or project (if any)?</b>  NA	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> FDR room is accessible to all as it is located on the ground floor	<u><b>Significant adverse impact?</b></u>

**Evidence:**  
 FDR/exclusions data is tracked and acted upon by guidance team to address any needs e.g. higher numbers of boys or particular year group

Is there any way of reducing or eliminating the adverse impact or increase positive impact?\*

**ACTION PLAN**

Action to take

NA

If you have indicated there is a negative impact, can it be justified?	Yes	No
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If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	Yes	No
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If you have answered YES, please list the changes made to eliminate this discrimination\*

Additional comments (eg, monitoring/evaluating the policy or project)

Signed (Person completing the form):	Designation/Job Title:	Date: 13/6/11
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## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Lettings Policy	<b>Date</b> 4/5/11
<b>Person Responsible for Policy:</b> Lucy Roderick – Director of Sport	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To provide opportunities for people in the local community to use facilities at the college	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Child protection Accident reporting Accessibility plan Charging CCTV Complaints Security and visitors	
<b style="color: red;">What are the racial, disability and gender equality implications of the policy or project (if any)?</b>	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> All areas of the college are wheelchair accessible	<u><b>Significant adverse impact?</b></u>

<p><b>Evidence:</b> Positive          Make female only groups use the site          Mixed groups use the site          Groups of different age groups use the site</p>
<p><b>Is there any way of reducing or eliminating the adverse impact or increase positive impact?*</b>          Offering sports sessions targeted at particular groups e.g. wheelchair tennis or mini red tennis</p>

**ACTION PLAN**

<p><b>Action to take</b>          Work with NT sport development to offer sessions with target group from September 2011</p>		
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<p><b>Yes</b></p> <input type="checkbox"/>	<p><b>No</b></p> <input type="checkbox"/>
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b></p>	<p><b>Yes</b></p> <input type="checkbox"/>	<p><b>No</b></p> <input type="checkbox"/>
<p><b>If you have answered YES, please list the changes made to eliminate this discrimination*</b></p>		
<p><b>Additional comments (eg, monitoring/evaluating the policy or project)</b></p>		

<p><b>Signed (Person completing the form):</b></p>	<p><b>Designation/Job Title:</b></p>	<p><b>Date:</b>          13/6/11</p>
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## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Home school Agreement	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To detail the responsibilities of the college, parents and students	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Attendance Behaviour policy Complaints	
<b>What are the racial, disability and gender equality implications of the policy or project (if any)?</b> Need to ensure that communication can take place with all parents regardless of language spoken or any physical disabilities	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> EWD/EAL staff support where parents struggle with English Special arrangements in place to communicate with parents who are deaf	<u><b>Significant adverse impact?</b></u> Sometimes difficult to find external support in dealing with matters e.g. attendance issues

**Evidence:**

Behaviour improvements in relation to student whose parents are deaf  
 Action taken to improve attendance of Czech student whose parents speak little English via EWD

Is there any way of reducing or eliminating the adverse impact or increase positive impact?\*

### ACTION PLAN

Action to take

If you have indicated there is a negative impact, can it be justified?

**Yes**

**No**

If you have indicated there is a negative impact and it cannot be justified, is it discrimination?

**Yes**

**No**

If you have answered YES, please list the changes made to eliminate this discrimination\*

Additional comments (eg, monitoring/evaluating the policy or project)

Signed (Person completing the form):

Designation/Job Title:

Date:  
13/6/11



## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Photographing Students	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick/ Gillian Allen	
<b>Others involved in the assessment:</b> Just Lucy Roderick	
<b>What are the main aims/desired outcomes of the policy or project?</b> To provide guidance on the appropriate use of images of children (photos, videos) in education	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Child protection E safety Complaints CCTV policy	
<b style="color: red;">What are the racial, disability and gender equality implications of the policy or project (if any)?</b> Ensuring images represent the diversity of the college e.g. representation of MIFI different ethnic groups etc	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> Care is taken to give diversity in images displayed around college e.g. MIFI ethnicity/age	<u><b>Significant adverse impact?</b></u> Low ethnic diversity in school means care needs to be taken in making displays representative

**Evidence:**  
Images around college

Is there any way of reducing or eliminating the adverse impact or increase positive impact?\*

### ACTION PLAN

Action to take

If you have indicated there is a negative impact, can it be justified?	Yes	No
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If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	Yes	No
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If you have answered YES, please list the changes made to eliminate this discrimination\*

Additional comments (eg, monitoring/evaluating the policy or project)

Signed (Person completing the form):	Designation/Job Title:	Date: 13/6/11
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**CHURCHILL COMMUNITY COLLEGE**  
**Equality Impact Assessment**

<b>Name of policy (or issue/project) being assessed:</b> Rewards and Sanctions		<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick		
<b>Others involved in the assessment:</b> L Roderick completed assessment		
<b>What are the main aims/desired outcomes of the policy or project?</b> To outline how students will be rewarded for their positive contribution to school life and what sanctions will be administered where students do not behave appropriately		
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Anti bullying policy Behaviour policy		
<b>What are the racial, disability and gender equality implications of the policy or project (if any)?</b>		
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b>		
<ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>		
<b><u>Significant positive impact?</u></b> Good Ofsted report with outstanding for care, guidance and support	<b><u>Significant adverse impact?</u></b> Ensuring any racist incidents are logged and dealt with- though few occur Still issues of students misbehaving, suggesting rewards policy needs to be constantly revisited	

**Evidence:**  
Ofsted report

**Is there any way of reducing or eliminating the adverse impact or increase positive impact?\***  
Rewards policy revisited annually to amend to have maximum impact on student behaviour  
Ongoing review of behaviour policy to ensure best system in place and used consistently by all

### ACTION PLAN

**Action to take**  
Update rewards procedure on annual basis

<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>Yes</b>		<b>No</b>	
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<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>Yes</b>		<b>No</b>	
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**If you have answered YES, please list the changes made to eliminate this discrimination\***

**Additional comments (eg, monitoring/evaluating the policy or project)**

<b>Signed (Person completing the form):</b>	<b>Designation/Job Title:</b>	<b>Date:</b> 13/6/11
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## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Student Anti Bullying	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To provide a caring, safe environment so all students can learn, protected from harassment, bullying and discrimination	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Child protection Rewards and sanctions Behaviour policy E safety	
<b>What are the racial, disability and gender equality implications of the policy or project (if any)?</b> To ensure that all student can learn in a secure environment free from bullying, whatever their race, disability or gender	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> Low numbers of racist incidents Low levels of bullying recorded Low levels of homophobic incidents	<u><b>Significant adverse impact?</b></u> Still many incidents of low level name calling in which causes issues between students especially in years 7-9

<p><b>Evidence:</b> Data/statistics in relation to bullying/racist incidents</p>
<p><b>Is there any way of reducing or eliminating the adverse impact or increase positive impact?*</b> Ongoing work with students/parents over use and impact of social networking sites Work with police regarding issues linked to bullying in local community and social networking sites Ongoing education about bullying e.g. via assemblies, tutor time, PSHCE days</p>

**ACTION PLAN**

<b>Action to take</b>		
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>Yes</b>	<b>No</b>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>Yes</b>	<b>No</b>
<b>If you have answered YES, please list the changes made to eliminate this discrimination*</b>		
<b>Additional comments (eg, monitoring/evaluating the policy or project)</b>		

<b>Signed (Person completing the form):</b>	<b>Designation/Job Title:</b>	<b>Date:</b> 13/6/11
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## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Child Protection	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To ensure we have a safe environment in which children can learn by adopting safe recruitment procedures, training staff with regard to child protection and establishing procedures for dealing with issues that arise	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Anti bullying policy Behaviour policy Complaints Public health nurses Disciplinary procedures E safety Exclusion	
<b style="color: red;">What are the racial, disability and gender equality implications of the policy or project (if any)?</b>	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> No students currently have a child protection plan Outstanding for care, guidance and support from Ofsted Annual training for all staff, with bi-annual training for all LC/LLC/designated CP staff CP issue dealt with quickly and effectively as a priority	<u><b>Significant adverse impact?</b></u>

<b>Evidence:</b> Ofstead report Documentation on child protection- secure Staff awareness of CP procedures
<b>Is there any way of reducing or eliminating the adverse impact or increase positive impact?*</b> Continue training and review policies/procedures at regular intervals

**ACTION PLAN**

<b>Action to take</b>			
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>Yes</b>	<b>No</b>	
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>Yes</b>	<b>No</b>	
<b>If you have answered YES, please list the changes made to eliminate this discrimination*</b>			
<b>Additional comments (eg, monitoring/evaluating the policy or project)</b>			

<b>Signed (Person completing the form):</b>	<b>Designation/Job Title:</b>	<b>Date:</b> 13/6/11
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## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

<b>Name of policy (or issue/project) being assessed:</b> Student Behaviour	<b>Date</b> 13/6/11
<b>Person Responsible for Policy:</b> Lucy Roderick	
<b>Others involved in the assessment:</b>	
<b>What are the main aims/desired outcomes of the policy or project?</b> To ensure everyone works together to promote good behaviour to allow good learning to take place	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b> Anti bullying policy Behaviour and sanctions	
<b>What are the racial, disability and gender equality implications of the policy or project (if any)?</b> That a student's special needs are taken into consideration when sanctioning a student	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u><b>Significant positive impact?</b></u> The behaviour system is applied to every student in the same way, though consideration is taken of special needs e.g. impact of ADHD, Aspergers syndrome etc. in applying sanctions Training for staff in dealing with students with special needs	<u><b>Significant adverse impact?</b></u> Teaching and learning may not be sufficiently differentiated to allow the needs of all students be met

**Evidence:**

Data on use of the behaviour system  
 Data on racist incidents  
 Staff training each September, through CPD programme and Atrv file in each department

**Is there any way of reducing or eliminating the adverse impact or increase positive impact?\***

Ongoing training to ensure all staff know how to differentiate learning and accommodate students with special needs  
 Staff to be aware of the special needs of all the students they teach including information from T&L team-ongoing

**ACTION PLAN****Action to take**

If you have indicated there is a negative impact, can it be justified?

**Yes****No**

If you have indicated there is a negative impact and it cannot be justified, is it discrimination?

**Yes****No**

If you have answered YES, please list the changes made to eliminate this discrimination\*

Additional comments (eg, monitoring/evaluating the policy or project)

Signed (Person completing the form):

Designation/Job Title:

Date:  
13/6/11

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:	<b>Anti-Bullying</b>		
2. Name of person completing this form:	<b>Business Manager</b>		
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
<b>Yes. This policy is based upon statutory guidance and identified good practice relating to anti-bullying.</b>			
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>	<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>It is the responsibility of the Headteacher to ensure consistency of approach and ensure data is available for an annual report to governors on the effectiveness of the policy.</b>			
<b>9)</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No

*Signed:* .....

*Date:* .....

## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

Name of policy (or issue/project) being assessed:	Date 15/11/10
<b>Young people in public care</b>	
Person Responsible for Policy: AEN Coordinator	
<b>Others involved in the assessment:</b>	
Tracey Booth, Gillian Allen, Alan Strachan, Joy Lapsley	
<b>What are the main aims/desired outcomes of the policy or project?</b>	
To support young people in public care to achieve the highest possible educational standards	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications for:</b>	
Admissions Exclusions SEN G&T EAL Equality	
<b>What are the racial, disability and gender equality implications of the policy or project (if any)?</b>	
There is no evidence to indicate that any of the groups listed below would be specifically affected by the change. The college promotes diversity and equality of opportunity through all of its actions	
<b>In relation to the following groups, please identify below any significant positive or adverse impact:</b>	
<ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<u>Significant positive impact?</u>	<u>Significant adverse impact?</u>

<b>Evidence:</b>	
<p>Is there any way of reducing or eliminating the adverse impact or increase positive impact?*</p>	

**ACTION PLAN**

<b>Action to take</b>		
N/A		
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>Yes</b>	<b>No</b>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>Yes</b>	<b>No</b>
<b>If you have answered YES, please list the changes made to eliminate this discrimination*</b>		
<b>Additional comments (eg, monitoring/evaluating the policy or project)</b>		
Monitoring of the equality and diversity student data for LAC		
<b>Signed (Person completing the form):</b>	<b>Designation/Job Title:</b>	<b>Date:</b>



## CHURCHILL COMMUNITY COLLEGE Equality Impact Assessment

Name of policy (or issue/project) being assessed:	Date 15/11/2010
<b>Racial Equality</b>	
Person Responsible for Policy: AEN Co-ordinator	
Others involved in the assessment:  Tracey booth, Gillian Allen, Joy Lapsley, Alan Strachan	
What are the main aims/desired outcomes of the policy or project?  To ensure we meet the Equality Act of 2010 To deal appropriately with any breeches of this act	
List any other key policies, procedures, projects or strategies that this policy/project has implications for:  Bullying/harassment Grievance Disability and equality Recruitment and selection Complaints Disciplinary	
What are the racial, disability and gender equality implications of the policy or project (if any)?  The policy is designed to ensure the college supports the staff and students to ensure racial equality	
In relation to the following groups, please identify below any significant positive or adverse impact:  <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled people</li> <li>▪ Men and women/ Boys and girls</li> <li>▪ People of different religions</li> <li>▪ People in different age groups</li> <li>▪ People of different sexual orientations</li> </ul>	
<p style="text-align: center;"><b><u>Significant positive impact?</u></b></p> <p>Provision for students with EAL</p>	<p style="text-align: center;"><b><u>Significant adverse impact?</u></b></p>
Evidence:  The college works closely with EMTAS to provide support	



<b>Students placed in groups appropriate to ability</b>
<p><b>Is there any way of reducing or eliminating the adverse impact or increase positive impact?*</b></p> <p>There is no evidence to indicate that any of the group other than race would be specifically affected by this policy</p>

### ACTION PLAN

<b>Action to take</b>		
N/A		
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>Yes</b>	<b>No</b>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>Yes</b>	<b>No</b>
<b>If you have answered YES, please list the changes made to eliminate this discrimination*</b>		
<b>Additional comments (eg, monitoring/evaluating the policy or project)</b>		

<b>Signed (Person completing the form):</b>	<b>Designation/Job Title:</b>	<b>Date:</b>