

## Equality impact assessment (EIA)

<b>Name of person completing the EIA:</b>	Sarah Collingham
<b>Role of person completing the EIA:</b>	Assistant Head – Malin Bridge School
<b>Date EIA completed:</b>	10.06.2022
<b>Contributors to the EIA:</b>	Ann Allen (Trust COO) & Jane Hague (Office Manager)

Policy or process information					
<b>Name of policy or process:</b>	Malin Bridge Primary Integrated Resource EIA (Process)				
<b>Purpose and intended aim of the policy or process:</b>	<p>To complete EIA for proposed increase to pupil and staff numbers, in line with planned school new Integrated resource. This is to ensure current policies and procedures are sufficient and up to date e.g. Equality &amp; Diversity Policy and Procedure.</p> <p>Overall aims:</p> <ul style="list-style-type: none"> <li>eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010</li> <li>advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it</li> <li>foster good relations between persons who share a relevant protected characteristic and persons who do not share it</li> </ul>				
<b>Who is the policy or process intended for? [Tick all that apply.]</b>	<b>Pupils</b>	<b>Employees</b>	<b>Governors/ Trustees</b>	<b>Volunteers</b>	<b>Visitors</b>
	✓	✓	✓		
<b>Status of the policy or process:</b>	<b>New policy or process</b>			<b>Existing policy or process</b>	
				✓	
<b>Date policy or process was last reviewed:</b>	Equality & Diversity Policy and Procedure – last reviewed December 2021				

<b>Name of person responsible for the policy or process and its review:</b>	Ann Allen (Chief Operating Officer – Chorus Education Trust)			
<b>Analysis</b>				
<b>Protected characteristic group</b>	<b>Impact analysis</b>			<b>Explanation of impact analysis</b>
	<b>Positive impact identified</b>	<b>Neutral impact identified</b>	<b>Negative impact identified</b>	
<b>Age:</b>		✓		No impact on students as the proposed IR has no change in age range for the school. The current recruitment arrangements for staff contain no policies or procedures that provide different impacts on people with parental responsibility or dependent on age.
<b>Disability:</b>	✓			Sheffield City Council manages Malin Bridge Primary School's Admissions in accordance with the SCC Admissions policy. All pupils who are allocated a place within the IR will have an Educational Health Care Plan which outlines the individual needs and provision required of that pupil. The current recruitment arrangements for staff contain no policies that provide different impacts on people with disabilities. Individual risk assessments are completed for anyone requiring reasonable adjustments due to a disability. These risk assessments include details of any support identified as required and put in place.
<b>Sex:</b> <i>Women, Men, boys, girls, carers (of children, disabled or older people) Transgender (those who have changed gender or are in the process of change)</i>		✓		Both the staff recruitment and the school student admission arrangements contain no policies that impact differently on people with a particular gender. The proposed IR has no change to the current arrangements.

<b>Race:</b>		✓		The school student admission and staff recruitment arrangements contain no policies that impact negatively on people from a particular minority group. The application forms and school correspondence are available in another language upon request. The proposed IR has no change to the current arrangements.
<b>Religion or belief:</b>		✓		The school is not a faith school and this will not change with the proposed expansion. All school student admissions and staff applications, are accepted and considered, regardless of faith (including those with no faith basis). School decisions, for example, in respect of trips or events considers if dates proposed cut across any religious holidays or observances. This will not change. The current staff recruitment arrangements contain no policies that provide different impacts based on religion or belief. This will not change with the proposed IR.
<b>Sexual orientation:</b>		✓		This is not part of the student admission process. The staff recruitment processes contain no policies that impact differently on people with a particular sexual orientation. Applications from candidates are reviewed and shortlisted without any personal data being visible. This will not change with the proposed expansion.
<b>Marriage or civil partnership:</b>		✓		This is not part of the student admission process. The staff recruitment processes contain no policies that impact differently on people with a particular marital status. Applications from candidates are shortlisted without any personal data being visible. This will not change with the proposed IR.
<b>Pregnancy and maternity:</b>		✓		The current student admissions and staff recruitment arrangements contain no policies that provide different impacts for pregnancy and maternity. Individual risk

				<p>assessments are completed for anyone who is pregnant, and appropriate reasonable adjustments are made. These risk assessments include details of any support required and put in place. Specific guidance and support is also provided for staff and students returning from maternity leave, to offer flexibility and support wherever possible.</p> <p>This will not change with the proposed IR.</p>
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Evaluation and decision making	
<b>Consultation and stakeholder engagement:</b>	<p>There will be consultation through the Local Authority planning department as part of the planning application process. There is also a “significant change” consultation as part of the Regional School Commissioners Significant Charge Application to create the IR at the school.</p> <p>This expansion is due to the city wide need for additional IR places and is being driven by the Local Authority SEND commissioning and places team who fully support this change.</p> <p>This assessment was carried out by Sarah Collingham (Assistant Head) and ratified by Chorus Trust Senior Leadership Team.</p>
<b>Evidence used to support the decision-making process and final decision:</b>	Specific current policies and procedures were reviewed including the Equality Policy.
<b>Final decision:</b>	Continue without action
<b>Explanation of the final decision:</b>	Current policies and procedures in place are suitable to meet EA requirements, which are reviewed on a regular basis.
<b>Monitoring arrangements:</b>	To be reviewed in line with any future policy or procedure changes linked to the proposed school expansion, as monitored by the Project Steering Group.
<b>Arrangements for communicating the outcome of the EIA:</b>	Assessment to be available for access on school website and provided to the RSC as part of the Significant Change Application.

<b>Date EIA ratified by the responsible body:</b>	<b>05/10/2022 (Chorus SLT)</b>
<b>Date of review:</b>	October 2023 if not complete

The DfE guidance, [‘The Equality Act 2010 and schools’](#), states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation’s policies and practices to promote equality, remove barriers to equality and prevent discrimination. Whilst it is not a statutory requirement under the Equality Act 2010 to undertake an EIA, doing so can support school leaders and governing boards in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent
- Demonstrating that school leaders and the governing board understand their responsibilities for equality

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues. It is not the responsibility of the governing board to undertake an EIA, but to decide if analysis through an EIA would support the governing board in its duties under the Equality Act 2010.

The assessment will support school leaders to undertake a robust EIA through analysis of the positive, negative or neutral impact of a policy or process on an individual’s or group’s protected characteristics.