Equality Impact Assessment

Lead Governor	Diversity/Wellbeing/Mental Health
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Headteacher: Miss Zoë Baines

SLATED ROW SCHOOL

Contents

Introduction 2

Protected Characteristics 3

The Curriculum & School Provision 4

School Trips 6

Workforce Strategy, including recruitment 7

Performance Management 8

Communications 9

Introduction

Through this assessment we consider the main protected characteristics of equality with regards to our plans and processes. This is to ensure there is no discrimination against protected characteristics.

It is important to note that as a school we also consider other characteristics when making decisions, including single parents and sole carers as well as, mental health.

The assessments should stick to facts and not opinions, although this can be challenging when gathering views from a range of stakeholders.

To complete the assessment views have been sought from a range of stakeholders, including:

- Sharing initial assessment asking for feedback from all staff
- Meeting with staff, governors …
- students, how?
- Parents, how?

Protected Characteristics

Protected characteristics under the Equality Act 2010 are:

- Age*
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership*

** Note: the first and last protected characteristics above are listed in the Equality Act 2010, but are not listed in the DfE guidance mentioned above. Age as a protected characteristic does not apply to students in schools, so students can be treated in ways appropriate to their age and stage of development without risk of legal challenge.*

The Curriculum & School Provision

Will the curriculum or provision management have a disproportionate impact related to…	Yes	No	Practise to minimise impact, including actions taken	Nature of any disproportionate impacts & actions to be taken
Age		✓	Activities are made to be age appropriate and this is monitored by senior members of staff.	
Gender, inc. gender reassignment, pregnancy & maternity		✓		
Race	✓		Black History month has evolved over time and implementation improved with a range of support including activities and resources shared by the Humanities Curriculum Leader	Black history was raised to be unrepresented due to being an add on rather than integrated throughout.
Disability		✓	School pathways to support access to learning. Education, Health & Care Plan have a clear focus and dedicated time for implementation. Targeted & specialist support are tailored to individual students.	Articulation of preference, future goals/careers raised by a parent Governor.
Religion or belief	✓		The Local Authority SACRE curriculum is used to ensure the range of religious communities in MKCC are taught about. Work with parents to encourage them to participate and to agree provision should they opt outStaff religious beliefs	Families opting out of elements of the curriculum such as RSE & RE.

Sexual orientation		✓	Students have received additional lessons to understand the differences and . Included in training for staff. Talks to classes, which included staff. Diversity awareness training.	
Marriage and civil partnership		✓	A range of family dynamics are shared with students in their learning.	

School Trips

Do trips have a disproportionate impact related to…	Yes	No	Practise to minimise impact, including actions taken	Nature of any disproportionate impacts & actions to be taken
Age		✓	Age appropriate activities are planned for out in the community.	
Gender, inc. gender reassignment, pregnancy & maternity		✓		
Race		✓	Local area (MKCC) is a diverse community, where the majority of trips take place.	
Disability		✓	Trips are planned for groups that are accessible to all in the class. Risk assessments completed for specific trips which ensure ratios and support are correct to enable students to attend trips for their class. School transportation includes minibuses with tail lifts.	
Religion or belief	✓		Discussions with the parent/carers about trips when queries raised.	Some parents have chosen not to allow children to attend trips for other religions.
Sexual orientation		✓		
Marriage and civil partnership		✓		

Workforce Strategy, including recruitment

Will workforce plans & processes have a disproportionate impact related to…	Yes	No	Practise to minimise impact, including actions taken	Nature of any disproportionate impacts & actions to be taken
Age		✓	Menopause group meets regularly in school, with trained leaders. Support through staff assistance programme (SAS) counselling and menopause support. Flexible working is considered as requested. Appropriate classes considered and groups staff work with. Risk Assessment completed in the case of workers below the age of 18 & work experience.	
Gender, inc. gender reassignment, pregnancy & maternity		✓	Staff are encouraged to add their pronouns at the end of emails and correspondence. Clear policy for maternity, paternity & adoption. Risk assessments completed to reduce any impact on pregnancy.	
Race	✓		All staff are encouraged to join activities and committees. Diversity information is not used in the recruitment process.	There is under representation in staff groups for some ethnicities, at times can lead to unconscious bias. Training planned for equality & diversity (online then bespoke).

Disability		✓	School work with individual members of staff. Risk assessments completed with staff where needed and adjustments made.	The Federation to become a 'Disability Confident Employer' with the Department for Work & Pensions. Employment of past students encouraged. Those employed to be held up as successes to staff & students.
Religion or belief		✓	All staff are encouraged to join activities and committees. Flexibility & spaces designated for prayer when required.	Representation in the Staff Wellbeing Committee? Private spaces allocated for praying as needed.
Sexual orientation		✓	Diversity information is collected but not used in the recruitment process.	
Marriage and civil partnership		✓	Diversity information is collected but not used in the recruitment process. Leave of absence approach looks to consider personal situations.	

Performance Management

Clear policy and procedures, including quality assurance where monitoring is paired for consistency. There have been no issues identified, appeals or complaints made by staff regarding discrimination.

Communications

Will the way the school communicates with families, staff and students have a disproportionate impact related to…	Yes	No	Practise to minimise impact, including actions taken	Nature of any disproportionate impacts & actions to be taken
Age		✓		
Gender, inc. gender reassignment, pregnancy & maternity		✓	Staff are encouraged to use pronouns in signature.	
Race	✓		The school has staff who are able to translate when needed in meetings, and would seek support where needed. The school office supports families to understand key communications & systems.	Not recognising parents/carers. Safe words introduced, no students to be taken without adults sharing the safe word (completed April 2023). Equality & Diversity training for staff. Where is english is not a first language
Disability		✓	A range of resources used to elicit the student voice, including electronic aids, talking mats, use of symbols. Support from therapists at a universal, targeted and specialist level for children and young people. The school office supports families to understand key communications & systems.	
Religion or belief		✓		
Sexual orientation		✓		
Marriage and civil partnership		✓		