



**NUTURING HEALTHY, ETHICAL, CREATIVE,  
AMBITIOUS LEARNERS.**



## **Diversity and Equality Policy 2024 - 2026**

This policy has been reviewed and approved by the Governing Body

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review date \_\_\_\_\_

# Contents of our Strategic Equality Plan (SEP)

- 1. Our distinctive character, values, priorities and aims**
  - 1.1 School values
  - 1.2 Characteristics of our school
  - 1.3 Mainstreaming equality into policy and practice
  - 1.4 Setting our equality objectives
  
- 2. Responsibilities**
  - 2.1 Governing Body
  - 2.2 Senior Leadership Team
  - 2.3 Staff – teaching and non-teaching
  
- 3. Information gathering and Engagement**
  - 3.1 Purpose and process
  - 3.2 Types of information gathered
  - 3.3 Engagement
  
- 4. Equality Impact Assessment**
  
- 5. Objectives and Action Plans**
  
- 6. Publication and reporting**
  
- 7. Monitor and Review**

## Appendices

- |               |                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------|
| <b>App. 1</b> | <b>Conwy County Borough Council Equality Objectives and Action Areas</b>                                |
| <b>App. 2</b> | <b>Conwy County Borough Council Action Plan incorporating corporate actions for Education / schools</b> |
| <b>App. 3</b> | <b>Additional School Equality Objectives and Action Plan</b>                                            |
| <b>App. 4</b> | <b>School Access Plan – See separate ‘School Accessibility Plan’ policy</b>                             |
| <b>App.5</b>  | <b>Process Chart for the development &amp; review of Equality Policy</b>                                |
| <b>App.6</b>  | <b>Equality Impact Assessment Guidance</b>                                                              |

# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At Ysgol Pen-y-Bryn we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Pen-y-Bryn we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics of our school

Ysgol Pen-y-Bryn Foundation School is a coeducational primary school in the coastal resort of Colwyn Bay in Conwy. The school was built in 1987; it was extended in 1996 and transferred to Foundation Status in 1989.

There are currently 439 pupils on the school roll including 41 part time nursery children. The school operates a Pre Nursery for children aged between 2 and 3 years of age and also 'Nursery Plus' a facility catering for children attending the school nursery for the remaining 0.5 of the day. The school attracts pupils from the surrounding community in Upper Colwyn Bay. It is the focal point of a large housing estate that includes rented and private housing. Most of the families have settled into the area from other parts of the United Kingdom.

Approximately 94% of pupils come from English speaking homes. The remaining 6% come from a mix of other ethnic groups where a range of 20 different languages are spoken at home. These are bilingual pupils none of which receive targeted support for learning English as an Additional Language. 9% of pupils receive free school meals which is well below local education authority and national averages.

About 40% of the school benefit from the free school breakfast scheme.

Pupils' ability on entry is similar to the LEA average. 18 pupils are on the school's ALN register. Presently no children are 'Looked After' by the Local Authority.

There are the equivalent of 16 full time teachers, 1 part time ALNCo and an additional 12 teaching assistants on the staff. Also, there are three clerical staff, various part-time mid-day supervisors, catering staff and cleaners.

The school has received various awards including Basic Skills Quality Mark, NACE award, iNetAward for Curriculum Innovation, Enterprise Trooper, Careers Quality Award, Gold Service Children Cymru Award, Eco Schools Green Flag and we have been reaccredited with

the Healthy Schools Award Initiative and the International School Award.

The Governing Body was awarded the Quality Mark Bronze Award in 2013. Achieving this award is a celebration of the success of the Governing Body, its role within the school and in raising standards.

### 1.3 Mainstreaming equality into policy and practice

Ysgol Pen-y-Bryn recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- we will promote the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all students
- we seek to develop an understanding of, and promotion of, human rights and equal opportunities
- we will promote good relations between members of different racial, cultural and religious groups and communities, regardless of their sex or any disability; and
- we will enable students to take responsibility for their behaviour and relationships with others.

As well as the specific actions set out within this plan Ysgol Pen-y-Bryn operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of students;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- robustly address any bullying behaviour or allegations associated with the identity of individuals

## 1.4 Setting our equality objectives

Ysgol Pen-y-Bryn recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

### **Our SEP and Equality Objectives are set in the light of:**

- Conwy County Borough Council's SEP and equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our student data, e.g. attainment data of boys v. girls and other groups;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p8)**. See also **Appendix 2 and Appendix 3**.

## 2. Responsibilities

### 2.1 Governing Body

Ysgol Pen-y-Bryn's governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and students; (see school's accessibility plan)
- ensures that no child is discriminated against whilst in our school by implementing school policy.

In order to meet its reporting responsibility, the governing body of Ysgol Pen-y-Bryn will report on the progress of the SEP annually, as part of its Annual Report to parents.

### 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives through appropriate training;
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and ensuring equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

### 2.3 Staff – teaching and non-teaching

Ysgol Pen-y-Bryn regards equality for all as a responsibility of all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all students are treated fairly, equally and with respect, and will abide by the school's SEP;
- striving to provide material that gives positive images based on different protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice against different protected groups, including racism, homophobia or prejudice targeted at disabled students or because of gender, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents; supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## 3. Information gathering and Engagement

### 3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on our equality duties. The information also helps us to complete accurate impact assessments to remove any negative impact and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### 3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from students, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board (respondents will be asked to complete an equality monitoring questionnaire so that we can analyse feedback appropriate to different protected groups);
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection (GDPR) requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue or protected characteristic;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people (including BSL) or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities via student voice, staff consultation, parental consultation and governor consultation.

## 4. Equality Impact Assessment

Impact assessment refers to the review of all proposed or revised plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans (including budgetary decisions) prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review process and revision of every policy and we will engage with those affected by the policy or plan at the time of undertaking impact assessments.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## 5. Objectives and Action Plans

**In addition** to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately (see Appendix 1 and 2), our chosen Equality Objectives are:

- All vulnerable pupils are supported and that appropriate intervention leads to all groups maximising their potential, e.g. FSM pupils.
- Improve the quality and consistency of pupils extended writing skills throughout the school, particularly for boys. Reduce gaps in attainment between boys and girls in all Core Subjects.
- To implement further nurture interventions to provide pupils with emotional health and wellbeing, e.g. draw and talk and Seasons for Growth

We have action plans covering all relevant protected characteristics (see Appendix 2 and 3). These describe how we are taking action to fulfil both the general duty and the specific public sector equality duty.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review (including changes in policies and practices as a result)

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with ESTYN when the school is inspected.

## 6. Publication and reporting

Ysgol Pen-y-Bryn provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school will report annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristics in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual.

## 7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken remove any discriminatory practices and have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform policy and priorities.

We will undertake a full review of our SEP by April 2026.

## **Strategic Equality Plan**

### **Appendices**

#### **Appendix 1**

Conwy County Borough Council Equality Objectives

#### **Appendix 2**

Conwy County Borough Council Equality Objective Action Areas incorporating **Education Services High Level Priorities**.

#### **Appendix 3**

Additional School Equality Objectives and Action Plan

#### **Appendix 4**

School Access Plan

#### **Appendix 5**

Process Chart for the development & review of Equality Policy

#### **Appendix 6**

Equality Impact Assessment Guidance (a new EqIA tool which has the guidance built into the form - as attached) - the new template also incorporates the new Socio-economic Duty. Schools are not listed on the bodies included and as such there is no mention of it under the Equality Impact Assessment section but it does discuss all public bodies, including those who are not listed within the Regulations, to act in the spirit of the duty and they are encouraged to consider the resources made available to support decision-making.

#### **Annex 1 to Appendix 6**

WLGA Publication “Common Equality Risks in Education – Guidance for assessing impact in schools”

## APPENDIX 1

### Conwy County Borough Council Equality Objectives

The following seven long term Equality Objectives have been adopted for Conwy (2021-2024). These long term objectives have been developed through engagement with communities and will aim to prevent inequality through working collaboratively with our North Wales partners :

- **Objective 1: Outcomes in Education attainment and Wellbeing in Schools are Improved.** This objective will concentrate on the protected characteristics of Race, Religion/Belief, Disability and Sexual Orientation (secondary schools only).
- **Objective 2: We will take action to ensure we are an equal opportunities employer and reduce pay gaps.** This objective will concentrate on the protected characteristics of Gender, Race, Disability, Maternity/Paternity and Gender Reassignment.
- **Objective 3: We will take action to improve the Living Standards of people disadvantaged by their protected characteristics.** This objective will concentrate on the protected characteristics of Disability and Age.
- **Objective 4: We will improve Health, Wellbeing and Social Care outcomes.** This objective will concentrate on the protected characteristics of Race, Gender, Age and Disability.
- **Objective 5: We will improve Personal Security and Access to Justice.** This objective will concentrate on the protected characteristics of Race/Religion, Gender, Disability, Sexual Orientation and Age.
- **Objective 6: Increase Access to Participation and improve diversity of decision making.** This objective will concentrate on the protected characteristics of Race and Disability.
- **Objective 7: Develop our knowledge and understanding of the socio-economic duty** (when guidance becomes available) to identify the key areas of impact to be addressed under each of our other 6 objectives. This objective is likely to be relevant to all the protected groups and will be determined as this duty becomes clearer.

Please note that whilst each Objective above relates to specific protected characteristics, other protected groups will also benefit from the actions identified under each Objective.

## APPENDIX 2

### Conwy County Borough Council Equality Objective Action Areas:

#### Objective 1: Outcomes in Education attainment and Wellbeing in Schools are Improved

##### Education Services High Level Priorities:

- Ensure that GwE, LA and schools have a set of agreed common principles, behaviours and values in relation to school improvement and that progress and impact are regularly monitored.
- Ensure that Conwy meets all of its new statutory duties in respect of learners with Additional Learning Needs as laid out in the ALN Code and ALNET Act.
- Ensure that all learning environments are fit for purpose in order to deliver an effective educational offer for all children and young people
- To continue to promote a culture of continuous professional development and to ensure a resilient efficient workforce.
- To ensure the Health and Wellbeing of all staff and learners within Conwy.
- To support young people aged 11-25 in Conwy, contributing to improving their Mental Health and Wellbeing, while providing further opportunity to participate in different community and educational activities
- Ensure people aged 16+ living in Conwy, who have barriers to employment, have access to employability support including appropriate skills development.

## APPENDIX 3

### Ysgol Pen-y-Bryn Strategic Equality Plan

#### Equality Objectives and Action Plans

Strategic Equality Plan 2024-2026 Equality Objectives & Action Plan				
<ul style="list-style-type: none"> <li>○ <b>Equality Objective 1:</b> Ensure that an inclusive ethos is established and maintained</li> </ul>				
<p><b>Our research:</b></p> <p>As a coastal school children have less experience of the same range of diversity children of a similar age may have from attending a city or even large town school.</p>				
<p><b>Information from engagement:</b></p> <p>Feedback from pupils is that they recognise diversity in the world around them but have minimal real life experiences to draw from.</p>				
<p><b>Data development:</b></p> <p>Conversational, questionnaire</p>				
<p><b>This objective will be judged to be successful if:</b></p> <ul style="list-style-type: none"> <li>• Children report a raised understanding of diversity and equality in not only the world but in their local area also.</li> </ul>				
<b>Actions:</b>				
	Description	Responsibility	Start date	End date
1.1	Monitor and refine assembly plans to include more opportunities to explore this topic.	RM	Sept 2024	ongoing
1.2	Class teachers to invite visitors to the school or via virtual platforms to demonstrate diversity at a national and also local level.	All teachers	Sept 2024	ongoing

## Strategic Equality Plan 2024-2026

### Equality Objectives & Action Plan

- **Equality Objective 2:** Ensure that all pupils and staff are encouraged to reach their full potential

**Our research:**

Progress against baseline can continue to be pushed. Very few pupils are attaining below expectations however a heightening of expectations may give opportunities for pupils to make beyond expected progress.

**Information from engagement:**

Through discussion nearly all pupils agree that they try hard in school some pupils recognise that they do not always try their best on every piece of work. Staff report that in order to reach their full potential significant funding would need to be put into professional development for all staff and to allow time out of school to observe best practice in other settings and to engage in professional dialogue. The reduction in teaching assistants due to budget constraints will likely impact this objective.

**Data development:**

Analysis of data each academic year, looking into progress in achievement. Staff professional development folder records with impact statements.

**This objective will be judged to be successful if:**

- Data shows more pupil making more than expected progress in maths and English.
- Funding has increased in professional learning and this has led to all staff accessing development opportunities.

**Actions:**

	Description	Responsibility	Start date	End date
1.1	Pupil progress meetings for target setting – monitor actions on these forms termly	RM & all teachers	November 2024	Ongoing
1.2	Budget forum agenda item re professional learning grant – may need to be escalated to WG	RM & WK	Autumn 2024	Summer 2021
1.3	Performance management for all staff, discuss training needs, look at GwE professional offer with staff as well as contingency beyond reduction of middle tier in April 2025.	RM	Autumn 2024	Ongoing

## Strategic Equality Plan 2024-2026

### Equality Objectives & Action Plan

- **Equality Objective 3:** Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other

**Our research:**

This is a high priority within the curriculum. Pen-y-Bryn already has some historic links with it's community however, this is an opportunity to develop these links further.

**Information from engagement:**

Community groups and individuals keen to work with the school on suggested projects. Pupil committees all recognise the importance of citizenship and helping their communities.

**Data development:**

Observational, PASS data may highlight some impact in regard to self worth

**This objective will be judged to be successful if:**

- There has been an increased opportunity in engagement with the community.
- Curriculum regarding citizenship within the Humanities AoLE is supported with local initiatives

**Actions:**

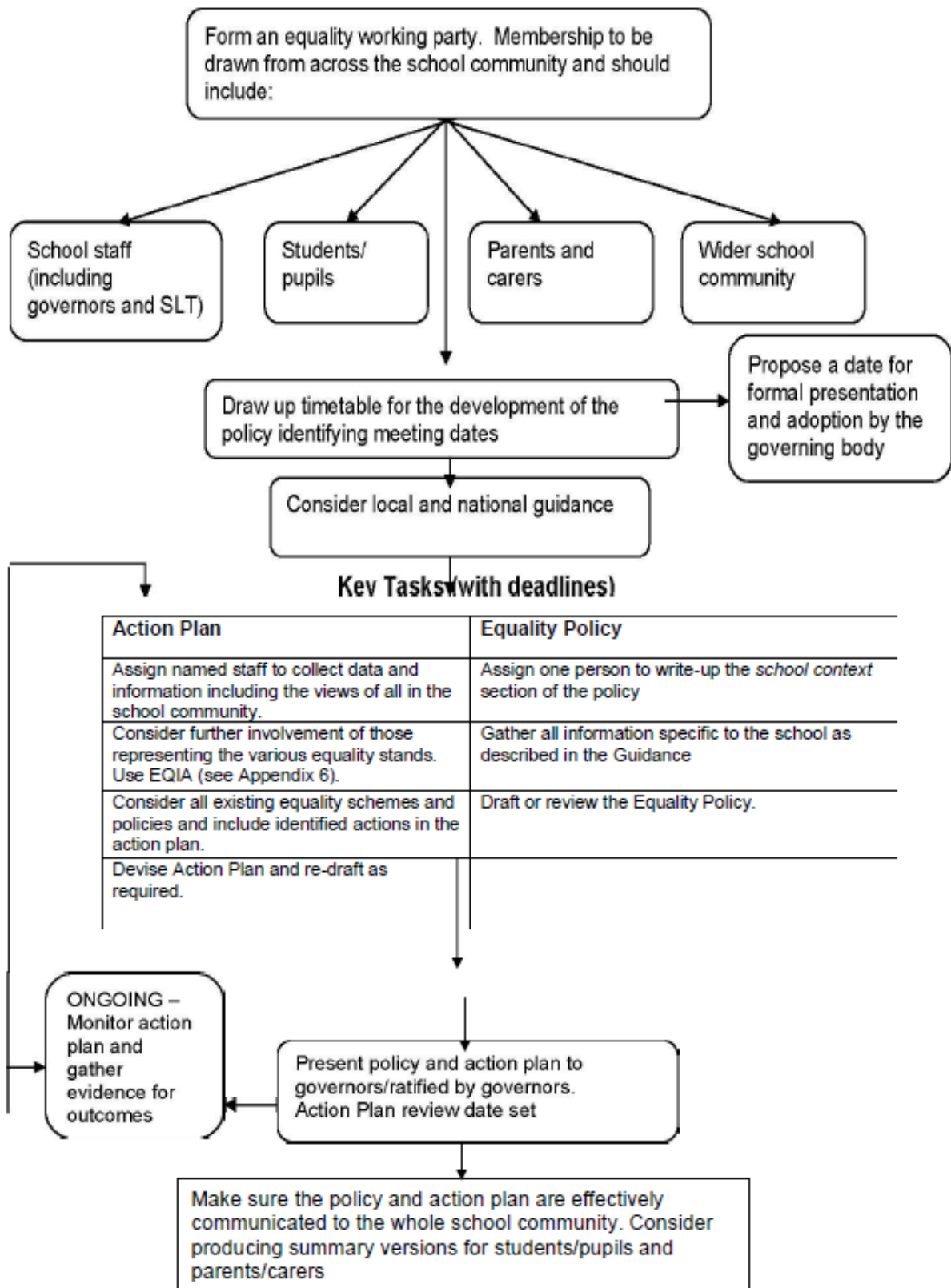
	Description	Responsibility	Start date	End date
1.1	Work with community members to plan a localised curriculum for Humanities AoLE in regard to citizenship.	All staff, VM AoLE lead	Autumn 2024	Spring 2026
1.2	Unique opportunities for pupils to engage in community projects which will foster citizenship.	All staff and community / LA governors	Autumn 2024	Spring 2026

## **APPENDIX 4**

**School Access Plan** - See separate 'School Accessibility Plan'  
policy

## APPENDIX 5

### Process chart for the development and review of Equality Policy & Action Plan



## APPENDIX 6

### Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

#### What is an Equality Impact Assessment ?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups and whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our students and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of considering the impact on different protected groups at a time when policies or practices are being created or reviewed as part of the policy review cycle. EQIAs should be undertaken to identify any equality issues that need to be addressed for all new policies, practices and specific projects and major decisions, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on; race, sex, gender reassignment, disability, sexual orientation, religion or belief, age, marriage and civil partnership and pregnancy and maternity.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, the EqIA requires us to consider what solutions can we come up with to overcome this situation?

#### Key questions:

- What are the aims of the policy or practice?
- Outline the main aims and objectives of the policy or practice?
- Consider existing data, information and consultation outcomes?
- Consider any procurement and partnership issues?
- Assess the likely impact?
- Consider any adverse or unlawful impact?
- Consider what you can do to improve your policy or practice?
- Decide how to proceed?
- Formulate an action plan?
- Make arrangements for monitoring and reviewing the policy or practice?
- Publish assessment results?
- What are the specific outcomes you hope to see?

- Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how?
- Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, school councils, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

Once you have undertaken the EqIA and finalised your policy or practice, you should ensure you have arrangements in place to enable you to monitor and review your process to check that the intended outcomes are borne out and if not, allow flexibility to respond to new information.