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# Equality Impact Assessment



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LOVE SOCIAL JUSTICE COMMUNITY FLOURISH

## Race

	Y	N
Will our reopening plans have a disproportionate impact related to race?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.  What we do to support pupils of this protected characteristic		

## Disability

	Y	N
Will our reopening plans have a disproportionate impact related to disability?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts.  What we do to support pupils of this protected characteristic		

## Gender

	Y	N
Will our reopening plans have a disproportionate impact related to gender (including gender reassignment or pregnancy and maternity)?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts. What we do to support pupils of this protected characteristic		

## Age

	Y	N
Will our reopening plans have a disproportionate impact related to age?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts. What we do to support pupils of this protected characteristic		

## Sexual orientation

	Y	N
Will our reopening plans have a disproportionate impact related to sexual orientation?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts. What we do to support pupils of this protected characteristic		

## Religion or belief

	Y	N
Will our reopening plans have a disproportionate impact related to religion or belief?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts. What we do to support pupils of this protected characteristic		

## Marriage and civil partnership

	Y	N
Will our reopening plans have a disproportionate impact related to marriage or civil partnership?		
Describe the nature of any disproportionate impacts. Explain what actions will be taken to address these impacts. What we do to support pupils of this protected characteristic		

We also generally protect the characteristics of key groups through:

- **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it. We foster good relations by:**
  - Ensuring that every provision is seen as a community school within their local community
  - Ensuring that equality and diversity are embedded in the curriculum and in collective worship

The following other characteristics are also considered:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families
- Young carers
- Looked After Children
- Other vulnerable groups