



**Equality and Impact Statement  
and objectives  
2022-2023**

<b>Document Control Information</b>			
<b>Document Title</b> Equality Impact Scheme			
<b>Review Period</b> Annually		<b>Review Committee</b> Trustees	
<b>Revision History (most recent first)</b>			
<b>Author</b>	<b>Summary of changes</b>	<b>Issue</b>	<b>Date Authorised</b>
R Righini	New scheme to implement a framework as none exists at present	2017/18	31 <sup>st</sup> August 2017
R Righini	Policy review	2018/19	19 <sup>th</sup> Sept 2018
R Righini	Policy review	2019/20	1 <sup>st</sup> Sept 2019
R Righini	Amendment to equality impact form	2020/21	03 May 2020
R Righini	Reviewed – no amendment	2021/22	06 Jun 2021
K Price	Reviewed and amended	2022/2023	23 Mar 2022
<b>Authorisation</b>			
<b>Approved By:</b>	Governors		
<b>Date Approved:</b>	23/03/2022		
<b>Date of Next review:</b>	24/03/2023		
<b>Document Owner &amp; Reviewer:</b>	The senior manager responsible for this document is the Equality & Diversity Director		
<b>Equality Impact</b>			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the person with EIA responsibility for the organisation.</p>		
<b>Screening</b>	This document has been screened as detailed on the assessment form on the last page of this document.		



## Equality Impact Assessment Form

<b>Title of document</b>		Equality Impact Scheme			
<b>Organisation / Site</b>	New Bridge Multi Academy Trust	<b>Person completing form</b>	R Righini	<b>Date</b>	06 Jun 2021
<b>Does the process affect one group less or more favourably than another on the basis of:</b>					<b>Yes / No</b>
<b>Age</b> refers to a person belonging to a particular age					No
<b>Disability</b> A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.					No
<b>Gender reassignment</b> The process of transitioning from one gender to another.					No
<b>Marriage and civil partnership</b> Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.					No
<b>Pregnancy and maternity</b> Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding					No
<b>Race</b> Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.					No
<b>Religion and belief</b> Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.					No
<b>Sex</b> A man or a woman.					No
<b>Sexual orientation</b> Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.					No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? N/A					

### To be completed by EIA Lead

If potential discrimination has been identified, are the exceptions valid, legal and/or justified?		N/A
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		no
Impact Assessment Result (See tool below)	Low impact	
Date assessed.	06 Jun 2021	

<b>High Impact</b> The policy or process has a major impact on equality	<b>Medium Impact</b> The policy or process has an impact on equality	<b>Low Impact</b> The policy or process might have an impact on equality
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## 1. Equality

1.1. Equality sits at the heart of the New Bridge MAT and its purpose for children and young people with physical and learning disabilities. The Public Sector Equality Duty however, has a wider remit to consider all aspects of equality and we have a responsibility to consider our equality duties with regard to:

- 1.1.1. our children and young people
- 1.1.2. our families and carers
- 1.1.3. our staff teams and governors
- 1.1.4. other professionals, students, volunteers and visitors engaged within our organisation.

1.2. This document describes the provision, systems and policies we have in place that demonstrate our compliance with our equality duty, and sets out our processes for consultation and development of this duty and the requirements of the:

- 1.2.1. Race Relations (amendment) Act 2000;
- 1.2.2. Disability Discrimination Act 2005; and the
- 1.2.3. Equality Act 2010.

## 2. Public Sector Equality Duty

2.1. The Equality Act 2010 (the Act) replaced previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with. It also strengthened the law in important ways, to help tackle discrimination and inequality.

2.2. The Public Sector Equality Duty (section 149 of the Act) came into force on 5 April 2011. The Equality Duty applies to public bodies and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective, accessible to all and which meet different people's needs.

2.3. The Equality Duty is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty and to set themselves specific, measurable equality objectives.

2.4. The specific duties require public bodies to:

- 2.4.1. publish information to show their compliance with the Equality Duty, at least annually;
- 2.4.2. set and publish equality objectives, at least every four years;
- 2.4.3. publish all information in a way which makes it easy for people to access it;
- 2.4.4. publish information to show their compliance with the three aims of the Equality Duty. This means that the information they publish must show that they had due regard to the need to:
  - 2.4.4.1. **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
  - 2.4.4.2. **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
  - 2.4.4.3. **foster good relations** between people who share a protected characteristic and people who do not share it.

## 3. Protected Characteristics and their definition



- 3.1 The Equality Act 2010 protects people from discrimination and harassment based on 'protected characteristics'. The protected characteristics are:
- 3.1.1 **Age:** refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
  - 3.1.2 **Disability:** A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
  - 3.1.3 **Gender reassignment:** The process of transitioning from one gender to another.
  - 3.1.4 **Marriage and civil partnership:** Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
  - 3.1.5 **Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
  - 3.1.6 **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
  - 3.1.7 **Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
  - 3.1.8 **Sex:** A man or a woman.
  - 3.1.9 **Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

#### 4 Equality Impact Assessment

- 4.1 An impact assessment process will allow us to predict or anticipate possible barriers faced by particular equality groups. If the outcome of an assessment is that it disadvantages certain groups of people, **we have a legal duty to remove or reduce the negative impact.** This may involve, for example, a small modification to an existing policy or service, or a new approach might need to be found to help meet the same policy or service objective.

#### 5 Equality Impact Assessment (EIA) Team

- 5.1 An Equality Impact Assessment (EIA) Team will support New Bridge MAT with its public duty in conducting Equality Impact Assessments for all policies, services and procedures across all organisations. The Team will meet termly and will consist of:
- 5.1.1 Director of Equality and Diversity (Chair)
  - 5.1.2 Asst CEO Pastoral
  - 5.1.3 Director of Operations
  - 5.1.4 HR Director
  - 5.1.5 Director of Extended Schools
  - 5.1.6 Director of Care
  - 5.1.7 Director of Data and External Communication
- 5.2 The team's brief is to ensure our compliance with the Equality Duty by:
- 5.2.1 setting and publishing equality objectives, at least every four years
  - 5.2.2 developing and updating an annual Equality Impact Assessment Project Plan, containing key milestones, SMART targets and resources that include all relevant services across the MAT.



- 5.2.3 Achieving Equalities Commitment Award.
- 5.2.4 reviewing the Equality Impact Assessment Scheme annually.
- 5.2.5 screening submitted EIA impact forms for new policy development requests.
- 5.2.6 agreeing audit schedules for services and procedures provided by the MAT.
- 5.2.7 To review and update published Accessibility Plans annually.
- 5.2.8 **Preparing information for publishing** that shows compliance with the Equality Duty, having due regard to the need to:
  - 5.2.8.1 **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
  - 5.2.8.2 **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
  - 5.2.8.3 **foster good relations** between people who share a protected characteristic and people who do not share it.

All information must be published in a way which makes it easy for people to access it.



## Equality objectives

Springboard Project stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This is achieved through the following objectives:

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school.
3. Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, looked after children and students from minority ethnic groups
4. Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas
5. Endeavour to ensure diversity in the staff body and in leadership roles
6. Reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by students in the school
7. Review relevant school policies to ensure they clearly reflect the aim of inclusivity

