# Equality Impact Assessment

| Document: | Educational Excursions Policy |
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| Executive Summary: | The Educational Excursions Policy has been reviewed and updated to improve the process. The key changes are simplification of the policy and a move from a paper to electronic recording system. There is no change to the process for students.<br><br>Improvement of the policy will have a positive impact on reducing risk for students, staff and the organisation as a whole and improve documentation. |

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

1: Does the policy/practice eliminate discrimination, harassment and victimisation?
2: Does the policy/practice promote equality of opportunity?
3: Does the policy/practice promote good relations?

| Protected Characteristic | Commentary<br>*For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;*<br>    1. *Change the policy so impact is no longer negative*<br>    2. *Justify why it has to be done e.g. health and safety legislation*<br>    3. *Consider how you are going to mitigate the impact* |
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| **Age**<br>*Someone belonging to a particular age, or range of ages* | No change |
| **Care Experienced**<br>*Someone who has been or is currently in care or from a looked after background at any stage in their life. This includes adopted children who were previous looked-after.* | *No change* |

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| **Marriage/Civil Partnership** *Married couples and civil partnership should be treated the same on a wide range of matters* | No change |
| **Race** *Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins* | No change |
| **Sexual Orientation** *A persons sexual and/or romantic attraction to other people, or lack thereof* | No change |
| **Disability** *A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day to-day activities* | Positive impact.  Digital processing will make the process more accessible to all staff groups and assistive technology can be utilised where appropriate. |
| **Gender identity/ reassignment** *The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self identified gender)* | No change |

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| **Pregnancy/maternity** *Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)* | No change |
| **Religion or Belief** *Religious and philosophical beliefs, including lack of belief (atheism)* | No change |
| **Sex** *Gender assigned at birth* | No change |
| **Student Carer** *Providing unpaid care to a family member or friend who could not cope without their support.* | No change |
| **Employment or Trade Union Membership** | No change |
| **Past Criminal Convictions** | No change |
| **Poverty or Deprivation** | No change |

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| Owner: | Anne Marie Robertson | |
| Date initiated: | 21/10/24 | |
| Consultation: | Equalities Officer | |
| Signature (Owner) | Anne Marie Robertson | 28.10.24 |
| Signature (Equalities Officer) | Hilary Broatch | 28.10.24 |