



## **Ysgol Bro Carmel**

### **STRATEGIC EQUALITY PLAN POLICY**

Written:  
Updated:  
Review Date:  
Source:

June 2019  
October 2023  
2025/26  
LEA Model Policy  
This will replace the old Diversity and  
Equality Policy  
LEA Advice

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## **1. Introduction**

At the Ysgol Bro Carmel we recognise our duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out our priorities for equality for 2019-2022 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations.

The Plan will also help us to meet the general duty of the Equality Act (2010):-

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, (definition of protected characteristics in Diversity and Equality policy)
  - 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.

## **2. Our School and Community**

### **2.1 Our Vision**

It is our vision to have a school that is free from all forms of discrimination. To promote equality for all in an open and trusted environment. To educate and enlighten our pupils to become responsible ethically informed citizens of the future.

### **2.2 Aims**

Ysgol Bro Carmel fully endorses the statement outlined below by Flintshire County Council.

Flintshire County Council is committed to promoting fairness and equality through all its activities; through the Council's roles as service provider and commissioner, employer and community leader. The Council supports the following definition from the national Equalities Review in 2007. "An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and can be."

The overall aim of the Diversity and Equality Policy is to –

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity and
- Promote good relations between diverse communities in the Council's delivery of services, goods, works and facilities, provision of grants, in engagement with partners and practices

The Policy applies specifically to discrimination, equality of opportunity and the promotion of good community relations in respect of the protected characteristics as identified in the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

and to other personal characteristics and identity, including, for example, social class, language, caring responsibilities or educational background.

The aims of the 'Equality of Opportunity policy statement at Ysgol Bro Carmel are to -

- Ensure that an inclusive ethos is established and maintained
- Ensure that the school is a place where everyone, irrespective of their age, disability, race, religion and belief, gender, gender identity, sexual orientation, family background and/or language, feels welcomed and valued
- Ensure that all pupils and staff are encouraged to reach their full potential
- Protect the human rights of all pupils and staff, parents, Governors and visitors to the school
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society
- Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other
- Foster and encourage positive attitudes and behaviour towards all member of the diverse community

## **2.3 Profile**

A description of our school and its community is set out in our Diversity and Equality Policy which is included in **Appendix 3**. This also describes our commitment and approach to promoting equality in education and employment. All school Governors, employees and pupils have responsibility for promoting equality and adhering to the policy.

## **2.4 Mainstreaming Equality into Policy and Practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. We aim to provide all our pupils 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 pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils 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 pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage 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 pupils.

## **3. Responsibilities**

### **3.1 Governing Body:**

The Governing Body has set out its commitment to equality and diversity in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, 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;

- take 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 pupils;
- ensure that no child is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the policy annually, as part of its Annual Report to parents.

### **3.2 Leadership Group**

The Leadership Group 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,
- 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 equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of identity based bullying including racist, homophobic, transphobic and disability related incidents, according to Flintshire County Council and school policies.

### **3.3 All Staff**

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

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, 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.

## **4. Information Gathering and Engagement**

### **4.1 Information**

Data and information is reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Improvement Plan (SIP). All data collected is used solely for the purpose of analysing trends by protected characteristic. (See **Appendix 3** - Diversity and Equality Policy for definitions of these characteristics).

It is stored separately from personal information which identifies the individual and we ensure it meets the requirements of the Data Protection Act. To protect the identity of individuals published information contains data which has been aggregated. The Welsh Government and Local Education Authority collate and publish pupil data provided by schools. Flintshire County Council publish profile of the workforce.

The wide range of information gathered to identify equality objectives may include the following:

- an analysis of the responses received from pupils, 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;
- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate;
- pupil attainment and progress data relating to different groups;
- school exclusions and expulsions by protected characteristic
- Free School Meals (FSM) uptake;
- incidents of identity based bullying and harassment
- reviewing hate incidents for Flintshire,
- research undertaken by Welsh Local Government Association
- sports and activities choices of all groups;
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

## **4.2 Engagement**

We regularly involve stakeholders, including children and young people, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies and as required by the equalities duties. We use a wide range of mechanisms including:-

- Involving the School Council
- Circulating questionnaires in a variety of formats and languages to ensure the questionnaire is accessible and meets the communication needs of consultees,
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders;
- Working with the Council's Equality and Cohesion Officer to engage with groups who are "seldom heard".

## **5. Equality Impact Assessment (EIA)**

Equality Impact Assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Equality 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. Please refer to **Appendix 5** for the EIA template used.

At Ysgol Bro Carmel we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

## **6. Our Equality Objectives**

The overall objective of the Strategic Equality Plan is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Our objectives relate to all of the relevant protected characteristics and contribute to meeting the General and Specific Duties of the Equality Act (2010).

**Our chosen Equality Objectives are:**

1. Reduce unequal outcomes of minority groups in Education to maximise individual potential
2. Improving school attendance of pupils from particular groups eg Travellers, FSM, EAL.

The school evaluates the effectiveness of the SEP on a regular basis, through the Governing Body and with Estyn when the school is inspected.

We developed our Equality Objectives through:

- Reviewing Flintshire County Council's Equality Objectives as identified in **Appendix 2**;
- Views expressed by stakeholders that have been involved in the development of the scheme;
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys compared with girls; up take of Free School Meals

Our Equality Objectives are set out in **Appendix 1**.

## **7. Monitoring, Review and Publication**

A copy of our Strategic Equality Plan (SEP) will be published in English on our website and will be made available in a range of formats on request. The SEP will be monitored on an annual basis by the Governing Body. We will publish an annual report on our progress, which will



form part of the Governors' Annual Report to Parents. A full review of the SEP will be undertaken and republished during the academic year 2022/23 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

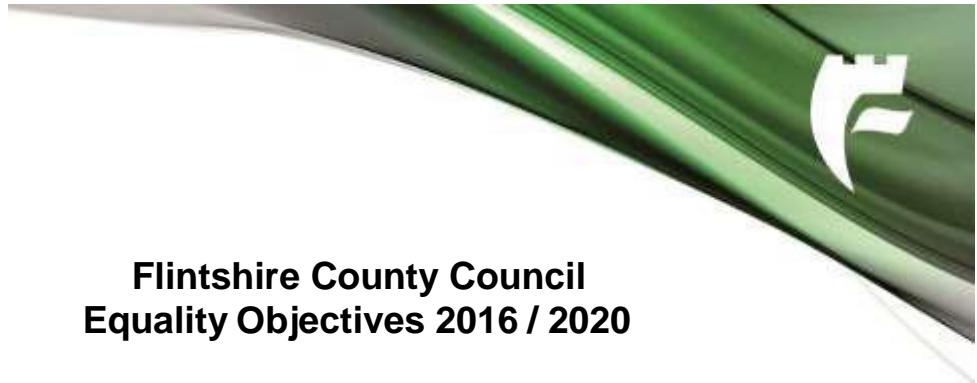
## **Ysgol Bro Carmel Equality Objectives and Action Plan**

### **Reduce unequal outcomes in Education to maximise individual potential**

- Reduce the gap in educational attainment levels between different groups at all key stages

### **Reduce incidents that might impact on the ability of students to maximise their individual potential.**

- Ensure Pupils feel safe at school
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.
- Reducing prejudice-related bullying and the use of derogatory language.
- To actively seek to remove barriers to learning and participation.
- To make equality of opportunity a reality for all our students and staff, including those who may be disabled.
- To ensure that disabled and non-disabled students alike benefit from the education our school provides.
- Not to treat a disabled student or staff member less favourably than a non-disabled student or member of staff simply because of their disability.
- To treat disabled students and staff more favourably in order to achieve equal access for all.
- To make all reasonable adjustments to ensure that a disabled student or member of staff is not placed at a disadvantage.
- To do our best to anticipate the needs of a disabled student or member of staff before they join the school.



- 1 Reduce health inequalities
2. Reduce unequal outcomes in Education to maximise individual potential
3. Reduce inequalities in employment
4. Reduce inequalities in Personal Safety
5. Reduce inequalities in Representation and Voice
6. Reduce inequalities in access to information and services, buildings and the environment

## Diversity and Equality Policy

### Description of School and its Community

#### **Ethnic and religious mix of school and its community;**

Ethnic and religious mix: 96.3% of the school population is white British. The remaining 3.7% come from a range of other ethnic backgrounds including white and black African, Pakistani and Asian countries. The county has 96% as white British and 4% from other ethnic backgrounds.

#### **Demographics of the catchment area;**

Demographics of our catchment: the majority of our pupils come from backgrounds that are neither prosperous nor disadvantaged. We do have a catchment of disadvantaged families and we do have a minor population of more prosperous families.

#### **Gender balance;**

The school children population is 49.1% female to 50.9% male. The staff population is 75% female to 25% male.

The Governor population is 50% female to 50% male.

#### **Racist, homophobic or hate crime incidents in the school and the local area;**

Racist, homophobic or hate crime incidents recorded in the school in the last 3 years are none.

#### **Religions in the school;**

The majority of pupils in our school are Christian (36%) or of no religion (38%)

There are 1% Muslim families and 1% Hindu families. 14% of our families did not disclose.

#### **Languages spoken by pupils;**

The majority of our pupils' first language is English. Other languages spoken are Arabic, Portuguese, Urdu and Punjabi. All of our children learn Welsh as a second language. There are no families that have Welsh as their first language.

## **Details of additional learning need within school and its community;**

Additional Learning Needs:

Approximately 9% of the school pupil population are on our special needs register. This compares with an LA average of approximately 16%.

## **DESCRIPTION OF POLICY FORMATION & CONSULTATION**

The Headteacher is the Equal Opportunities Coordinator.

This Policy has been developed using the LA model policy and in consultation with working policies from staff, parents, Governors, pupils and LA Officers.

### **Description of Policy Formation and Consultation Process**

This policy has been developed and reviewed by the following individuals:

Leadership Group  
Healthy Schools Coordinator  
Parent Governor  
School Council

Before the policy statement was finalised, the following groups in the schools and its community were consulted:

School Council  
Leadership Group  
Governors

## Responsibilities

The **Governing Body** is responsible for ensuring that the school complies with legislation, and that this policy statement and related procedures and strategies are implemented.

The **Head teacher** is responsible for implementing this policy statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

**All staff** are expected to:

- incorporate principles of equality and diversity into all aspects of their work.
- deal with any discriminatory incidents that may occur;
- know how to identify and challenge stereotyping or discrimination;
- support pupils in their class for whom English is an additional language;
- Provide reasonable adjustments for disabled pupils, staff and members of the school community;

## Aims and Purpose of a Diversity and Equality Policy Statement

Ysgol Bro Carmel fully endorses the following statement by:

Flintshire County Council is committed to promoting fairness and equality through all its activities; through the Council's roles as service provider and commissioner, employer and community leader. The Council supports the following definition from the national Equalities Review in 2007: *"An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and can be."*

The overarching aim of Flintshire's Diversity and Equality policy is to:-

- Eliminate unlawful discrimination and harassment;
- Promote equality of opportunity; and
- Promote good relations between diverse communities

in the Council's delivery of services, goods, works and facilities, provision of grants, in engagement with partners and communities in the county and employment policies and practices.

The Policy applies specifically to discrimination, equality of opportunity and the promotion of good community relations in respect of the protected characteristics as identified in the Equality Act 2010:

- age
- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race,
- religion or belief
- sex
- sexual orientation

and to other personal characteristics and identity, including, for example social class, language, caring responsibilities or educational background

**The County Strategic Equality Objectives for 2016-2020 are:**

- Reduce health inequalities
- Reduce unequal outcomes in Education to maximise individual potential
- Reduce inequalities in employment
- Reduce inequalities in Personal Safety
- Reduce inequalities in Representation and Voice
- Reduce inequalities in access to information and services, buildings and the environment

**At Ysgol Bro Carmel, the Aims of the Diversity and Equality policy statement are to:**

- Ensure that an inclusive ethos is established and maintained;
- Ensure that the school is a place where everyone, irrespective of their age, disability, race, religion and belief, gender, gender identity, sexual orientation, family background and/or language feels welcomed and valued;
- Ensure that all pupils and staff are encouraged to reach their full potential;
- Protect the human rights of all pupils and staff, parents, governors and visitors to the school;
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society;
- Empower pupils to participate in their communities as active citizens who take responsibility for themselves and each other;
- Foster and encourage positive attitudes and behaviour towards all members of the diverse community.

## **Environment and Ethos of the School**

We, at **Ysgol Bro Carmel** ensure that the aims listed above apply to the full range of our policies and practices including those that are concerned with:

***For example:***

- Equality projects and courses; teaching of the national curriculum, PSE and RE; strategies which use interactive and experiential approaches;
- Student progress, attainment and assessment, behaviour, discipline and exclusions; admissions and attendance;

- Encouragement of students to take responsibility for their own learning and the assessment of their development.
- Valuing pupils and promoting positive relationships and self-esteem;
- Staff selection, recruitment and induction; and effective coordination and staff training and support;
- Partnership with parents and the community;
- Opportunities in school for pupils to participate in decision making; such as school councils, and the wide range of extra-curricular experiences and clubs that are provided for them,
- Ensuring that the physical environment of the school is conducive to health and well-being
- Other as appropriate

### **Addressing Sexism, Racism, Xenophobia and Homophobia**

The school is opposed to all forms of discrimination based on person's age, disability, race, religion or belief, gender, gender identity, sexual orientation, family background and/or language. Any form of harassment and discriminatory language and behaviour is unacceptable and will not be tolerated at **Ysgol Bro Carmel**. All staff will remain vigilant and deal with any incidents promptly and sensitively using procedures outlined in the Anti-bullying Policy, which clearly outlines the course of action in such circumstances. Any racist incidents will be reports to Flintshire County Council.

### **Religious Observance**

The community at **Ysgol Bro Carmel** will respect the religious beliefs and practices of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

### **Monitoring, Evaluation and Review of this Policy**

The **Ysgol Bro Carmel** will collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.



## **Equality and Welsh Language Impact Assessment**

### **Summary**

1. Name of Proposal/policy:
2. Directorate/Section:
3. Lead Officer:
4. Main Aims/purposes/outcomes of the policy:
5. Have employees/ service users/public been engaged/consulted on proposed changes:  
YES/ NO
6. What is being done to limit any negative impact or promote positive impact on Welsh language and/or protected groups (See section 2):
7. How will the proposals help promote equality, eliminate discrimination and promote good relations:
8. Is there an action plan in place? YES/NO

Name:

Signature:

Job Title:

## Equality and Welsh Language Impact Assessment Template

The aim of an equality and Welsh impact assessment (E & WLIA) is to ensure that policies help to promote equality and Welsh language. The E & WLIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties of the Equality Act 2010 and Welsh Language Act 1993. **Throughout this document we use the word ‘policy’ to refer to what we are assessing. In this context, the term includes the different things that we do, including strategies, functions, procedures, practices, decisions, initiatives and projects.**

All E & WLIAs should consider the potential impact of policies in respect of all areas of equality and Welsh language including human rights and socio economic issues. When carrying out an assessment you should consider negative and positive consequences of your proposals. Our approach to E & WLIAs will help us to strengthen our work to promote equality and Welsh language. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges. When carrying out an E & WLIA you should consider both the negative and positive consequences of your proposals

If a project is designed for a specific group, you also need to think about what potential effects it could have on other areas of equality. Further advice, guidance and training is available and should be used when conducting E & WLIAs.

### 1. Data Collection and Evidence

<b>What evidence e.g. data, research , results of engagement and consultation have you used to consider how this policy might affect:-</b>  <b>i) people with protected characteristics</b> <b>ii) opportunities for individuals/communities to use the Welsh language</b>  Please link to any relevant documents. Describe who you engaged with and the results? <b>(It is a statutory requirement to engage with people with protected characteristics).</b>	
<b>What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?</b>	

## 2 Assessment of impact and strengthening policy

This section asks you to assess the impact of the policy on each of the protected groups and the Welsh language.

**Using the information available, identify the effects on this policy on the following groups**

Please indicate impact						
	+ive impac t  Y/N	-ive impact  Y/N	No impact  Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact <sup>1</sup>
<b>Age</b>  <i>(across the whole age spectrum)</i>						
<b>Disability</b>						
<b>Gender Reassignm ent (GR)</b>						
	+ive impac t	-ive impact	No impact	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*

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<sup>1</sup> What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	Y/N	Y/N	Y/N			
<b>Marriage and civil partnership (M&amp;CP)</b>						
<b>Pregnancy and maternity (P&amp;M)</b>						
<b>Race</b>						
<b>Religion / Belief</b>						

	<b>+ive impact</b>	<b>-ive impact</b>	<b>No impact</b>	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
		Y/N	Y/N			

	Y/N					
<b>Sex</b> ( <i>Men, women, boys ,girls</i> )						
<b>Sexual Orientation (SO)</b>						
<b>Welsh Language</b>						
<b>Other</b> ( <i>additional impacts such human rights, poverty, people living in rural areas )</i> )						

<p><b>If no action is taken to remove or mitigate/negative./adverse impact please justify why</b></p>	
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#### 4. Procurement

<p><b>Is this policy due to be carried out wholly or partly by contractors? If yes, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duties and Welsh language Act.</b></p> <p>You will need to think about:</p> <ul style="list-style-type: none"> <li>• tendering and specifications</li> <li>• awards process</li> <li>• contract clauses</li> <li>• performance measures, and</li> </ul> <p>monitoring and performance measures.</p>	
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## 5. Monitoring, Evaluating and Reviewing

<p><b>How will you monitor the impact and effectiveness of the new policy?</b></p> <p>This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an E &amp; WLIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).</p>	
<p><b>Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.</b></p> <p>Summaries of the results of all impact assessments will be published on the Council's website. You could also publish them in other relevant media.</p>	

## 6. Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the E & WLIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of staff. **These actions should be incorporated in to Service plans.**

Action	Responsible Officer	By When	Progress
Publish summary of E & WLIA <sup>2</sup>			

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<sup>2</sup> summaries of E & WLIA's where there is substantial impact will need to be published



## 7– Sign-Off

**The final stage of the E & WLIA is to formally sign off the document as being a complete, rigorous and robust assessment**

The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

(Once you have completed the E & WLIA sign the below and forward to the Equalities representative)

### Members of the assessment Team

Name	Job Title	Organisation

### Quality check: Document has been checked by:

Name:
Job title:
Service:
Date:
Signature:

**Chief Officer level (sign-off)**

Name:
Job title:
Portfolio:
Date:
Signature:

Please forward completed documentation to Steph Aldridge, Policy and Performance, County Hall, Mold.  
[stephanie.aldridge@flintshire.gov.uk](mailto:stephanie.aldridge@flintshire.gov.uk)