

# The Shropshire Gateway Educational Trust

## Policy – Development of policies

Author	Trust Business Manager
Review Cycle	Every 2 years
Date Approved	December 2020
Approved By	Heads Board
Next Review Date	December 2022

## Contents:

- 1.0 Introduction
  - 2.0 Purpose
  - 3.0 Responsibilities
  - 4.0 Review and Change of Policies
  - 5.0 Process for the approval and implementation of Policies
  - 6.0 Implementation and Communication
  - 7.0 Storage of Policies
  - 8.0 Equality Impact Assessment
  - 9.0 Layout Details
  - 10.0 Policy Template
- 
- Appendix i Equality Impact Screen
  - Appendix ii Equality Impact Assessment (full)
  - Appendix iii Policy Development and Review Flow Chart
  - Appendix iv Policy template

## 1.0 Introduction

The Shropshire Gateway Educational Trust is committed to ensuring that all of its strategic and operational policies are relevant, consistent, support best practice and are implemented in an effective and consistent manner. In order to achieve this aim the school has developed guidance to ensure that all of its policies are:

- Developed in a consistent manner
- Written in line with the Trust's corporate brand.
- Follow a structured approval process.
- Implemented across all relevant staff groups effectively
- Communicated to all stakeholders effectively
- Reviewed in a timely manner.
- Subject to an appropriate Equality Impact Assessment

## 2.0 Purpose

This policy sets out the framework for the development, approval and implementation of Policies within The Shropshire Gateway Educational Trust.

The Shropshire Gateway Educational Trust encourages all staff to contribute to the school's strategic aims through the evaluation and development of its policies. All statutory policies must be approved by the Heads Board, a committee of the Governing Body or the Trust Board of Directors Board.

New (or revised) policies can only be implemented when they have been authorised in accordance with the school's approval and implementation procedure.

## 3.0 Responsibilities

The Heads Board, Governing Body/ Trust Board of Directors are responsible for reviewing and approving all statutory policies and any non-statutory policies presented to it.

The Heads Board is responsible for managing and reviewing this policy.

The Trust Business Manager or delegated person is responsible for maintaining a policy register which details the name of the policy, the author, policy approved and review date.

The Heads Board members are responsible for the initial review, endorsement, dissemination and communication of new or revised policies.

All members of staff are responsible for the effective operation and implementation of policies.

Each Line Manager/ Department Leader is responsible for ensuring that all appropriate documentation which relates to their areas of responsibility is updated to reflect new and revised policies.

#### **4.0 Review and Change of Policies**

All policies will be reviewed on a regular basis to ensure compliance with relevant legislation and best practice.

All policies will clearly identify a date for review. The review process will commence in a timely manner to ensure that the policy can be ratified by that date.

During the draft stage of policy review any changes to previous versions will be clearly highlighted.

#### **5.0 Process for the approval and implementation of Policies**

Most policies will be initiated by members of the Senior Leadership Team or the Governing Body; however, suggestions for any new policy or procedure are welcomed from all members of staff.

The final draft Policy will be presented to the Heads Board for review and endorsement. This will ensure that all policies comply with the overall corporate strategy of the school, do not conflict with or replicate existing policies but do cross reference associated policies where necessary.

Where appropriate, individual staff and/or staff side representatives will be consulted.

When a policy has been endorsed by the Heads Board, the Policy will be reviewed by the appropriate Governing Body Committee / Trust Board of Directors for approval. Some non-statutory, operational policies can be approved by the Heads Board.

Each Policy once approved by the Heads Board, Governing Body and/or Board of Directors will be adopted formally by the school/ Trust and implemented in line with the implementation plan.

#### **6.0 Implementation and Communication**

Each policy will include an implementation and communication plan which will describe how the policy will be disseminated to all of the relevant stakeholders. The plan will also consider any training requirements that may be necessary and how this training will be delivered.

Following formal ratification the policy author will be informed by the Clerk of the approval decision.

Following approval, it will be the author's responsibility to ensure that the policy is implemented as per the implementation plan. Some policies may require a signature of acknowledgement from employees; where this is the case it will be the responsibility of the author, with support from line managers and Heads of Department, to ensure that this is obtained.

The approved Policy will be made available through the school's website as appropriate. The policy register will identify which policies **must** be published on the school website.

## **7.0 Storage of Policies**

Following approval, all policies will be stored on the shared staff area under policies and dated.

Earlier revisions of school policies will be stored on the shared staff area at.

## **8.0 Equality Impact Assessment**

All policies will be subject to an equality impact screen and, if necessary, a full assessment. An equality impact assessment (EIA) is a tool that helps the school make sure that policies meet agreed standards and the requirements of the equality duties. Carrying out an EIA involves systematically assessing the likely (or actual) effects of policies on people relating to disability, gender and racial equality.

## **9.0 Layout Details**

All proposed Policies should follow the school branding style by using the school policy template.

The size and content of each policy will differ depending on the nature and the complexity of the subject matter. As a minimum the policy will include the following sections:

- Front Page
- Content Page
- Introduction
- Purpose
- Responsibilities
- Cross reference to other relevant policies
- Implementation Plan
- Equality Impact Assessment
- Further sources of information/references

When developing policies, consideration should be given to producing a summary document; this is particularly important where the policy runs into many pages.

## **10.0 Policy Template**

A copy of the school's policy template can be found as appendix iv

## Equality impact assessment screening form

## Appendix i

Section one: screening for impact	
Name of policy	
Project lead completing assessment:	
Position:	
1. What is the main purpose of the strategy/project/policy?	
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.	
3. Please enter in your start and proposed end dates of the assessment.	
4. Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy?	

5. Use the table to show:
- Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.
  - Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

	<b>Positive impact</b>	<b>Negative impact</b>	<b>No impact</b>	<b>Reason and evidence (provide details of specific groups affected even for no impact)</b>
<b>Age</b>				
<b>Disability</b>				
<b>Gender</b>				
<b>Gender identity</b>				
<b>Sexual orientation</b>				
<b>Race</b>				
<b>Religion or belief</b>				

6. If you have indicated there is a negative impact on any group, is that impact:		
<b>Legal?</b> (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Intended?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Level of impact?</b>	High <input type="checkbox"/>	Low <input type="checkbox"/>

If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.

7. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?

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8. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.

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9. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).

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Please sign and date this form. A copy of the assessment should be appended to the policy in question.

Signed:	Date:



**Equality impact assessment (full)**

**Appendix ii**

<b>Section two: full assessment</b>			
Name of policy:			
Date:			
<b>Part A</b>			
1. Looking back at section one of the EIA, in what areas are there concerns that the strategy, policy or project could have a negative impact?			
Age	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Gender identity	<input type="checkbox"/>
Race	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>		
2. Summarise the likely negative impacts			
<b>3. Consultation</b>			
a) What previous or planned consultation on this topic/policy area/project has taken place/will take place with groups/individuals from equality strands? If there has already been consultation what does it indicate about the negative impact of this strategy, project or policy?			
<b>Equality strands</b>		<b>Summary of consultation carried out or planned</b>	
<b>Age</b>			
<b>Gender</b>			
<b>Gender identity</b>			
<b>Sexual orientation</b>			
<b>Race</b>			
<b>Disability</b>			
<b>Religion or belief</b>			
What consultation has taken place/or is planned with Ofsted staff – including staff that have, or will have, direct experience of implementing the strategy/policy/working on the project?			

b) Check that research/studies/reports concerning the equality strands and the likely impact have been used to plan the project and guide it <b>or</b> indicate what research you intend to carry out.	
<b>Equality strands</b>	<b>Title/type/details of report/research</b>
<b>Age</b>	
<b>Gender</b>	
<b>Gender identity</b>	
<b>Sexual orientation</b>	
<b>Race</b>	
<b>Disability</b>	
<b>Religion or belief</b>	
c) If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on these issues?	
Yes <input type="checkbox"/> (please list them and explain how you will obtain their views)	
No <input type="checkbox"/>	
<b>Part B</b>	
Complete this section when consultation and research has been carried out.	
4. a) As a result of this assessment and available evidence collected, including consultation, state whether any changes will be made or planned as a result of the policy, strategy or project.	
b) As a result of the assessment and available evidence is it important that Ofsted commissions specific research on this issue or carries out monitoring/data collection? You may wish to put this information directly on to the action sheet at the end of this form.	

5. Please indicate impact remaining following consultation and research and subsequent additions or amendments to the strategy, project, policy or decision.				
	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected)
Age				
Gender				
Gender identity				
Sexual orientation				
Race				
Religion or belief				
Disability				
6. Will the changes planned ensure that negative impact is:				
<b>Legal?</b> (not discriminatory, under anti-discriminatory legislation)			Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Intended?</b>			Yes <input type="checkbox"/>	No <input type="checkbox"/>
7. a) Have you set up a monitoring/evaluation/review process to check the successful implementation of the strategy, project or policy?				
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
b) How will this process further assess the impact on the equality strands and ensure the strategy/project/policy is non-discriminatory?				
Details				
Please complete the action plan form, sign the EIA, retain a copy and send a copy of the full EIA to be signed by your director.				
<b>Signed:</b> (completing project lead)				
<b>Name:</b>			<b>Date:</b>	
<b>Signed:</b> (Director)				
<b>Name:</b>			<b>Date:</b>	

**Equality impact assessment action plan**

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

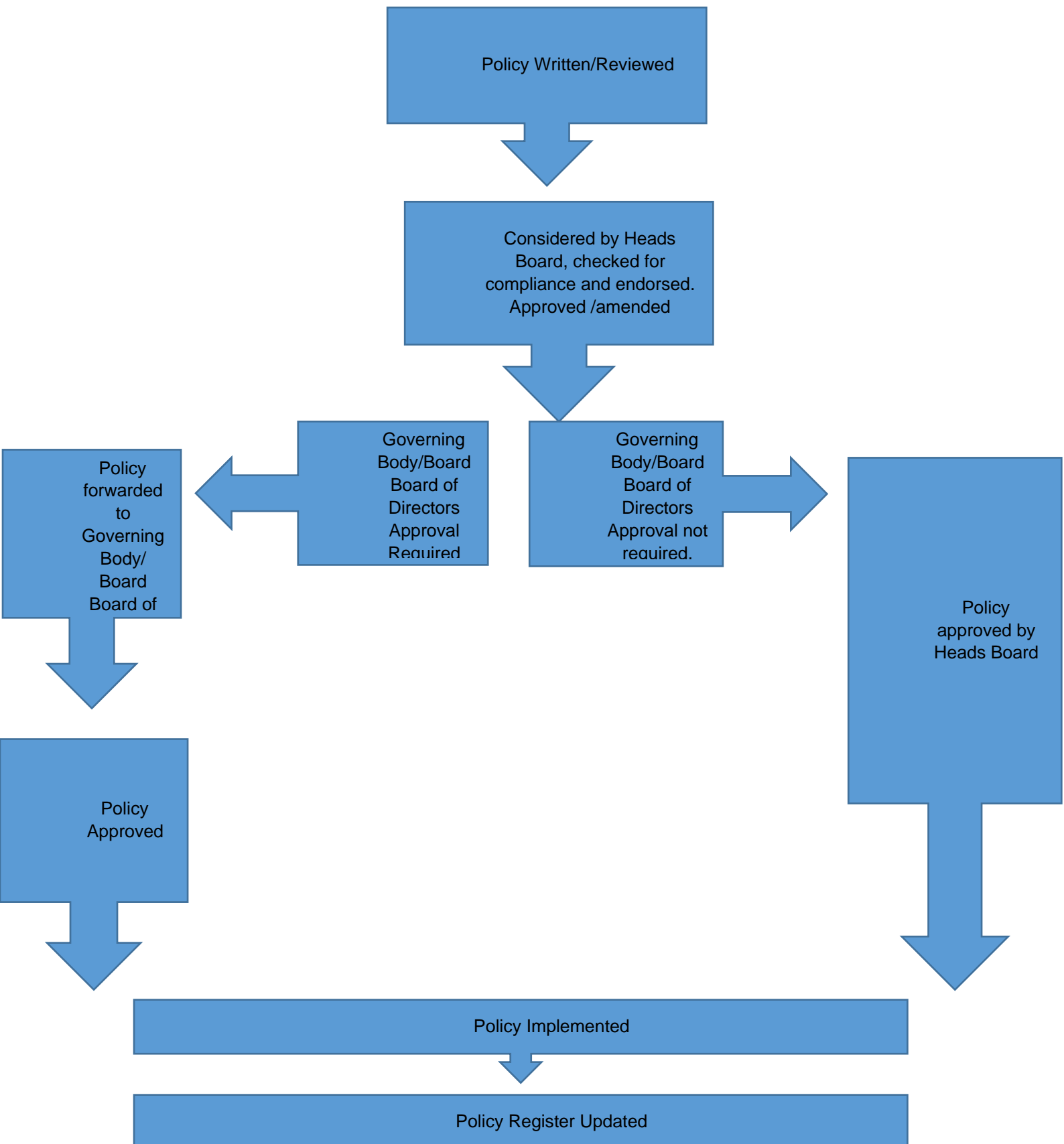
<b>Issue</b>
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<b>Action required</b>			
<b>Resource implications</b>			
<b>Comments</b>			
<b>Lead officer</b>		<b>Timescale</b>	

### Policy Development and Review Flow Chart

### Appendix iii



# THE SHROPSHIRE GATEWAY EDUCATIONALTRUST

## Policy

Author	
Review Cycle	
Date Approved	
Approved By	
Next Review Date	



