

MIAG



EQUALITY IMPACT ASSESSMENT

MIAG ORGANISATIONAL DOCUMENT

Organisation-wide

*Supporting consistent, effective practice
across the MIAG organisation.*



SUPPORTING
INDIVIDUALS



CREATING
OPPORTUNITIES



ENRICHING
COMMUNITIES

MIAG EQUALITY IMPACT ASSESSMENT

A practical MIAG assessment tool for policies, projects, provision and significant organisational decisions.

Proposal / Decision:

Title of policy / proposal / decision	
Lead / responsible person	
Provision / service / function	
Date assessment started	
Date assessment completed	
Decision / change being considered	
Why is the change needed?	
Who may be affected?	
Evidence / information used	

Equality Considerations:

For each protected characteristic, record whether a differential impact is known, possible or not identified. Consider both positive and adverse impacts. Where the answer is not known, identify what evidence is needed.

Protected characteristic	Positive impact / opportunity	Adverse or differential impact / risk	Evidence / consultation needed	Action / mitigation
Age				
Disability				
Gender reassignment				
Marriage and civil partnership				
Pregnancy and maternity				
Race				
Religion or belief				
Sex				
Sexual orientation				

Wider Inclusion and Individual Need:

Equality impact assessment should also consider relevant barriers or vulnerabilities beyond the protected characteristics, where these are material to the proposal.

Consideration	What might be the impact?	What evidence tells us this?	Action / mitigation
SEND / additional needs			
Safeguarding / vulnerability			
Access and participation			
Communication / accessibility			
Socio-economic or other disadvantage			
Learner voice / parent-carer voice			
Staff wellbeing / working arrangements			

Assessment Outcome:

Question	Assessment / evidence
Is there a positive equality impact?	☐ Yes ☐ No ☐ Unclear
Is there a potential adverse or disproportionate impact?	☐ Yes ☐ No ☐ Unclear
Can the impact be removed or reduced?	☐ Yes ☐ No ☐ Partly
Are reasonable adjustments required?	☐ Yes ☐ No ☐ To be determined
Is further consultation required?	☐ Yes ☐ No
Is specialist advice required?	☐ Yes ☐ No
Does the proposal need amendment before approval?	☐ Yes ☐ No

Action Plan:

Action required	Reason / equality impact addressed	Responsible person	Timescale	Completed / evidence

Consultation and Decision Record:

Who has been consulted?	
How were views obtained?	
What did people tell us?	
How have views influenced the decision?	
Final decision / recommendation	
If adverse impact remains, why is the decision considered appropriate and proportionate?	
How will the impact be monitored after implementation?	
Review date	

Approval / Sign-off:

Role	Name	Signature / confirmation	Date
Assessment completed by			
Reviewed / challenged by			
Head Teacher/Provision Lead or relevant organisational lead			
Final approval by COO			

Record keeping: retain this completed assessment with the relevant policy, proposal or decision documentation. Where actions are identified, evidence of completion should be retained with the assessment.

Completion Guidance – MIAG

Start with the decision:

Describe what is changing and why. Avoid starting with the protected characteristics; first understand the proposal and who it may affect.

Use evidence:

Use available MIAG data, feedback, complaints, safeguarding information, learner or staff voice, consultation, professional advice and relevant equality information. Record where evidence is unavailable.

Consider positive as well as adverse impact:

A proposal may improve access or outcomes for one group while creating a barrier for another. Record both.

Consider individual circumstances:

Where a learner or employee has an identified need, consider whether an individual assessment, reasonable adjustment, risk assessment or other specialist process is also required.

Act on the assessment:

An EIA is not a tick-box exercise. If a significant adverse impact is identified, consider changing the proposal, introducing mitigation or obtaining further advice before proceeding.

Record the decision:

The completed assessment should show what was considered, what evidence was used, what changed as a result, who approved the decision and how the impact will be reviewed.

Keep it proportionate:

Not every minor operational decision requires a lengthy assessment. The level of assessment should reflect the scale, reach and potential equality impact of the proposal. This should only be used for significant change proposals.

Key Reference Points:

This tool supports the MIAG Equality Act Policy and should be used with the relevant legal and organisational requirements. It does not replace any separate statutory or specialist assessment that may be required.

- ❖ Equality Act 2010
- ❖ Equality Act 2010 (Specific Duties) Regulations 2011, where applicable
- ❖ Keeping Children Safe in Education 2026
- ❖ Independent School Standards Guidance, April 2026
- ❖ Ofsted operating arrangements for standard inspections of non-association independent schools from September 2026
- ❖ Children's Wellbeing and Schools Act 2026, where relevant
- ❖ Data Protection Act 2018 and UK GDPR where personal or special category data is used