



Equalities log template

Issue: Consultation on proposed regulatory and enforcement policy statement for independent schools

Part 1: Will the outcome of this decision have a particular impact on any persons who share one or more protected characteristics

No – give reasons or rationale	Yes – <i>say which protected characteristics</i>
	<p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p><i>Say which persons</i></p> <p>Pupils attending small faith schools used primarily or exclusively by families with that faith who prefer to use them in preference to state schools, often for faith reasons. These pupils will often be of Muslim or Ultra-Orthodox Jewish faith, but also Christian and some other faiths as well. Although they will be of varying races even within one school they are more likely to share protected characteristics of race with other pupils in the school than with the general population. Many of the schools concerned will be single-sex schools.</p> <p>The families of such pupils.</p> <p>Staff of such schools</p>

Part 2:

Will there be a positive impact on people with the protected characteristics identified above?	Will there be a negative impact on people with the protected characteristics identified above?	Justification of conclusion of analysis	Conclusion (e.g. impact is positive, go ahead; negative impact, go ahead if justified; negative impact, don't go ahead.)	Date when equality conclusion will be reviewed (e.g., in light of new information; change in circumstances; at a policy review.)
Yes, in the longer term – for pupils and their families	Yes, in the short term for pupils and families and possibly in the longer term for staff affected by enforcement action which leads to school closure. Greater compliance with the independent school standards by schools subjected to restrictions may conflict with the religious beliefs of some groups	The policy statement contains a change in policy which is likely to result in enforcement action (de-registration or restriction) being taken against a higher proportion of schools which do not meet the independent school standards. Given that a high proportion of schools undergoing regulatory action and also those moving on to enforcement action are already small faith schools, this change of policy is likely to result in more such schools being subjected to enforcement action. This would result in more pupils either having to change school or being unable to gain a place at such a school; and for staff it brings a greater risk of losing their posts.	Even though children may have to move schools, or go to a different school, and this might not be the school of the families' choice, the enforcement action would ultimately be to the benefit of children with the specified characteristics because they are entitled to attend a school which offers a satisfactory education, whether that is another independent school or a state school. Places are available in the state sector for any child of compulsory school age living in England. The employment prospects of staff in independent schools are not a matter for DfE, but in any event there is no over-riding reason for protecting them from the effect of school closure or restrictions on schools, as the education of children must be prioritised. We believe we should continue on the basis that it is appropriate to implement and publish the policy – but that first we consult on it which, and the responses may assist in any further analysis relating to the PSED that we will undertake.	2019