

Safe Schools Ltd – Equality Impact Assessment (EIA)

Organisation: Safe Schools Ltd

Assessment Type: Training Provision (All Courses)

Date: 12th April 2026

Review Date: 12th April 2027 or sooner if required

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1. Purpose of the Assessment

This Equality Impact Assessment (EIA) has been conducted to ensure that all training delivered by Safe Schools Ltd is fair, inclusive, accessible, and compliant with the Equality Act 2010.

The assessment considers both:

- Learners attending Safe Schools Ltd training
- Individuals who may be subject to restrictive interventions by trained staff

2. Scope of Training Covered

This EIA applies to all Safe Schools Ltd training programmes, including but not limited to:

- Conflict Management
- Physical Intervention / Use of Force
- Education and Workplace Safety Courses

3. Protected Characteristics Considered

In line with the Equality Act 2010, the following characteristics have been considered:

- Age
- Disability (including physical, sensory, and neurodiversity such as autism and ADHD)
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including nationality and ethnicity)
- Religion or belief
- Sex
- Sexual orientation

4. Potential Equality Impacts Identified

Learners

- Varying literacy levels and learning needs
- Language barriers (ESOL learners)
- Physical ability limitations affecting participation in practical elements
- Cultural or religious considerations impacting engagement
- Neurodiverse learners requiring adapted delivery methods

Individuals Subject to Restrictive Interventions

- Risk of disproportionate use of force on certain groups
- Misinterpretation of behaviours linked to disability or culture
- Increased vulnerability of individuals with protected characteristics

5. Mitigation and Control Measures

Safe Schools Ltd implements the following measures to reduce inequality and promote inclusion:

Training Delivery

- Use of inclusive, differentiated teaching methods
- Combination of visual, verbal, and practical learning styles
- Clear, jargon-free communication
- Pre-course information to identify additional needs

Accessibility

- Reasonable adjustments (e.g. extra time, adapted activities)
- Alternative assessment methods where appropriate
- Support for learners with disabilities or additional learning needs

Course Content

- Emphasis on lawful, proportionate, and necessary use of force
- Reinforcement of human rights, dignity, and respect
- Scenario-based training reflecting diverse populations

Trainer Competence

- Trainers are qualified and trained in equality, diversity, and inclusion

- Ongoing CPD to ensure current best practice

6. Monitoring and Review

Safe Schools Ltd will ensure continuous improvement through:

- Learner feedback and evaluation forms
- Incident and complaint reviews
- Internal quality assurance processes
- Regular course review and updates in line with legislation and guidance

7. Outcome of Assessment

The assessment concludes that Safe Schools Ltd training:

- Promotes equality, diversity, and inclusion
- Minimises the risk of discrimination
- Supports safe, ethical, and lawful practice

No significant adverse impacts have been identified. Where minor risks exist, appropriate mitigation measures are in place.

8. Action Plan – RRN Training Delivery

Action	Objective	Responsibility	Timescale	Outcome Measure
Embed RRN Principles Across All Training	Ensure all delivery aligns with the Restraint Reduction Network Training Standards	Training Manager / Lead Instructor	Immediate & ongoing	All lesson plans and materials reflect RRN values and language
Pre-Course Learner Needs Assessment	Identify additional needs (e.g. disability, ESOL, neurodiversity) before training	Administration Team / Trainers	Prior to each course	Learner needs recorded and reasonable adjustments implemented
Inclusive Training Delivery Methods	Deliver training using differentiated approaches (visual, auditory, kinaesthetic)	Trainers	Every course	Positive learner feedback and engagement from diverse groups
Scenario Review for Equality	Ensure all scenarios reflect diverse individuals and avoid bias/stereotyping	Training Development Team	Quarterly review	Scenarios demonstrate cultural awareness and inclusivity

Action	Objective	Responsibility	Timescale	Outcome Measure
Monitoring Use of Force Principles	Reinforce lawful, proportionate, necessary, and least restrictive practice	Trainers / IQA	Ongoing	Learners demonstrate understanding in assessments and observations
Trainer CPD in Equality & RRN	Maintain trainer competence in EDI and RRN-aligned approaches	Training Manager	Annual CPD minimum	CPD records show up-to-date knowledge and compliance
Safeguarding & Vulnerability Awareness	Emphasise recognising vulnerability (e.g. disability, trauma, mental health)	Trainers	Every course	Learners can identify vulnerability in practical assessments
Feedback & Evaluation Monitoring	Collect and analyse feedback relating to inclusivity and fairness	IQA / Admin	After each course	Evidence of continuous improvement and action taken where needed
Incident & Complaint Review Process	Monitor any equality-related issues arising from training delivery	Management Team	Ongoing	Issues identified, investigated, and resolved promptly
Accessibility Review of Materials	Ensure all materials are accessible (plain English, readable formats)	Course Development Team	Bi-annual	Materials meet accessibility standards and learner needs
Physical Intervention Adjustments	Adapt techniques to suit physical ability, gender considerations, and medical conditions	Trainers	During practical sessions	Safe participation with no unnecessary exclusion
Promote Positive Behaviour Support (PBS)	Reinforce de-escalation and prevention over restrictive intervention	Trainers	Every course	Reduced focus on physical intervention; increased focus on prevention

Additional Notes for Compliance

- All actions align with:
 - Equality Act 2010
 - Restraint Reduction Network Training Standards
 - Human rights-based approaches (proportionality, necessity, legality, accountability)