



Remote Learning Policy

1. Purpose

1.1. This document outlines New Bridge MAT's policy with regard to the delivery of remote learning.

2. Scope of Policy

2.1. All staff have specific roles and responsibilities around remote learning. Please look at the statements below and familiarise yourself with details of your responsibilities.

3. Reason for Review

3.1. This policy was developed to support home learning through COVID 19.

4. Aim(s)

4.1. This remote learning policy for staff aims to:

4.1.1 Ensure consistency in the approach to remote learning for pupils who aren't in school

4.1.2 Set out expectations for all members of the school community with regards to remote learning

4.1.3 Provide appropriate guidelines for data protection

5. Procedures and practice

5.1. When providing remote learning, the expectation is that teachers will be available between the hours 09:00 and 15:00. However, there are many different scenarios why a pupil, whole class or teacher will be teaching and learning remotely and the expectations will depend on the individual circumstances. It is important you are familiar with the COVID-19 Protocols with regards to your individual situation and contact your Head of Site if you are unsure about the expectations.

5.2. When providing remote learning, teachers are responsible for:

5.2.1 Setting work for pupils/students on their current timetable

5.2.1.1 During these uncertain times, the timetable might change to reflect the on-going demands of COVID-19 but it is important that pupils/students are set work in accordance with their timetable.

5.2.1.2 The amount of work provided for pupils/students will be different for each learner but it should be meaningful and ambitious reflecting the different subjects on the timetable each day.

5.2.1.3 The work set for pupils/students should be available for access by the start of the school day. It is important to plan sequenced tasks to build knowledge and skills incrementally, so that work is not overwhelming in volume.

5.2.1.4 Work should be uploaded to our approved apps which are Showbie or Seesaw. It is important that these apps are familiar to the pupils/students and/or parents/carers/carers before work is set for remote learning and are not introduced once remote learning is needed.

5.2.1.5 All pupils/students have access to Showbie or Seesaw via their school-provided iPad. It is expected that teachers will create the classes and assignments for pupils/students (supported by



parents/carers/carers where needed) and for teaching assistants to access from either at home or within the school setting.

5.2.1.6 When setting work, a range of resources should be used which are engaging and a continuation of the high-quality curriculum provided within school. This might consist of digital worksheets, presentations, videos, quizzes, links to websites, use of other apps, etc.

5.2.2 Providing feedback on work

5.2.2.1 Both the Showbie and Seesaw app allow pupils/students to complete work directly on the app itself or upload their work for the teacher to view and provide feedback.

5.2.2.2 Feedback to pupils/students will need to be meaningful. This means feedback could be in the form of annotation on work, text comments, voice notes or video chat but it is the decision of the teacher what method of feedback is meaningful.

5.2.2.3 Feedback should be timely. This means that feedback should be given before the next lesson, task or assignment. Teachers should consider what time of day they are providing feedback so that they are not perceived to be requesting work out of school hours.

5.2.2.4 Another form of feedback from the teacher could be provided during welfare calls, if this is more appropriate

5.2.3 Keeping in touch with pupils/students who aren't in school and their parents/carers

5.2.3.1 When a pupil/student is not in school due to COVID related reasons such as self-isolation you are expected to maintain regular contact with pupils/students and parents/carers/carers (in line with the COVID-19 Protocols on your site) via the school-provided platforms of email, phone call or the parent app.

5.2.3.2 When communicating with parents/carers and pupils/students via any of the school-provided platforms, it is expected that this will be within working hours and logged on CPOMS.

5.2.3.3 Any complaints or safeguarding concerns raised by parents/carers and students should be reported immediately to the designated DSL for your site.

5.2.3.4 Plan remote lessons with each pupil's/student's EHCP as a focus

5.2.3.5 Share activities/ideas/resources to support pupils/students in meeting their EHCP step targets

5.2.3.6 It is advised that when staff use their personal mobile phone to call parent/carers that the phone number is blocked beforehand

5.2.4 Attending live sessions with staff, parents/carers and pupils/students



- 5.2.4.1 Live meetings or lessons should only be arranged through school-provided platforms Showbie Video Chat or Microsoft Teams. Other video call platforms are not to be used due to safeguarding reasons.
- 5.2.4.2 Showbie Video Chat is a fantastic way to engage students in remote learning when students are at home. The Showbie Video Chat feature allows the teacher or teaching assistant to take control of the video call so that pupils/students cannot speak or see each other without a member of staff being present. This is a useful way to start and/or end the lesson with explanation of tasks and Q&A discussions.
- 5.2.4.3 When leading a video chat with pupils/students on Showbie, staff should always have another member of staff present in the arranged video call and to support in checking that the video call has ended and is not left open. For any 1:1 live video chat interventions, ensure that parents/carers and HOS are all informed beforehand, understanding that parents/carers can opt-out.
- 5.2.4.4 It is not a requirement to deliver 'live video sessions' as remote learning and it is down to the discretion of the teacher whether they want to make use of the feature. Any video chats arranged with pupils/students should be communicated with parents/carers beforehand.
- 5.2.4.5 It would be advisable to make parents/carers and pupils/students aware of behavioural expectations during the video calls. This might include appropriate dress code (eg not in pyjamas), location of the call (eg not in bed, quiet room without background noise, nothing inappropriate in the background), ensuring no siblings are on screen, not to take screenshots or screen recordings during the session, etc. These are referred to in the Acceptable Use Agreement
- 5.2.4.6 Microsoft Teams is our school-provided system for hosting virtual meetings and is to be used via your school account and not your personal email account.
- 5.2.4.7 Microsoft Teams will most likely be used by teachers to communicate with other colleagues or when staff deliver 'live video sessions' from home to the class in school. Pupils/students cannot access Microsoft Teams, so teaching assistants would need to use their account and mirror to the large screen in the classroom.
- 5.2.4.8 When hosting a video call it is important that the teacher is appropriately dressed (similar to the dress code within work) and ensures the environment is appropriate (no background noise and no light behind the teacher to cause a silhouette).

5.2.5 Reporting any incidents of misuse



- 5.2.5.1 It is important that teachers have an up to date awareness of e-safety matters and of the current school e-safety policy and practices.
- 5.2.5.2 Teachers must have read, understood and signed the Acceptable Use Agreement.
- 5.2.5.3 Teachers must report any suspected misuse of IT devices to the Head of Site and log the incident on CPOMS.

5.3. Teaching assistants

- 5.3.1 When assisting with remote learning, teaching assistants must be available during normal working hours.
- 5.3.2 If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- 5.3.3 When assisting with remote learning, teaching assistants are responsible for:
 - 5.3.3.1 Supporting pupils/students on an individual basis via regular contact with parents/carers or pupils/students through school provided platforms such as Showbie, Microsoft Outlook, Microsoft Teams or phone call.
 - 5.3.3.2 Supporting the teacher with any arranged 'live video sessions'. This might involve support via the Showbie Video Chat in a class discussion or via Microsoft Teams if the class is having a live virtual session within school.
 - 5.3.3.3 Supporting pupils/students to complete work within school in a situation where the teacher has to self-isolate but is teaching remotely.
 - 5.3.3.4 Attending virtual meetings with teachers, parents/carers and pupils/students.
 - 5.3.3.5 Completing the Apple Teacher programme and attending relevant training to support remote learning.
 - 5.3.3.6 Having an up to date awareness of e-safety matters and of the current school e-safety policy and practices.
 - 5.3.3.7 Reporting any incidents of misuse to the HOS or DSL on your site and log the incident on CPOMS.

5.4. Subject leads

- 5.4.1 Alongside their teaching responsibilities, subject leads are responsible for:
- 5.4.2 Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- 5.4.3 Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.



- 5.4.4 Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- 5.4.5 Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set.
- 5.4.6 Alerting teachers to resources they can use to teach their subject remotely.
- 5.4.7 Updating the resource list within the Remote Learning guide.
- 5.5. **Senior leaders**
 - 5.5.1 Alongside any teaching responsibilities, senior leaders are responsible for:
 - 5.5.1.1 Co-ordinating the remote learning approach across the school.
 - 5.5.1.2 Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils/students and parents/carers.
 - 5.5.1.3 Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- 5.6. **Designated safeguarding lead**
 - 5.6.1 Safeguarding is everyone's responsibility. Staff should always act in the best interests of the child and have an attitude of 'it could happen here'. All staff have a responsibility to safeguard children and promote their welfare in line with the child protection policy. Staff should not themselves investigate possible abuse or neglect and but report any concerns to the DSL on their site.
 - 5.6.2 The DSL is responsible for:
 - 5.6.2.1 Ensuring all concerns and/or disclosures are recorded on CPOMS (Child protection online monitoring) immediately. Any notes to accompany the concern/disclosure should be uploaded to CPOMS.
 - 5.6.2.2 Informing the IT technicians of any access restrictions that need applying to student accounts as a result of a reported incident.
 - 5.6.2.3 Liaise with the e-safety coordinator on site or centrally around follow-up work for any online safety incidents.
 - 5.6.2.4 Passing on any information about suspected abuse or neglect as soon as it is known.
 - 5.6.2.5 Attending child protection meetings/conferences as appropriate.
 - 5.6.2.6 Acting as a source of support, advice and knowledge within school.
 - 5.6.2.7 Working in partnership with Children's Social Care and other relevant agencies.



- 5.6.2.8 Having a full awareness of online safety risks with remote learning and keeping children safe in education, undertaking regular training and promoting all staff to complete online safety training.
- 5.6.2.9 Attending safeguarding network meetings to keep up to date with new guidance.
- 5.6.2.10 Notifying any concerns around radicalisation and extremism to the single point of contact for Prevent who will liaise with the local authority and Channel, as may be necessary.

5.6.3 Full guidance on the roles and responsibilities of DSLs can be found within the child protection policy.

5.7. IT Technicians

5.7.1 Having a school-provided iPad at home is a fantastic resource for a pupil/student to be able to continue learning but ensuring our IT systems are safe and secure is vitally important in preventing unwanted contact, content or conduct whilst online. Therefore, our IT technicians are an integral part of our remote learning offer and are responsible for:

- 5.7.1.1 Fixing any issues with the IT platforms used to set and collect work.
- 5.7.1.2 Ensuring internet filtering is applied so that no inappropriate content can be accessed when browsing online.
- 5.7.1.3 Ensuring communication systems are 'locked down' and only school-provided platforms of communication are accessed by students on their school accounts. These will only include Showbie, Seesaw, Microsoft Outlook and Microsoft Stream.
- 5.7.1.4 Continually updating the blocked list of apps and websites requested by MOBIT team.
- 5.7.1.5 Setting student access restrictions to device features, websites and apps requested by the HOS or DSL.
- 5.7.1.6 Monitoring and reviewing the security of remote learning systems and flagging any violations to the HOS
- 5.7.1.7 Helping staff and parents/carers with any technical issues they're experiencing.

5.8. Pupils/students and parents/carers

5.8.1 Staff can expect pupils/students learning remotely to:

- 5.8.1.1 Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 5.8.1.2 Attempt to complete work to the deadline set by teachers
- 5.8.1.3 Seek help if they need it, from teachers or teaching assistants
- 5.8.1.4 Alert teachers if they're not able to complete work



5.8.1.5 Behave in an appropriate manner and in accordance with the Acceptable Use Agreement when interacting with others on school-provided communication platforms, such as Showbie Video Chat, Showbie class discussion or Microsoft Outlook email.

5.8.2 Staff can expect parents/carers with children learning remotely to:

5.8.2.1 Make the school aware if their child is sick or otherwise can't complete work

5.8.2.2 Seek help from the school if they need it. Staff should point parents/carers towards the Remote Learning document, the Online Safety Guide and the video guides on our NewTube channel within Microsoft Stream, if they're struggling to support their child with remote learning.

5.8.2.3 Be respectful when making any complaints or concerns known to staff

5.8.2.4 Promote and monitor the safe use of the school provided iPad in accordance with the Acceptable Use Agreement

5.9. Trustees/Governors

5.9.1 Trustees/Governors are responsible for:

5.9.1.1 Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

5.9.1.2 Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5.10. Who to contact

5.10.1 If staff have any questions or concerns about remote learning, they should contact the following individuals:

5.10.2 Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

5.10.2.1 Issues in setting work – talk to the relevant subject lead

5.10.2.2 Issues with behaviour – talk to the relevant pastoral lead or HOS

5.10.2.3 Issues with online safety – report to pastoral lead or DSL and seek advice from the e-safety coordinator around follow-up work

5.10.2.4 Issues with IT – email the IT technicians on support@newbridgegroup.org

5.10.2.5 Issues with their own workload or wellbeing – talk to HOS

5.10.2.6 Concerns about safeguarding – report to the DSL on site

5.11. Data protection

5.11.1 *Accessing personal data*



5.11.1.1 When accessing personal data for remote learning purposes, staff must only:

5.11.1.1.1 Access the data via school provided accounts on a secure cloud service or a server in the school IT network.

5.11.1.1.2 Access the data via school provided devices such as laptops or iPads that are password protected, rather than your own personal devices.

5.11.2 *Processing personal data*

5.11.2.1 Staff members may need to collect and/or share personal data such as gathering photographs and videos, home or email addresses as part of the remote learning system. However, staff are reminded to collect and/or share as little personal data as possible. Everyone responsible for using personal data has to follow strict rules called 'data protection principles'. They must make sure the information is:

5.11.2.1.1 Used fairly, lawfully and transparent and processed for limited purposes

5.11.2.1.2 Used for specified, explicit purposes

5.11.2.1.3 Used in a way that is adequate, relevant and limited to only what is necessary Processed in accordance with the data subject's rights

5.11.2.1.4 Accurate and, where necessary, kept up to date

5.11.2.1.5 Kept for no longer than is necessary

5.11.2.1.6 Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

5.11.3 Staff should refer to the school's data protection policy for further guidance.

5.12. **Keeping devices secure**

5.12.1 All staff members will take appropriate steps to ensure their devices remain secure in the following ways:

5.12.1.1 Keep the accounts password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters and numbers.

5.12.1.2 Ensure the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

5.12.1.3 Make sure the device locks if left inactive for a period of time.

5.12.1.4 Don't share the device among family or friends.

5.12.1.5 Installing antivirus and anti-spyware software.

5.12.1.6 Keeping operating systems up to date – always install the latest updates.

6. **Monitoring arrangements**

6.1. This policy will be reviewed as part of the trust's accountability framework

6.2. At every review, it will be approved by governors / trustees



7. Links with other policies

7.1. This policy is linked to our:

7.1.1 COVID-19 Protocols

7.1.2 Behaviour policy

7.1.3 Child protection policy

7.1.4 Data protection policy and privacy notices

7.1.5 Acceptable Use Agreement

7.1.6 E-safety policy



Young Person Acceptable Use Agreement - Appendix 1

Please sign below to show that you or an advocate have read, understood and agree to the rules listed below.

I will;

1. treat my username and password like my toothbrush – I will not share it, and I won't try to use any other person's username and password.
2. report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.
3. respect the work and property of other people and will not access, copy, remove or alter any other person's files.
4. treat other people with respect – I will not send unkind or inappropriate messages, pictures or videos to other people
5. handle my school-provided iPad with care and respect at all times and never remove it from the protective case
6. immediately report any damage or faults involving equipment or software.
7. know where my iPad is at all times and charge my device whenever it is not being used.
8. only use Showbie, Seesaw or Outlook to communicate with staff and students and understand that all social media sites are blocked on my school-provided iPad.
9. only install applications that have been provided on the iPad Self Service portal.

I will not:

1. disclose or share personal information about myself or others when on-line.
2. arrange to meet other people off-line that I have communicated with on-line.
3. use the school ICT for on-line gaming, on-line gambling, internet shopping
4. take or show images of anyone else without the permission of a teacher.
5. upload, download or access any materials which are illegal or inappropriate.
6. try to use any programs or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
7. open any attachments to emails, unless I know and trust who sent the email.
8. ask staff to be 'friends' on social media.

During any video calls with my class, I will:

1. behave appropriately (not use bad language and not be unkind to others)
2. dress appropriately (not in pyjamas, offensive slogans on clothing)
3. make sure I am the only person on the screen (no family or friends)
4. think about the location I am in (not in bed, in a quiet room without noise, nothing inappropriate in the background)
5. never take screen recordings or screen shots

Young person's name: _____



Signature: _____ Date: _____

Please state relationship to child if signed on their behalf _____

Parent / Carer Permission Form - Appendix 1 cont'd

Name of young person: _____

As the parent / carer of the above young person, I give permission for my son / daughter to have access to the internet and to ICT systems at school and at home.

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe use of ICT – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that my child will be safe when they use the internet and school ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and school provided iPad at home

I understand whilst the school-provided iPad is at home I will monitor and ensure my child is using the device in an appropriate manner and will contact the school if I have any concerns.

I understand that my son's / daughter's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's e-safety.

Signature: _____

Date: _____



Staff Acceptable Use Agreement - Appendix 2

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

I recognise the value of the use of ICT for enhancing learning and will ensure that the young people receive opportunities to gain from the use of ICT.

I will, where possible, educate the young people in my care in the safe use of ICT and embed e- safety in my work with young people.

For my professional and personal safety:

1. I understand that the school will monitor my use of the ICT systems, email and other digital communications including personal devices that are connected to the network via Wi-Fi.
2. I understand that the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the rules set down by the school.
3. I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
4. I will immediately report any illegal, inappropriate or harmful material or incident to the appropriate person.
5. I will be professional in my communications and actions when using school ICT systems:
6. I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
7. I will communicate with others in a professional manner,
8. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
9. I will ensure that when I take images of others I will do so with their permission and in accordance with the school's policy on the use of digital and video images. I will only use my personal equipment to record these images, in accordance with school's policy on the use of digital and video images. I understand only the External Communications Manager is able to publish (eg on the school website / VLE/ social media) images and it will not be possible to identify by full name, or other personal information, those who are featured.
10. I will only use chat and social media sites during unstructured times in school and in accordance with the school's policies. I will never accept a 'friends' request from a young person.
11. I will only communicate with young people and parents/carers / carers using official school systems. Any such communication will be professional in tone and manner.
12. I understand that if I engage in any on-line activity it may compromise my professional responsibilities.



13. I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
14. I will ensure that my data is regularly backed up.
15. I will not upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others.
16. I will not use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
17. I will not (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
18. I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
19. I will not disable or cause any damage to school equipment, or the equipment belonging to others.
20. Where personal data is transferred outside the secure school network, it must be encrypted. Not use portable storage media such as USBs, and only use school-approved Cloud services which are GDPR compliant.
21. I understand that data protection policy requires that any staff or young person's data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by the school to disclose such information to an appropriate authority.
22. I will handle my school-provided iPad with care and respect at all times and never remove it from the protective case.
23. keep my iPad secure at all times, not leaving it unattended in my vehicle, and lock it away whenever it is not being used.
24. I will immediately report any damage or faults involving equipment or software however this may have happened.
25. I will not carry out repairs on any school-owned device, or solicit any individual or company to repair a school-owned device on my behalf.
26. I will not attempt to remove my device from school's device management system and ensure my files are only backed up to my school iCloud, Office 365 account or to the New Bridge IT systems (staff drive/home drive).
27. I will only host video calls with young people when I have another staff member present in the call and will always end the call so that young people cannot communicate without me being present. For any 1:1 live video chat interventions, ensure that parents/carers and HOS are all informed beforehand and understand that parents/carers can choose to opt-out.
28. If I host a video live lesson I will dress and behave appropriately and professionally as I would during the school day.

When using the internet in my professional capacity or for school sanctioned personal use:

1. I will ensure that I have permission to use the original work of others in my own work
2. Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of school:

1. I understand that this Acceptable Use Agreement applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment out of school and my use of personal equipment in school or in situations related to my employment by the school.
2. I understand that if I fail to comply with this Acceptable Use Agreement, I could be subject to disciplinary action.



Staff name: _____

Signature: _____

Date: _____

Equality Impact Assessment Form

To be completed by document author / lead person

Title of document		Enter text here			
Organisation / Site	Enter text here	Person completing form	Enter text here	Date	Enter date here
Does the process affect one group less or more favourably than another on the basis of:					Yes / No
Age refers to a person belonging to a particular age					enter
Disability A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.					enter
Gender reassignment The process of transitioning from one gender to another.					enter
Marriage and civil partnership Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.					enter
Pregnancy and maternity Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding					enter
Race Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.					enter
Religion and belief Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.					enter
Sex A man or a woman.					enter
Sexual orientation Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.					enter
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? enter					

To be completed by EIA Lead

If potential discrimination has been identified, are the exceptions valid, legal and/or justified?		enter
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		enter
Impact Assessment Result (See tool below)	Enter impact result	
Date assessed.	Enter Date Assessed	



High Impact	Medium Impact	Low Impact
The policy or process has a major impact on equality	The policy or process has an impact on equality	The policy or process might have an impact on equality
There is significant potential for, or evidence of adverse impact.	There is some evidence to suggest potential for, or evidence of adverse impact.	There is little evidence to suggest that the policy could result in adverse impact
The policy has consequences for or affects significant numbers of people	The policy has consequences for or affects some people	The policy has consequences for or affects few people

