

Appendix 2

## Equality Impact Assessment / Equality Analysis

<b>Title of service or policy</b>	Primary and Secondary School Organisation Plan 2011 – 2015 Including Longer Term Place Planning up to 2026
<b>Name of directorate and service</b>	People and Communities Schools Capital and Organisation Team
<b>Name and role of officers completing the EIA</b>	Helen Hoynes School Organisation Manager
<b>Date of assessment</b>	27 February 2012

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

<b>1.</b>	<b>Identify the aims of the policy or service and how it is implemented.</b>	
	<b>Key questions</b>	<b>Answers / Notes</b>
<b>1.1</b>	<p>Briefly describe purpose of the service/policy including</p> <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li>   <li>● If responsibility for its implementation is shared with other departments or organisations</li> </ul>	<p>To plan for the projected Reception pupil numbers expected in the Authority for admissions in 2012 to 2015 based on available births and resident population data. Also to plan for all school places that are projected to be required in all primary year groups and secondary schools as a result of pupils expected to be generated by current and future house building.</p> <p>Responsibility for implementation rests with the Local Authority working in partnership with the Church of England Diocese and Catholic Diocese and with the Headteachers and Governing Bodies of identified schools and with Property Services/ Major Projects to deliver the school buildings necessary. Also working with Planning Policy officers to identify future school infrastructure and land requirements as a result of future house building so that this can be incorporated into their planning as well as our</p>

	<ul style="list-style-type: none"> <li>Intended outcomes</li> </ul>	<p>own.</p> <p>Provision of sufficient primary and secondary school places in the right areas and at the time they are required in order to meet demand.</p>
1.2	<p>Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>Is it a new service/policy or review of an existing one?</li> <li>Is it a national requirement?).</li> <li>How much room for review is there?</li> </ul>	<p>Review of an existing policy to provide sufficient school places where required.</p> <p>It is a national requirement for Local Authorities to provide sufficient school places to meet demand.</p> <p>It is expected to be subject to continuous on-going review to assess the effectiveness of the planning and delivery of places and to make use of any findings to inform and fine tune future planning in this area of the Council's work.</p>
1.3	<p>Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>One of the aims of this policy is to provide sufficient school places as a result of future house building. If land is required for a new school on a development site this will serve to reduce the number of dwellings that can be delivered on this site which will impact on the deliverability of housing quotas.</p>
<h2>2. Consideration of available data, research and information</h2>		
<p>Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:</p> <ul style="list-style-type: none"> <li><b>Demographic</b> data and other statistics, including census findings</li> <li>Recent <b>research</b> findings (local and national)</li> <li>Results from <b>consultation or engagement</b> you have undertaken</li> </ul>		

- Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age)
- Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations
- Analysis of records of enquiries about your service, or **complaints** or **compliments** about them
- Recommendations of **external inspections** or audit reports

	<b>Key questions</b>	<b>Data, research and information that you can refer to</b>
<b>2.1</b>	What is the equalities profile of the team delivering the service/policy?	Unknown
<b>2.2</b>	What equalities training have staff received?	Basic equalities awareness training
<b>2.3</b>	What is the equalities profile of service users?	October 2011 School Census: number of pupils on roll at different schools, age, ethnicity, gender, Special Educational Needs, eligibility for free school meals, language spoken, Indices of Multiple Deprivation (IMD) 2010. B&NES NHS births and resident population data.
<b>2.4</b>	What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps?	NHS births data and resident population data.
<b>2.5</b>	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	Some discussions have already taken place with Headteachers and Governing Body representatives at certain schools to discuss how additional places might be added to their school and to identify the possible schools to be expanded. This will be an on-going process.  A copy of the Appendix 1 report was sent to colleagues in School Improvement and School Advisers, Admissions and Transport, Education Finance and Asset Management, to the Catholic Diocese and the Church of England Diocese, all, Local Councillors, the Cabinet Member for Early Years, Children and Youth, the Chair and Vice Chair of the Early Years, Children and Youth Policy, Development and Scrutiny Panel, the Section 151 Finance Officer, the Monitoring Officer and the Chief Executive for information and for comment.

		No specific results as yet.	
<b>2.6</b>	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	Equalities impact assessments will be carried out as necessary. Will consider equalities issues when deciding what consultation methods to use and consult with a range of individuals and organisations.	
<b>3. Assessment of impact: 'Equality analysis'</b>			
	Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy: <ul style="list-style-type: none"> <li>• Meets any particular needs of equalities groups or helps promote equality in some way.</li> <li>• Could have a negative or adverse impact for any of the equalities groups</li> </ul>		
		<b>Examples of what the service has done to promote equality</b>	<b>Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this</b>
<b>3.1</b>	<b>Gender</b> – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	NA	NA
<b>3.2</b>	<b>Transgender</b> – – identify the impact/potential impact of the policy on transgender people	NA	NA
<b>3.3</b>	<b>Disability</b> - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments)	Each area of the Authority has at least one primary and one secondary school that is the designated fully accessible school for that area and that is suitable for pupils with a range of impairments, including more significant physical impairments. In addition to this, many more minor adaptations are	Any new schools or additions to existing schools that are built will be required to meet the requirements of the Disability Discrimination Act.

		provided in other schools in order to facilitate the attendance of pupils with a range of impairments. There are also three Special schools in the Authority for pupils with more acute impairments.	
<b>3.4</b>	<b>Age</b> – identify the impact/potential impact of the policy on different age groups	Some additional primary school places for 4 to 11 year olds have already been provided where required and this plan outlines where more will be required in the future.	There is a projected need for more places for primary school aged children of 4 to 11 years to ensure that there is not a shortfall in the future. This proposal outlines how the additional places will be provided to ensure that children of all ages will have a school place.
<b>3.5</b>	<b>Race</b> – identify the impact/potential impact on different black and minority ethnic groups	NA	NA
		<b>Examples of what the service has done to promote equality</b>	<b>Examples of potential negative or adverse impact and what steps have been or could be taken to address this</b>
<b>3.6</b>	<b>Sexual orientation</b> - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	NA	NA
<b>3.7</b>	<b>Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	The Authority seeks where possible to maintain the balance of denominational and non-denominational places available. The additional primary school places that have been created so far have been at both Community and Voluntary Controlled (VC) schools,	Any future expansion of existing schools should preferably be at Community or Voluntary Controlled (VC) schools or at Academies that do not have a faith based entry criteria, in order to provide universality of choice and access for the majority of families and wherever

		<p>therefore both additional denominational and non-denominational places have been created. In Bath an equal number of both have been provided. As the denominational places created have been within VC schools that do not have a faith based entry criteria, this has helped to provide universality of choice and access for the majority of families and to facilitate parents being able to access a place at their nearest school. Providing Community and VC school places means that children with a faith other than Church of England or Catholic or those with no religious beliefs will have equality of access.</p>	<p>possible to facilitate parents being able to access a place at their nearest school. As there is no faith based link when applying to a Community or VC school or to an academy that does not have a faith based entry criteria, children with a faith other than Church of England or Catholic or those with no religious beliefs will have equality of access. The admissions criteria of Church of England or Catholic schools that are Voluntary Aided (VA) means that some local children may not be able to obtain a place at their local school if they do not meet the criteria, whereas children living further away might be able to obtain a place. Any new school that was to be built in the future would be expected to be run as an Academy and a range of organisations would be invited to submit bids to run the school. These future academies could therefore be denominational or non-denominational depending on the organisation that submits the bid of the highest standard and that meets the criteria set. The Authority will continue to seek to maintain the balance of denominational and non-denominational places wherever possible.</p>
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3.8	<b>Socio-economically disadvantaged</b> – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	School organisation has a role in raising standards and attainment which should in turn lead to higher achievement and improved life chances for children who are from socio-economically disadvantaged backgrounds. Planning to provide sufficient provision in the right area so that families who are socio-economically disadvantaged can access a place at their local school wherever possible.	Plan to provide sufficient school provision in the right areas so that children who are from socio-economically disadvantaged backgrounds do not have to travel too far to get to school. If a child is from a qualifying low income household, the Local Authority can provide support with home to school transport costs if necessary.
3.9	<b>Rural communities</b> – identify the impact / potential impact on people living in rural communities	Planning to provide sufficient provision in the right areas including in rural areas where required in order to promote equality of access for families living in these areas.	Plan for places to be provided locally where possible so that families in rural area do not have to travel long distances unnecessarily. Home to school transport will be provided for qualifying children should it be necessary on the grounds of distance or income or hazardous routes.

#### 4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Additional primary school places	School Organisation Plan	Report to Cabinet	School	May 2012



required for admissions in 2012 to 2015.	approved		Organisation Manager
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## 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

**Signed off by:** Tony Parker (Divisional Director or nominated senior officer)  
**Date:** 1/3/12