

Appendix 2

Equality Impact Assessment / Equality Analysis

Title of service or policy	Determination of the Statutory Notice to Expand the Age Range of St. Gregory's Catholic College to Add a Sixth Form
Name of directorate and service	Children's Services
Name and role of officers completing the EIA	Helen Hoynes, Children's Services and School Organisation Manager
Date of assessment	14 th April 2011

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.

1. Identify the aims of the policy or service and how it is implemented.		
	Key questions	Answers / Notes
1.1	Briefly describe purpose of the service/policy including <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	The Governing Body of St. Gregory's Catholic College is proposing to expand the age range at the school to add a sixth form and the Local Authority is required to determine the statutory notice. Delivered by St. Gregory's Catholic College Implemented by St. Gregory's with capital for land and construction costs provided by the Council with some capital provided by the two Diocese. Provision of new high quality Christian sixth form places at an Outstanding school in order to enhance choice and diversity of provision and to raise educational standards.
1.2	Provide brief details of the scope of the policy or service being reviewed, for example: <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). 	New provision Not a national requirement

	<ul style="list-style-type: none"> How much room for review is there? 	Unknown as it will be provision at a Voluntary Aided school
1.3	Do the aims of this policy link to or conflict with any other policies of the Council?	In July 2010 the Cabinet agreed to support the federation of St Gregory's and St Mark's with a joint sixth form as part of the strategy for secondary schools in Bath. The proposal will contribute to the Council's aims of raising standards, increasing diversity and choice for parents and providing sufficient church school places to meet the level of demand.

2. Consideration of available data, research and information

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:

- **Demographic** data and other statistics, including census findings
- Recent **research** findings (local and national)
- Results from **consultation or engagement** you have undertaken
- 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

	Key questions	Data, research and information that you can refer to
2.1	What is the equalities profile of the team delivering the service/policy?	Unknown - delivered by St. Gregory's
2.2	What equalities training have staff received?	Unknown
2.3	What is the equalities profile of service users?	October 2010 School Census: age, ethnicity, gender, Special Educational Needs, eligibility for free school meals, Virtual Schools report on the number of Children in Care.

2.4	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?	Consultation reports and minutes.	
2.5	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	The school has consulted with parents at the school, pupils at the school, parents of primary age pupils, staff, the Local Authority and other relevant bodies. Consultation documents were distributed and meetings held at the school. There was general support for the proposal to add a sixth form at St. Gregory's with very strong support from parents for Christian post 16 provision to be available at this Outstanding school.	
2.6	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	NA	
3. Assessment of impact: 'Equality analysis'			
	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"> • Meets any particular needs of equalities groups or helps promote equality in some way. • Could have a negative or adverse impact for any of the equalities groups 		
		Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1	Gender – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	Both boys and girls will be admitted into the new co-educational sixth form provision.	None
3.2	Transgender – identify the impact/potential impact of the policy on transgender people	Transgender will not be a factor in admission to the sixth form.	None

3.3	Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments)	The new building that is to be constructed adjacent to St. Gregory's will be designed according to the latest disability access requirements. The sixth form will admit pupils regardless of disability or Special Educational Needs (SEN) in line with its current policy for admissions into the school. According to the October School Census there are a total of 84 pupils with statements of SEN in all Bath secondary schools, average 12. St. Gregory's has 12 pupils and St. Mark's has 8.	None
3.4	Age – identify the impact/potential impact of the policy on different age groups	The provision will add places for post 16 age pupils.	None
3.5	Race – identify the impact/potential impact on different black and minority ethnic groups	St. Gregory's and St. Mark's currently admit pupils who come from a range of ethnic backgrounds and this will also apply to the new sixth form provision. According to the October School Census, within all Bath secondary schools the average of pupils who's ethnicity is recorded as being other than White British is 12.12%. At St. Gregory's it is 18.3% and at St. Mark's it is 8.6%. The geographical area that the new provision will serve is of the same ethnic mix as at present.	None

3.6	Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	Sexual orientation will not be a factor in admission to the sixth form.	None
3.7	Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	The provision will add Christian sixth form places to enhance diversity in the city/Bath and North East Somerset. All of the sixth form provision currently available in the city/Bath and North East Somerset is non-denominational. The provision is however not exclusive to Christians and the school sixth form will admit pupils of all religions and beliefs or those with no religious beliefs according to its published admissions policy.	None
3.8	Socio-economically disadvantaged – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	Access to additional maintained school sixth form provision of a high standard is likely to lead to improved educational outcomes and in turn enhanced life chances for children who are socio-economically disadvantaged. The pupils who attend the sixth form will come from a range of backgrounds as seen in Years 7 to 11 in the two schools at present. According to the October School Census the average eligibility for free school meals in all Bath secondary schools is 10.62%. At St. Gregory's it is 6.4% and at St. Mark's it is 17.6%. There are no	None

		<p>Children in Care currently attending St. Gregory's or St. Mark's. The forthcoming Raising of the Participation Age (RPA) means that all young people will continue in some form of education or employment with training to the age 17 from 2013 and to the age 18 from 2015. This will require more provision for those most vulnerable. Currently almost 5% of young people aged 16 to 18 in Bath and North East Somerset are not in employment. This provision will contribute to the overall strategy of providing more opportunities for young people who may not currently engage in education beyond age 16.</p>	
3.9	Rural communities – identify the impact / potential impact on people living in rural communities	<p>Pupils living in rural areas that fall within the catchment area for St. Gregory's or St. Mark's will have access to Christian sixth form places as a result of the proposal.</p>	None

**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
None	None	NA	NA	NA

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), 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
Date: 2/9/11

(Divisional Director or nominated senior officer)