

Equality Impact Assessment Form

Revised September 2010



(Equality target groups are those which cover the 9 protected characteristics under the Equality act 2010: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex (as in male or female) and sexual orientation)

When completing the equality impact assessment, please remove wording not applicable to what you are assessing e.g. service, policy, procedure, practice or project

Part 1 Aims & implementation of the service, policy, procedure, practice or project

This section is the title of what is being assessed, responsible officers, purpose, where it fits within the council's wider aims and how it supports the legislation to eliminate unlawful discrimination and the promotion of equal opportunities. *(Please refer to the guidance for additional information)*

1.1 What is being assessed

Review of School Reorganisation - to adopt a new two-tier education system as part of the drive to improve educational standards

1.2 Officer(s) and section or service responsible for completing the assessment

Steve Beynon – Chief Executive

Rosie Barnard – Lead officer Diversity

Roger Edwardson – Head of Learning and Achievement

Janet Newton – Project Director – Schools Capital Programme

Judy Mason – Legal Services – Employment Lawyer

Jan Blenkinsop – HR Advisory Manager – Schools Reorganisation

1.3 What is the main purpose or aims of the reorganisation

To Establish a new primary (4 - 11 age range) and secondary (11 - 19 age range) school system.

The primary sector will eventually have no schools below a 1 Form Entry (a maximum of 30 new pupils in a year group) and no new school will be established larger than a 2 Form Entry a maximum of 60 new pupils in a year group).

All new secondary schools will be commissioned by the council rather than provided by it; the schools will be established using government competition rules. The council will not bid to run any new secondary school itself.

1.4 Who is affected by the reorganisation? Who is it intended to benefit and how?

All staff, pupils, parents and governors of local authority maintained schools including aided and foundation schools

1.5 Has the reorganisation been promoted or explained to those it might affect directly or indirectly?

Extensive consultation has taken place in respect of the school reorganisation. The consultation has been at two points. Initially in the period January to March 2008 and then from 23 June 2008 to 10 October 2008. This element of formal consultation is part of the statutory process following the Cabinet decision to consult upon school by school proposals from its meeting of 3 June 2008.

The main groups consulted were:

- the parents, governing body and staff of all schools where closure or closure and amalgamation was proposed;
- the parents, governing body and staff of all schools, by area where enlargement or federation was proposed;
- the wider public through open public meetings;

The formal consultation generated a considerable response representing the views of over 1,600 stakeholders. 52% of school governing bodies responded with 55% of their responses supporting the proposals as published and with a further 15% supporting the proposals with some conditions such as changes to proposed site location. The 25% of governing body representations opposing the proposals all relate to school closure either outright or by amalgamation. Seven Town and Parish Councils responded, with four supporting the proposals or parts of the proposals and three, with direct involvement with potential school closures opposing.

1.6 How does the reorganisation contribute to better community cohesion?

To ensure that our duty as a council to every child / young person is achieved. To make sure that future provision is not only about standards but the whole experience for the children / young people and their parents and carers to reach their full potential.

The reorganisation will give an opportunity to provide services that meet the social, emotional and physical needs as well as the academic achievement as well as progression and continuity of learning;

- curriculum breadth and opportunity;
- specialist staffing and support;
- accommodation compliance;
- equality of funding.

1.7 How does the reorganisation fit in with the council's wider aims?

An Inspiring Island – (9) keep children and young people safe, (10) – raise standards and increase skills

1.8 What is the relevance of the aims of the reorganisation to the equality target group and the council's duty to eliminate unlawful discrimination and promote equality of opportunity?

The reorganisation, once implemented will help to drive the equalities agenda through providing improved access and promoting diversity through learning and development, as well as ensuring services provided meet the needs of all children and young people.

The revised service will meet the needs of the Island young people, eliminating unlawful discrimination and promoting equality of opportunity. The output of the Equality Impact Assessment will be taken into account during the implementation of the reorganisation.

1.9 How is, or how will the reorganisation be put into practice and who is responsible for it?

The Chief Executive and Heads of Service within the new Schools and Learning Division will be responsible for the implementation of the reorganisation in partnership with schools

Part 2 Consideration of data and research

To conduct the assessment, you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure, practice or project. *(Please refer to the guidance for additional information)*

2 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken

Cabinet report Nov 2008 - Detailed analysis contained within the appendices:-

Appendix J – Standards rationale for the move from primary, middle and high to a primary and secondary system of school organisation.

Appendix K – The rationale for the establishment of a minimum of one form entry primary schools.

Appendix L – The rationale for competition/waivers, where applicable, the specification outline and the specialisms and lead diplomas for the new secondary schools.

Appendix M – Learning Difficulty and Disability specialist unit provision.

Appendix N – Pre-school, Extended school and Community provision.

Appendix O – Outline processes for pupil and staff transition.

Appendix P – Next stages timeline.

Appendix Q – School by school recommendations.

Appendix R – Independent Panel remit.

Appendix S – Funding outline.

2005 Children's Services Select Committee papers.

- 23 November 2007 Cabinet papers.
- 19 March 2008 Full Council and Cabinet papers
- 3 June 2008 Cabinet papers.
- 2003 Local Authority OFSTED report.
- 2003 OFSTED Area wide review report (16-19).
- 2005 OFSTED Annual Performance Assessment.
- 2006 OFSTED Joint Area Review Report.
- 2007 Annual Performance Assessment.
- Suffolk Council research papers into the performance of a primary, middle and high school system.
- Education and Inspections Act 2006.
- The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.
- TeacherNet guidance on school organisation.
- School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 and DCSF Guidance on Establishing a New Maintained Mainstream School

2 Equalities profile of users and beneficiaries

Sum of Headcount per sector	Gender		
	Female	Male	Grand Total
School Sector			
High	546	297	843
Middle	550	206	756
Primary	1257	122	1379
Special	173	27	200
Grand Total	2526	652	3178

Sum of Headcount per sector	Disability				Grand Total
	No	Unstated	Yes	(blank)	
School Sector					
High	710	44	2	87	843
Middle	637	34	5	80	756
Primary	1210	59	6	104	1379
Special	156	25	1	18	200
Grand Total	2713	162	14	289	3178

Maternity leave = 46

2 Evidence of complaints against the reorganisation on the grounds of discrimination

None identified

2 What does the consultation, research and/or data indicate about the negative impact on the reorganisation

As 2.3

2 What does the consultation, research and/or data indicate about the positive impact on the reorganisation

The reorganisation will provide an opportunity to ensure that our duty as a council is to every child / young person is achieved. To make sure that future provision is not only about standards but the whole experience for the children / young people and their parents and carers to reach their full potential.

The reorganisation will give an opportunity to provide services that meet the social, emotional and physical needs as well as the academic achievement as well as progression and continuity of learning;

- curriculum breadth and opportunity;
- specialist staffing and support;
- accommodation compliance;
- equality of funding.

Part 3 Assessment of impact

Now that you have looked at the purpose etc of the service, policy, procedure, practice or project (part 1) and looked at the research (part 2), this section asks you to assess the impact, positive and negative, of the service, policy, procedure, practice or project on each of the protected characteristics of the Equality Act 2010.

**3.1 Complete this section with the following information – relating to all of the identified groups Equality Act 2010 (protected characteristics)
(please refer to the guidance for additional information)**

Protected Characteristics	Negative	Neutral	Positive	Comments
Age	X		X	There might be a negative impact on staff of certain age groups which could affect their ability to find suitable alternative employment on the Island. For those members of staff who are approaching retirement age this could provide an opportunity to retire early.
Disability			X	Within the proposed primary and secondary system the key stages are contained within a single sector and there is only one point of transition at age 11 across the school sectors. For many pupils with specific learning difficulties, who are able to stay within the mainstream school environment, the key years are from Year R (rising five) to Year 6 (age eleven). The opportunity to provide a continuity of learning experience within one school will have significant impact upon their progress and achievement. This continuity will also enhance their ability to more effectively function and access the curriculum within the secondary environment from age eleven. For secondary the ability to have the building block of the Key Stage 3 curriculum within the same schools as that of Key Stage 4 and post 16 offers better continuity and opportunity of progress. Transition to the 14-19 curriculum; its range of accreditation and opportunity for academic and vocational experience will enhance the progress of young people with LDD/SEN needs and better prepare them for further study, employment or training. Capital work and school relocation during the reorganisation process will provide an opportunity to maximise DDA compliance in our school buildings.
Gender Reassignment				
Marriage & Civil Partnership				
Pregnancy & Maternity		X		Staff needs whilst on maternity leave and during pregnancy will be taken into account during the recruitment process to the new structure. There is a statutory right for individuals

				to return to the same or similar role where this still exists. Priority attention will be afforded to a role of choice based upon the required skills, qualification and competencies being met. Regulation 10 of the Maternity and Parental Leave Regulations 1999 (MPLR) will be complied with.
Race				
Religion / Belief				
Sex (male / female)	X			There is a potential negative impact on staff sharing existing jobs as statistically women are more likely to share jobs than men and the new school structure may not provided alternative job sharing opportunities.
Sexual Orientation (LGB&T)				

Part 4 Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts: (Please refer to the guidance for additional information)

4.1 If there is any negative impact on any target equality group identified in part 3, is the impact intended or legal?

Please see 2.4 above. The impact is not intended to adversely affect employees with regard to age or gender, the reorganisation process and the reduction of staffing numbers along with the redesign of posts.

Potential impact for staff due to the redesign of services and job requirements could mean that suitable alternative employment cannot be found and therefore staff are put at risk of redundancy if they are unable to find suitable alternative employment within the reorganisation or via TUPE arrangements

4.2 Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in part 3. If none were identified, identify how disproportionate or adverse effect could be avoided in the future.

Careful management of the changes by keeping staff informed, delivering against agreed timescale including meaningful consultation prior to changes, to ensure minimal disruption to staff. The relevant trade unions have been kept informed

4.3 If there is no evidence that the reorganisation promotes equality, equal opportunities or improves relations within equality target groups, what amendments can be made to achieve this?

As 1.6 above

4.4 If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)?

With regard to maternity and pregnancy, careful management of the changes by keeping staff informed, delivering against agreed timescale including meaningful consultation prior to changes, to ensure minimal disruption to staff. In addition, individual consultation meetings with staff undertaken to address changes in role, training needs and other concerns will take place

4.5 How will any reorganisation be implemented?

In line with the Council's policies and taking into account best practice in service delivery.

The school reorganisation has undertaken the following implementation phases:-

Consultation for reorganisation across the Island with the decision being approved for extending primary schools from 1st September 2010, closing middle and high schools on 31st August 2011 and opening of new secondary schools 1st September 2011.

Policies and procedures agreed and implemented with regard to redeployment

TUPE consultation including advice and due diligence

4.6 As 4.5 above please identify training requirements.

None at present although this would be reviewed during normal procedures such as PDR, 1-1 supervision meetings etc with line managers.

Part 5 Conclusions & recommendations

This section ensures that what ever we are impact assessing, whether it be a service, policy, procedure, practice or project that ensure that we abide by the general and specific duties to promote race, disability and gender equality. *(Please refer to guidance for additional information)*

5.1 Does the reorganisation comply with equalities legislation?

Yes, any changes to future service delivery will involve managers ensuring that up to date equalities and diversity training takes place and updating the equalities impact assessment as deemed necessary

5.2 What are the main areas requiring further attention?

To mitigate the short-term disruption caused through the re-design of services.

For managers to address the changes with staff and work on ways of addressing issues relating to career pathways, development opportunities and future workload etc.

5.3 Summary of recommendations for improvement

Promotion of new structure to council directorates, the public and schools

5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks?

Part of routine performance management in each school and within the Schools and Learning Division of the council

5.5 When will the reorganised service be reviewed?

On going as part of service improvement

Part 6 Action / improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead officer	Timescale	Resource implications	Comments
Age	There might be a negative impact on staff of certain age groups which could affect their ability to find suitable alternative employment on the Island. For those members of staff who are approaching retirement age this could provide an opportunity to retire early.				Staff support is available to those directly affected by the reorganisation
Disability					
Gender Reassignment					
Marriage & Civil Partnership					
Pregnancy & Maternity	If a member of staff is due to take maternity leave. The needs of this member of staff will be taken into account during the recruitment process to the new structure. There is a statutory right for this individual to return to the same or similar role where this still exists. Priority attention will be afforded to a role of choice based upon the required skills, qualification and competencies being met				Staff support is available to those directly affected by the reorganisation
Race					
Religion / Belief					
Sex (male or female)	There is a potential negative impact on existing staff sharing jobs as statistically women are more likely to share jobs than men and the new school structure may not provided alternative job sharing opportunities.				Staff support is available to those directly affected by the reorganisation
Sexual Orientation					

Geographical location					
All of the above					

Part 6 continued – Equality Impact Assessment – Summary report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the council’s website. Please access the Work tab of the council’s intranet and follow the instructions to upload your completed equality impact assessment on to the website.

Date of assessment	15 th March 2011	
Officer’s name	Janet Newton	Role Project Director – Schools Capital Programme
Service, policy, procedure, practice or project that was impact assessed	Review of School Reorganisation	
Summary of findings	To mitigate the short-term disruption caused through the re-design of services. For managers to address the changes with staff and work on ways of addressing issues relating to career pathways, development opportunities and future workload etc.	
Summary of recommendations and key points of action plan	Promotion of new structure to council directorates, the public and schools	

Groups that this policy will impact upon

Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & Civil Partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input type="checkbox"/>
Religion / Belief	<input type="checkbox"/>	<input type="checkbox"/>
Sex (male/female)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>

