

Equality Impact Assessment Form

Revised June 2009



(Equality target groups are those which cover the 6 equality strands: race, disability, gender, age, sexual orientation and religious belief)

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

The closure of Chale CE Primary School.

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

Alex Moffat, Project Manager School Reorganisaton.

1.3 What is the main purpose or aims of the service, policy, procedure, practice or project

To increase standards at Island schools by the provision of a viable and sustainable school structure that is fit to deliver a 21st century curriculum offer as part of the area wide reorganisation of schools.

1.4 Who is affected by the service, policy, procedure, practice or project? Who is it intended to benefit and how?

The closure of Chale CE Primary will affect the children and young people attending Chale CE Primary School, their families, the communities of Chale and Chale Green. The area wide reorganisation of schools is intended to benefit the whole Island by the provision of a viable and sustainable school structure that is fit to deliver a 21st century curriculum, including extended school provision and community use.

1.5 Has the service, policy, procedure, practice or project been promoted or explained to those it might affect directly or indirectly?

Extensive consultation and publication, both statutory and otherwise, has been undertaken over the past two years.

1.6 How does the service, policy, procedure, practice or project contribute to better community cohesion?

The closure of Chale CE Primary will not in itself contribute to better community cohesion. The area wide reorganisation of schools will contribute to better community cohesion by the provision of a viable and sustainable school structure that is fit to deliver a 21st century curriculum, including extended school provision and community use.

1.7 How does the service, policy, procedure, practice or project fit in with the council's wider aims?

The aims of the school reorganisation are to raise the educational standards and the provision of wider opportunity for all young people of the Island. The achievement of these goals is not only essential in enabling them to secure their future and economic well-being but is integral to the economic regeneration of the Island. The overall impact of the school organisation will contribute

to the achievement of the Eco-Island themes of providing a thriving and inspiring Island, in which young people achieve their full potential.

1.8 What is the relevance of the aims of the service, policy, procedure, practice or project to the equality target group and the council's duty to eliminate unlawful discrimination and promote equality of opportunity?

The closure of Chale CE Primary is not in itself relevant to the equality target group and the council's duty to eliminate unlawful discrimination. The area wide reorganisation of schools will promote equality of opportunity by a more equitable distribution of per pupil funding and the provision of wider opportunity for all young people of the Island.

1.9 How is, or how will the service, policy, procedure, practice or project be put into practice and who is responsible for it?

Chale CE Primary School is due to close on 31 August 2009, the Director for Children's & Young People's Services, through the School Reorganisation Team, is responsible for the implementation of the closure.

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)*

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

Extensive consultation and publication, both statutory and otherwise, has been undertaken over the past two years.

See:

<http://www.iwight.com/council/committees/cabinet/19-3-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/24-11-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/31-3-09/Paper%20C.pdf>

<http://www.iwight.com/council/committees/cabinet/1-10-09/Paper%20B.pdf>

<http://www.eduwight.iow.gov.uk/schools/reorganisation/>

2.2 Equalities profile of users and beneficiaries

Pupils at Chale CE Primary School come from a wide range of socio-economic backgrounds. Generally, attainment on entry is broadly average. The vast majority of pupils are of White British background. There are no pupils with statements of Special Educational Needs (SEN) attending the school.

2.3 Evidence of complaints against the service, policy, procedure, practice or project on the grounds of discrimination

A negative impact on diversity, rather than complaints on the grounds of discrimination, is a common theme of representation against the closure of Chale CE Primary School.

See:

<http://www.eduwight.iow.gov.uk/schools/reorganisation/statutor.asp>

2.4 What does the consultation, research and/or data indicate about the negative impact on the service, policy, procedure, practice or project

Some respondents have raised the issue concern over the proposal to set the minimum entry for a primary school at one form (maximum thirty pupils). In determining the principles for the establishment of a system of school organisation the Council has a duty to ensure that finite resources are spent in such a way as to ensure the highest quality of provision and best value for money. The Island's low level of population sparseness and the small distance between schools does not support the establishment of primary schools below one form entry. The authority acknowledges the strength of feeling in the village surrounding the proposed closure of the school. Parts of the community have declared themselves to be 'passionate about Chale'. Whilst it is inevitable that the closure of Chale CE Primary School will impact upon the community, the

council does not accept the closure will 'seriously undermine the existence' of the village as a 'living and working community'. Rather it agrees with the Isle of Wight Rural Community Council's statement that 'it seems to be over stating the case to say that any village would 'die' due to the closure of its primary school.' Any negative impact that may occur will be universal and not limited to or polarised towards the 6 equality strands: race, disability, gender, age, sexual orientation and religious belief.

See:

<http://www.iwight.com/council/committees/cabinet/19-3-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/24-11-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/31-3-09/Paper%20C.pdf>

<http://www.iwight.com/council/committees/cabinet/1-10-09/Paper%20B.pdf>

<http://www.eduwight.iow.gov.uk/schools/reorganisation/>

2.5 What does the consultation, research and/or data indicate about the positive impact on the service, policy, procedure, practice or project

The significant majority of respondents supported the proposal to move to a primary and secondary school organisation as outlined in the Full Council proposal, and endorsed by the Cabinet, of 3 March 2008. The majority of parent responses were in favour of the proposal with many supporting the concept of retaining the key stages discretely within a school sector and the potential positive impact this would have on their children's progress. The Church of England and Roman Catholic Diocesan Authorities and the Hampshire and Isle of Wight Learning and Skills Council supported the proposal for a primary and secondary school organisation. Young people identified that the change would improve the standard of teaching by providing the Island with a school organisation which is consistent with that of most Authorities in England and Wales. The young people also welcomed a system which would reduce the points of transition and retain the key stages fully in individual schools. They saw this as helpful to their progress. Whilst the concerns raised by some respondents are important and will need to be fully addressed in any implementation of change they do not negate the fact that in both the January to March consultation and in the formal consultation from 23 June 2008 to 10 October 2008 the overwhelming view of respondents has been to support the Council's policy proposal to move to a primary (4-11 age range) and secondary (11-19 age range) form of school organisation. Any positive impact that may occur will be universal and not limited to or polarised towards the 6 equality strands: race, disability, gender, age, sexual orientation and religious belief.

See:

<http://www.iwight.com/council/committees/cabinet/19-3-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/24-11-08/Paper%20B.pdf>

<http://www.iwight.com/council/committees/cabinet/31-3-09/Paper%20C.pdf>

<http://www.iwight.com/council/committees/cabinet/1-10-09/Paper%20B.pdf>

<http://www.eduwight.iow.gov.uk/schools/reorganisation/>

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 6 strands of diversity covered in the Authority's single equality scheme.

3.1 Complete this section with the following information – relating to all of the identified groups: (please refer to the guidance for additional information)

| | Reason, evidence, comment | | | | | |
|---------------------------|---------------------------|------------|--------|--------------------|-----|------------------|
| | Race | Disability | Gender | Sexual Orientation | Age | Religious Belief |
| Barriers, negative impact | | | | | | |
| Neutral impact | X | X | X | X | X | X |
| Positive impact | | | | | | |

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?

Not applicable.

4.2 Specify measures that can be taken to remove or minimize 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

None.

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

None.

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

The methodology for the monitoring and inspection of schools is well established and seeks to promote continuous improvement.

4.5 How will any service, policy, procedure, practice or project be implemented?

In accordance with the Education & Inspections Act 2006 and guidance as issued by the Secretary of State.

4.6 As 4.5 above please identify training requirements

Not applicable.

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 service, policy, procedure, practice or project comply with equalities legislation?**
Yes
- 5.2 What are the main areas requiring further attention?**
None
- 5.3 Summary of recommendations for improvement**
None
- 5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks?**
Not applicable
- 5.5 When will the amended service, policy, procedure, practice or project be reviewed?**
Not applicable

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 |
|------------------------------------|------------------|--------------|-----------|-----------------------|----------|
| Race | None | N/A | N/A | N/A | N/A |
| Disability | None | N/A | N/A | N/A | N/A |
| Age | None | N/A | N/A | N/A | N/A |
| Religious and Philosophical belief | None | N/A | N/A | N/A | N/A |
| Gender | None | N/A | N/A | N/A | N/A |
| Sexual orientation | None | N/A | N/A | N/A | N/A |
| Geographical location | None | N/A | N/A | N/A | N/A |
| All of the above | None | N/A | N/A | N/A | N/A |

Part 6 continued – Equality Impact Assessment – Summary report

The results of equality impact assessments must be published. Please complete this summary and the publish your report using the Equality and Diversity pages of the Intranet. Your summary information and a copy of your completed report will then be made available to the public on the Council’s website.

Date of assessment

Officer’s name **Role**

Service, policy, procedure, practice or project that was impact assessed

Summary of findings

Summary of recommendations and key points of action plan

Groups that this policy will impact upon

| | | | |
|---------------------------|--------------------------|---------------------------|-------------------------------------|
| Race | <input type="checkbox"/> | Gender | <input type="checkbox"/> |
| Sexual Orientation | <input type="checkbox"/> | Age | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | Religion or belief | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | All | <input checked="" type="checkbox"/> |