

## Initial Equality Impact Assessment

### Appendix J

Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	Property and Technology Management	School Reorganisation Officer	<b>December 2012</b>
Title of the policy being assessed	<b>Proposed expansion of Spalding Primary School</b>		
The status of the policy	New Decision		
1.) What are the aims, objectives and purpose of the policy?	To decide whether to publish a Statutory Notice proposing the expansion of Spalding Primary School		
2.) Does the policy support other objectives of the Council?	The Decision supports: <ul style="list-style-type: none"> <li>• Children and Young People's Plan</li> <li>• Value For Money Principles</li> <li>• The Sustainable Communities Strategy</li> </ul>		
3.) Who is intended to benefit from the policy, and in what way?	<ul style="list-style-type: none"> <li>• Children and young people, their parents and carers – through assurance that their educational needs are considered and they are provided with an adequate level of educational provision.</li> <li>• The Council – through ensuring value for money and that community needs are met.</li> </ul>		
4.) What outcomes are anticipated from the policy being in place?	<ul style="list-style-type: none"> <li>• That the future educational needs of the children and young people within Spalding will be met.</li> <li>• The council will have assessed and ensured value for money.</li> <li>• The number of school places within the area will be increased and a sustainable solution for primary education will be provided.</li> </ul>		

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	Community	Staff	Partners
<b>5.) Who are the main stakeholders of this policy?</b>	<ul style="list-style-type: none"> <li>• Children and young people, their families and carers</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant children's services workforce</li> </ul>	<ul style="list-style-type: none"> <li>• School staff</li> <li>• School Improvement Service</li> <li>• HR</li> </ul>
<b>6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?</b>	<b>No</b>	There are no concerns that the impact of the decision will have a negative impact on race with respect to pupils.	
<b>What evidence (actual data or assumptions) do you have to support this?</b>	Children obtain a place at the expanded Spalding Primary School will have a similar ethnic composition and therefore there will be no negative impact.		
<b>7.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to gender?</b>	<b>No</b>	There are no concerns that there could be a negative impact with regard to gender for pupils.	
<b>What evidence (actual data or assumptions) do you have to support this?</b>	Children obtain a place at the expanded Spalding Primary School will have a similar gender composition and therefore there will be no negative impact.		
<b>8.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to disability?</b>	<b>No</b>	There are no concerns that disability will be negatively impacted upon through this proposal.	
<b>What evidence (actual data or assumptions) do you have to support this?</b>	Children obtaining a place at the expanded Spalding Primary School will have a similar composition of children with SEN and therefore there will be no negative impact.		
<b>9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?</b>	<b>No</b>	In considering age, it is felt that there will be no negative impact. Children will have a place at an appropriate local school where their needs can be met regardless of age.	

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<b>What evidence (actual data or assumptions) do you have to support this?</b>	Children obtaining a place at the expanded Spalding Primary School will have a similar age composition and therefore there will be no negative impact.	
<b>10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?</b>	<b>No</b>	In considering religion, it is felt that there will be no negative impact. Children will have a place at an appropriate local school where their needs can be met regardless of their religion.
<b>What evidence (actual data or assumptions) do you have to support this?</b>	Children obtaining a place at the expanded Spalding Primary School will have a similar religious composition and therefore there will be no negative impact.	
<b>11.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to sexual orientation?</b>	<b>No</b>	There are no concerns that the policy will have a negative impact on sexual orientation.
<b>What evidence (actual data or assumptions) do you have to support this?</b>		
<b>12.) Could the negative impact you have identified in questions 6-11 lead to the potential for <i>adverse</i> impact if the policy is implemented?</b>	<b>N/A</b>	
<b>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?</b>	<b>N/A</b>	
<b>Can the impact be mitigated by existing means?</b>	<b>N/A</b>	

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<p><b>If yes, what actions will you undertake to mitigate these impacts and revise the policy?</b></p>			
<p><b>13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?</b></p>	<p><b>No</b></p>	<p><b>If yes, the date of completion for the partial assessment</b></p>	
<p><i>Has this assessment been undertaken by a minimum of two staff?</i></p>	<p><b>Yes</b></p>	<p><i>Has this assessment been scrutinised by your Directorate Steering Group?</i></p>	<p><b>No</b></p>
<p><i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i></p>			<p><b>Yes</b></p>
<p><i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i></p>			<p><b>No</b></p>

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<b><i>Completed by:</i></b>	<b><i>Adrian Clarke Matt Clayton</i></b>	<b><i>Signed off by:</i></b>	<b><i>Paul Holmes</i></b>
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