

Initial Equality Impact Assessment

Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	Property and Technology Management	Project Co-ordinator	September 2011
Title of the policy being assessed	The Glead Girls' CAL and Technology College and the Glead Boys' School in Spalding		
The status of the policy	New Decision		
1.) What are the aims, objectives and purpose of the policy?	To make the decision regarding the merging of the two schools to form one co-educational establishment through the proposal to close the Glead Boys' School and expand The Glead Girls' CAL and Technology College together with the change from single sex to co-education as part of the process of ensuring appropriate secondary school provision for pupils in Spalding and also assuring value for money.		
2.) Does the policy support other objectives of the Council?	The Decision supports: <ul style="list-style-type: none"> • Children and Young People's Plan • Value For Money Principles • The Sustainable Communities Strategy 		
3.) Who is intended to benefit from the policy, and in what way?	<ul style="list-style-type: none"> • 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. • The Council – through aiming to retain skilled and experienced staff, ensuring value for money and that community needs are met. 		
4.) What outcomes are anticipated from the policy being in place?	<ul style="list-style-type: none"> • That the educational needs of the children and young people in Spalding will be met. • To maintain employment for staff and offer redeployment if necessary where possible. • The council will have assessed and ensured value for money. • The proposal will ensure an appropriate number of school places in Spalding and a sustainable solution for secondary education will be provided. 		

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	Community	Staff	Partners
5.) Who are the main stakeholders of this policy?	<ul style="list-style-type: none"> • Children and young people, their families and carers 	<ul style="list-style-type: none"> • Relevant children's services workforce 	<ul style="list-style-type: none"> • School staff • School Improvement Service • HR
6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?	No	There are no concerns that the impact of the decision will have a negative impact on race with respect to staff or pupils.	
What evidence (actual data or assumptions) do you have to support this?	Children currently at the girls' college or the boys' school will be guaranteed a place at the co-educational school, which will have a similar ethnic composition and therefore there will be no negative impact. All staff will be TUPE'd over to the co-educational school regardless of their ethnicity therefore there will be no negative impact.		
7.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to gender?	Yes	Some consultees have expressed concerns that the change from single sex to co-education may cause pupils' standards of attainment to fall. There are no concerns that there could be a negative impact with regard to gender for staff. Concerns have also been expressed about the lack of availability of single sex provision in the area if the proposal goes ahead.	
What evidence (actual data or assumptions) do you have to support this?	Responses received during the consultation process.		
8.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to disability?	No	There are no concerns that disability will be negatively impacted upon through this proposal.	
What evidence (actual data or assumptions) do you have to support this?	Consideration of pupils with Special Educational Needs (SEN) will take place with regard to any relocation of pupils to an alternative school site and physical access will be assured should a need be presented.		

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9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?	No	In considering age, it is felt that there will be no negative impact on age through the continued employment or any potential future redeployment of staff. In addition children will continue to have a place at an appropriate local school where their needs can be met regardless of age.
What evidence (actual data or assumptions) do you have to support this?	All staff will be TUPE'd over to the co-educational school regardless of their age therefore there will be no negative impact.	
10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?	No	There are no concerns that this proposal could have a negative impact on religion and belief.
What evidence (actual data or assumptions) do you have to support this?	There will be no impact on the number of denominational places provided in the area.	
11.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to sexual orientation?	No	There are no concerns that the policy will have a negative impact on sexual orientation.
What evidence (actual data or assumptions) do you have to support this?	The sexual orientation of staff is not considered to have any impact on the redeployment or retirement process.	
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?	No	The LA believes that the proposal will not lead to an adverse impact but will provide the opportunity for standards and results to improve.
Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?	N/A	

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Can the impact be mitigated by existing means?	Yes	All staff will be TUPE'd over to the co-educational school regardless of their gender therefore there will be no negative impact. Children will be offered a place regardless of gender at the co-educational school however much of their education will be provided in mixed sex rather than single sex classes. There will be equal access to single sex provision for boys and girls to meet parental demand in Spalding and surrounding area.	
If yes, what actions will you undertake to mitigate these impacts and revise the policy?	The proposal recognises the strengths of both schools in that the intention is that Key Stage 3 classes will be taught in single sex groups and option groups at Key Stage 4 will be mixed. It is likely that core subjects at Key Stage 4 will continue to be taught in single sex classes. This will allow a greater breadth of curriculum enabling the maximisation of new opportunities whilst maintaining the positive traditions of the separate girls' and boys' schools.		
13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?	No	If yes, the date of completion for the partial assessment	
<i>Has this assessment been undertaken by a minimum of two staff?</i>	Yes	<i>Has this assessment been scrutinised by your Directorate Steering Group?</i>	No
<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>			Yes

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<i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i>		No	
<i>Completed by:</i>	<i>Linda Duffield Matt Clayton</i>	<i>Signed off by:</i>	<i>Paul Holmes</i>