

## Equality Impact Analysis to enable informed decisions

### The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

### Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

**\*\*Please make sure you read the information below so that you understand what is required under the Equality Act 2010\*\***

### Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

### Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

### **Decision makers duty under the Act**

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

## **Conducting an Impact Analysis**

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

### **The Lead Officer responsibility**

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

### **Summary of findings**

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

## Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

### How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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**Proposals for more than one option** If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

**The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.**

## Background Information

<b>Title of the policy / project / service being considered</b>	The future of Saltfleetby Church of England Primary School	<b>Person / people completing analysis</b>	Jessica Stevens
<b>Service Area</b>	School Organisation Planning Team	<b>Lead Officer</b>	John O'Connor
<b>Who is the decision maker?</b>	Councillor Mrs Bradwell	<b>How was the Equality Impact Analysis undertaken?</b>	Discussions with the Headteacher, CFBT and Interim Executive Board (the school's Governing Body) at the school and relevant LA officers.
<b>Date of meeting when decision will be made</b>	29/04/2016	<b>Version control</b>	3
<b>Is this proposed change to an existing policy/service/project or is it new?</b>	Existing policy/service/project	<b>LCC directly delivered, commissioned, re-commissioned or de-commissioned?</b>	Directly delivered
<b>Describe the proposed change</b>	<p>The overall proposal under consideration is the future of Saltfleetby Church of England Primary School with the possibility of closure of the school.</p> <p>The viability of the school, due to low pupil numbers, has been a concern for a number of years and the LA has supported the Governing Body during this time. Saltfleetby Church of England Primary School federated with Theddlethorpe Primary School as part of the 'Saltfleetby Theddlethorpe Learning Federation' to work together and share resources, an Interim Executive Board (IEB) was appointed as the school's responsible Governing Body and conversion to Academy status was considered, although no sponsor was forthcoming. Alternative federation options with local primary schools were explored, with one school expressing initial interest, however the Governing Body of the interested school has decided not to pursue this further. There are concerns about the sustainability of the school both educationally and financially. With low pupil numbers it is becoming increasingly challenging for the school to provide the quality of the education that the children deserve. The difficulty of providing a wide and diverse curriculum is likely to limit the range of opportunities available to the children and the school is unlikely to have the resources to deliver the curriculum the children are entitled to. There have been consistently low pupil numbers at the school in recent years and the extremely low current and projected numbers on roll do not allow the IEB to set a balanced budget that can continue to provide the breadth and quality of provision that children are entitled to.</p>		

### **Evidencing the impacts**

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics.

To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

### **Data to support impacts of proposed changes**

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

#### Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

#### Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1<sup>st</sup> April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

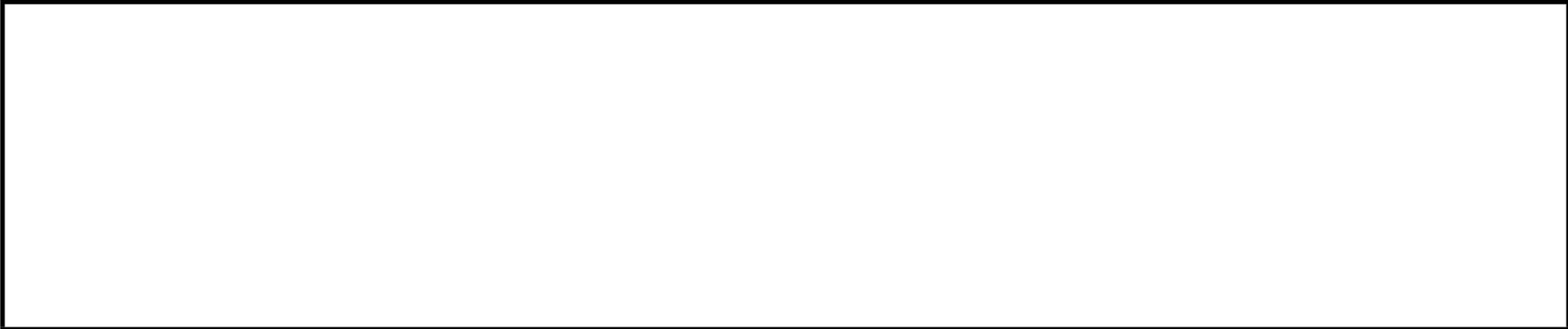
**Positive impacts**

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

<b>Age</b>	<p>Children aged 4-11 attending the school and prospective pupils currently at pre-school.</p> <p>By reviewing the future of the school the LA will have the opportunity to consider the best way of providing a sustainable solution. Low pupil numbers in the local area and the extremely low current projected numbers on roll do not allow the school to set a balanced budget that can continue to provide the breadth and quality of provision that children are entitled to. The proposed closure of Saltfleetby Church of England Primary School, if implemented, it <b>will ensure that these</b> children receive the education that they are entitled to at alternative provision. If Saltfleetby were to close the LA would ensure that all pupils on roll are guaranteed a place at either Theddlethorpe Primary School or North Somercotes Church of England Primary School for September 2016 as per the Statutory Notice. Should the school close, transport would be provided by the LA to either Theddlethorpe Primary School or North Somercotes Church of England Primary School for children that would be displaced by closure under the terms of the LA's school transport policy. Such a closure should not significantly increase the number of car journeys to transport children to and from school. Only 1 of the 19 pupils currently on roll at the school live within safe walking distance of the school.</p>
<b>Disability</b>	No positive impact.
<b>Gender reassignment</b>	No positive impact.
<b>Marriage and civil partnership</b>	No positive impact.

<b>Pregnancy and maternity</b>	No positive impact.
<b>Race</b>	No positive impact.
<b>Religion or belief</b>	No positive impact. Saltfleetby is a Church of England school and if it were to close there are other Church of England schools within the area.
<b>Sex</b>	In the mixed year group Key Stage 2 class of 10 pupils there is only 1 female pupil. Closure would result in that 1 pupil being placed in a class with more than 1 pupil of the same sex offering more of a positive peer to peer opportunity.
<b>Sexual orientation</b>	No positive impact.

**If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.**



**Adverse/negative impacts**

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

**Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.**

<b>Age</b>	<p>Parents of children attending the school and parents of prospective pupils. Children aged 4-11 attending the school and prospective pupils currently at pre-school.</p> <p>Children attending the school might have to move to an alternative primary school and a small number of children who live in the area might have to travel further to attend what is their most local school. Should the school close transport will be provided to either Theddlethorpe Primary School or North Somercotes Church of England Primary School under the terms of the LA's school transport policy.</p> <p>If the school were to close this would be considered by parents a restriction in parental preference. Neighbouring schools in the area have available spaces offering the opportunity for parental choice. Provision at two neighbouring schools has overall received the same 'Good' Ofsted rating as Saltfleetby Church of England Primary School. It should also be noted that in some cases it may have been some time since a school or schools in the area has been inspected so the current Ofsted rating may not be a true reflection of the current situation at some schools. This also applies to Saltfleetby.</p> <p>The small size of Saltfleetby Church of England Primary School limits its ability to offer a wide range of extended services which are more likely to be available at a school with a larger number on roll.</p>
<b>Disability</b>	<p>No mitigating action identified.</p>
<b>Gender reassignment</b>	<p>No mitigating action identified.</p>

<b>Marriage and civil partnership</b>	No mitigating action identified.
<b>Pregnancy and maternity</b>	No mitigating action identified.
<b>Race</b>	No mitigating action identified.
<b>Religion or belief</b>	Saltfleetby Primary is a Church of England School with strong links to the church of St Peter, the parish church for Saltfleetby and Skidbrooke. Although the school do not allocate places based on religious beliefs there is a possibility that parents may opt to send their children to the school because it is a Church of England School. There are three Church of England schools within approximately 7 miles of Saltfleetby, so those who wish to have a faith based provision will have alternative options to consider. This proposal has been discussed with the Anglican Diocese which fully understands the reasons for the proposed closure and do not object to the proposal. I
<b>Sex</b>	No mitigating action identified.
<b>Sexual orientation</b>	No mitigating action identified.

**If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.**

Local community; the school is regarded by the local community as an important facility and believe it would have a negative impact if the school were to close. The LA would work with the local community to try to ensure any negative impact on the community from the loss of the school would be mitigated through partnership working with other services and schools in the area.

Staff employed at the school; if the school were to close redundancies may be made or staff may have to travel further for alternative employment. The LA has a good track record of redeployment of staff and will always seek to avoid redundancy not only to mitigate costs but also to reduce the human costs of redundancy.

## Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at [consultation@lincolnshire.gov.uk](mailto:consultation@lincolnshire.gov.uk)

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

### Objective(s) of the EIA consultation/engagement activity

To ensure that all interested parties and made fully aware of the process and have opportunity to take part in the consultation process and that their views are taken into consideration before a final decision is taken.

**Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic**

<b>Age</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Findings as stated above under the headings Positive Impacts and Adverse/Negative Impacts. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Disability</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Gender reassignment</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Marriage and civil partnership</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Pregnancy and maternity</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Race</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Religion or belief</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Findings as stated above under the heading Adverse/Negative Impacts. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.

<b>Sex</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Sexual orientation</b>	Discussions with the Headteacher, CFBT and Interim Executive Board at the school and relevant LA officers. Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance and details were also made available on the LA's website. All responses will be recorded and analysed to be taken into consideration by the decision maker.
<b>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</b> The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes.
<b>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</b>	No changes planned at this point, as the future of the school is being considered so that all options may be considered.

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**Further Details**

<b>Are you handling personal data?</b>	<p>Yes</p> <p>If yes, please give details.</p> <p>Data discussed at meetings (including details of children at the school and within the locality) will be treated as confidential. As will the identity of those persons that respond to the consultation.</p>
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<b>Actions required</b>	<b>Action</b>	<b>Lead officer</b>	<b>Timescale</b>
Include any actions identified in this analysis for on-going monitoring of impacts.	N/A.	N/A.	N/A.
<b>Signed off by</b>	John O'Connor	<b>Date</b>	11/03/2016

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