



**Equality and Diversity**

**Initial Impact Assessment Toolkit**

**Proposal to Revise the Catchment  
Boundary for Leverhulme Memorial  
School and Sir E Scott School  
Isle of Harris**

**19 February 2015**

## Stage 1 – Deciding if you need to do an equality impact assessment

Stage 1 of the equality impact assessment process is a short exercise that involves looking at the overall policy or service and deciding if people will be affected by the proposal or changes.

- Will individuals have access to, or be denied access to a service or function as a result of your policy or changes you propose to make to services or functions.

### Yes

- Will the implementation of the policy, or the changes to the policy, result in individuals being employed, a change in staffing levels, or a change in terms and conditions, employer or location, either directly or indirectly?

### Potentially

- Is there a change in the size of a budget? How will this change impact on individuals, will a service be withdrawn, changed or expanded?

### No

If you have answered “yes” to any of these questions, your policy does affect people then you should proceed to Stage 2 and complete the ‘Initial Impact Assessment’ document below. If you have answered “no” to these questions and are sure that the policy does not require to be equality impact assessed then please complete the ‘sign off’ below to show that you have considered the issues and that people are not affected by the policy. This form should then be authorised at Directorate level.

<b>Policy/Service/Function Title:</b>	Education Provision
<b>Purpose of the Policy/Service/Function:</b>	The revision of the catchment boundary for Leverhulme Memorial School and Sir E Scott School
<b>Department/Section:</b>	<b>Education and Children’s Services</b>
<b>This policy/service/function will have no impact on people from any of the equality groups and an EQIA is not required.</b>	<b>Name: Bernard Chisholm</b> <b>Position: Head of Service</b> <b>Date: 19 February 2015</b>
<b>Authorisation by Directorate</b>	<b>Name: Peter Carpenter</b> <b>Position: Director</b> <b>Date: 19 February 2015</b>

## Stage 2 Identification & Scope

Is this a new or existing policy? (please tick as appropriate)	<b>New</b>		<b>Existing</b>	√
What is the purpose of the proposed policy (or changes to be made to the policy) and why is it being proposed?	The purpose of the proposed policy is to change the catchment areas of the stated schools to address anomalies which currently exist.			
Who is affected by the policy or who is intended to benefit from the proposed policy and how?	Pupils and parents living in the two current school catchment areas may be affected by the change to the school catchment boundary. The policy is intended to benefit parents and pupils who live closer to a school which happens to be out with their assigned catchment area. The policy aims to remove anomalies which have arising in current catchment area following the school rationalisation programme over recent years.			
How have you, or will you, put the policy into practice, and who is or will be responsible for delivering it?	The policy will be implemented on the basis of community engagement, community conversation and statutory consultation processes.			
<b><u>What consultation has been carried out?</u></b> <ul style="list-style-type: none"> <li>• Internal data (customer satisfaction surveys, equality monitoring data, customer complaints)</li> <li>• Consultation with Officers, Members or partner organisations</li> <li>• Consultation with community groups</li> <li>• External data (statistics, census, research)</li> <li>• Other</li> </ul>	Community conversation and statutory consultation processes have all been undertaken and a wide range of stakeholder engagement facilitated. All stakeholder concerns have been evaluated and the Education and Children's Services Department is confident that its statutory duty to provide education is not compromised by this proposal.			
What issues were raised at consultation?	No issues raised during the consultation period.			

## Assessing the Impact

### Identified Impacts

<b>Age</b> – Could the policy have a differential impact due to age?	Yes – positive benefits have been identified for young people of school age.
What evidence do you have for that decision?	The redefining of catchment areas reflects parental placement choice and reduces the travelling distances for young people who will be able to attend the school closest to their home.
<b>Disability</b> - Could the policy have a differential impact due to disability?	None identified
What evidence do you have for that decision?	Both schools are DDA compliant in terms of key statutory requirements.
<b>Gender</b> - Could the policy have a differential impact due to gender?	None identified
What evidence do you have for that decision?	The provision is gender-blind.
<b>Race</b> - Could the policy have a differential impact due to race?	None identified
What evidence do you have for that decision?	The provision is race-blind.
<b>Religion or belief</b> - Could the policy have a differential impact due to religion of belief?	None identified
What evidence do you have for that decision?	The provision is religion/belief-blind.
<b>Sexual orientation</b> - Could the policy have a differential impact due to sexual orientation?	None identified
What evidence do you have for that decision?	The provision is sexual orientation-blind.
<b>Pregnancy and Maternity</b> - Could the policy have a differential impact due to pregnancy?	None identified
What evidence do you have for that decision?	The provision conforms with the choices made by parents over a long period of time.
<b>Marriage and Civil Partnership</b> - Could the policy have a differential impact due to marriage or civil partnership?	None identified
What evidence do you have for that decision?	The provision conforms with the choices made by parents over a long period of time.

## APPENDIX C

<b>Gender Reassignment</b> - Could the policy have a differential impact due to gender reassignment?	None identified
What evidence do you have for that decision?	The provision conforms with the choices made by parents over a long period of time.
Are there any other groups whom the policy may have a differential impact on?	None identified
What evidence do you have for that decision?	The provision conforms with the choices made by parents over a long period of time.

## Considering the Impact

What <b>evidence</b> is there to identify any potential, positive or negative impacts in terms of consultation, research, officer knowledge and experience, equality monitoring data, user feedback and other?		None. All consultations demonstrated universal support for the proposal as it was consistent with the historical practice of the community.			
Details of any gaps in the knowledge that is currently available?		None known			
What plans are in place to monitor and review for any potential future impacts?		Quality Improvement and Assurance Policy and Procedures systems will apply in all schools.			
<p style="text-align: center;"><b>Based upon your initial screening:</b></p> <p>Is there potential for:</p> <ol style="list-style-type: none"> <li>1. Unlawful discrimination?</li> <li>2. People to be treated differently/unfairly?</li> <li>3. Certain groups to be disadvantaged?</li> <li>4. Community relations to be damaged?</li> </ol> <p>And to what extent? (e.g. numbers of people affected/extent of negative impact)</p>	No √	Yes	To some extent	On what grounds?	
	No	<b>Carry out a Full Impact Assessment</b>	<b>Carry out a Full Impact Assessment</b>		Age
	No				Disability
	No				Gender
	No				Race/Ethnicity
	No				Religion/Belief
	No				Sexuality
Has there been any potential or actual discrimination found?		No			
Where the anticipated adverse effect is minor, can you identify any means to minimise the impact? (If yes and measures can be put in place to minimise impact, a full EQIA may not be required).  Please specify how:		Not applicable			

# Taking Action

What conclusion can you make from your findings?	<b>Community support, without exception, for the proposal.</b>
Recommendations?	<b>Implement the proposal.</b>

*If no further Impact Assessment is required, please sign below.*

This policy/function will have no impact on people from any of the equality groups and an EQIA is not required.	<b>Signed:</b> <b>Position: Head of Service</b> <b>Date: 19 February 2015</b>
Authorisation by Head of Service or Director.	<b>Signed:</b> <b>Position: Director of Education and Children's Services</b> <b>Date: 19 February 2015</b>
Date of next review:	

**Initial Impact Assessment completed and a full EQIA is required:**

An Initial Impact Assessment has been completed and as a result of the impacts identified a full EQIA is required	<b>Signed:</b> <b>Position:</b> <b>Date</b>
Authorisation by Head of Service or Director.	<b>Signed:</b> <b>Position:</b> <b>Date</b>
Full EQiA will be completed by:	