



Equality and Diversity
Initial Impact Assessment Toolkit

2010

APPENDIX C

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| Title of policy/Service | School catchment area revision – Leverhulme Memorial School and Sir E Scott School. |
| Department/Section | Department of Education & Children's Services |
| Lead Officer | Bernard Chisholm |
| Date of Initial Assessment | 17/03/2014 |

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|---|---|--|-----------------|---|
| Is this a new or existing policy? (please tick as appropriate) | New | | Existing | √ |
| What is the purpose of the proposed policy (or changes to be made to the policy)? | The purpose of the proposed policy is to change the catchment areas of the stated schools. | | | |
| 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. | | | |
| What consultation has been carried out? | 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. | | | |

Identified Impacts

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| <p>Age – Could the policy have a differential impact due to age?</p> | The policy would not have a differential impact due to age. |
| <p>What evidence do you have for that decision?</p> | The proposal has been subject to comprehensive evaluation and consultation. |
| <p>Disability - Could the policy have a differential impact due to disability?</p> | No. |
| <p>What evidence do you have for that decision?</p> | Both schools are DDA compliant in terms of key statutory requirements. |
| <p>Gender - Could the policy have a differential impact due to gender?</p> | No. |
| <p>What evidence do you have for that decision?</p> | The provision is gender-blind. |
| <p>Race - Could the policy have a differential impact due to race?</p> | No. |
| <p>What evidence do you have for that decision?</p> | The provision is race-blind. |
| <p>Religion or belief - Could the policy have a differential impact due to religion of belief?</p> | No. |
| <p>What evidence do you have for that decision?</p> | The provision is religion/belief-blind. |
| <p>Sexual orientation - Could the policy have a differential impact due to sexual orientation?</p> | No. |
| <p>What evidence do you have for that decision?</p> | The provision is sexual orientation-blind. |
| <p>Are there any other groups whom the policy may have a differential impact on? (e.g. employees, poverty, pregnant women, persons with caring responsibilities, gypsy/travellers)</p> | No. |
| <p>What evidence do you have for that decision?</p> | |

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| What gaps are there in our knowledge? | | 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;">Based upon your initial screening:</p> <p>Is there potential for:</p> <ol style="list-style-type: none"> 1. Unlawful discrimination? 2. People to be treated differently/unfairly? 3. Certain groups to be disadvantaged? 4. Community relations to be damaged? <p>And to what extent? (e.g. numbers of people affected/extent of negative impact)</p> | No | Yes | To some extent | On what grounds? | | |
| | √ | | | | | Age |
| | √ | | | | | Disability |
| | √ | | | | | Gender |
| | | | | | | Race/Ethnicity |
| | | | | | | Religion/Belief |
| | | | | | | Sexuality |
| | | X | | √ | Other: Perception that the proposed boundary could divide the community of Galson. | |
| <p>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).</p> <p>Please specify how:</p> | | <ul style="list-style-type: none"> • By appropriately addressing and putting in place resources to address all issues of concern raised by stakeholders • By complying with our statutory obligations • By providing educational benefits with little or no impact on community • By securing best value and enhancing educational investment. | | | | |

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

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| This policy/function will have no impact on people from any of the equality groups and an EQIA is not required. | Signed: Position: Head of Service Date: 17/03/2014 |
| Authorisation by Head of Service or Director. | Signed: Position: Director of Education and Children's Services Date: 17/03/2014 |
| Date of next review: | Review to take place within one year. |

Appendices

None

Background Papers

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| Background Paper 1.1 | Future Strategy for Provision of Education in the Western Isles - Community Information Document |
| Background Paper 1.2 | Proposal Document |
| Background Paper 1.3 | Consultation Report |
| Background Paper 1.4 | 'Getting it Right for Children and Young People in the Western Isles' policy |
| Background Paper 1.5 | Meeting Needs, Supporting Learners – A Handbook for Professionals |
| Background Paper 1.6 | Inclusion Policy |
| Background Paper 1.7 | Quality Improvement Policy and Procedures |