

Equality Impact Assessment (EqIA)

Introduction

This EqIA is for:

Schools requiring expansion by 25% or more pupil places –
September 2015 School Places Programme

Details are set out:

REPORT OF THE SERVICE DIRECTOR, EDUCATION
STANDARDS AND INCLUSION - Schools requiring expansion by
25% or more pupil places: outcomes of consultation and published
statutory notices

Officer undertaking the
assessment:

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Assessment approved by:

John Slater
Service Director
Education Standards and Inclusion

Date:
26 February 2015

The Public Sector Equality Duty which is set out in the Equality Act 2010 requires public authorities to have due regard to the need to: Eliminate unlawful discrimination, harassment and victimisation; Advance equality of opportunity between people who share a protected characteristic and those who do not; Foster good relations between people who share a protected characteristic and those who do not.

The purpose of carrying out an Equality Impact Assessment is to assess the impact of a change to services or policy on people with protected characteristics and to demonstrate that the Council has considered the aims of the Equality Duty.

Part A: Impact, consultation and proposed mitigation

1 What are the potential impacts of proposal? *Has any initial consultation informed the identification of impacts?*

Nottinghamshire County Council assesses the supply and demand of pupil places on an annual basis, identifying areas where additional accommodation is required to satisfy local demand. Since 2012, NCC has embarked on an ambitious and successful programme of school expansions and this report relates to the preparations for expansions required to provide additional places in time for the start of the 2015/16 school year.

Formal proposals are required to be published where such expansions increase the physical capacity of a school by 25% or more places. Formal proposals were agreed by Committee at its meeting on 8 December 2014 and in accordance with the provisions of the Education and Inspections Act 2006, the County Council is required to publish Section 19 Notices. Prior to publication, individual information leaflets explaining the rationale for proposing each respective school expansion were provided for the schools concerned, and posted by them on their school websites.

The report identifies where responses were made by interested parties. These have amounted to just one from a concerned resident, who has been advised to respond with concerns as and when the planning consent is sought for the new building work, as the concerns did not reflect any views on the principle of expanding a school.

2 Protected Characteristics: Is there a potential positive or negative impact based on:

Age	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Disability	<input checked="" type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input type="checkbox"/> Neutral Impact
Gender reassignment	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Pregnancy & maternity	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Race <small>including origin, colour or nationality</small>	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Religion	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Gender	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact
Sexual orientation <small>including gay, lesbian or bisexual</small>	<input type="checkbox"/> Positive	<input type="checkbox"/> Negative	<input checked="" type="checkbox"/> Neutral Impact

3 Where there are potential negative impacts for protected characteristics these should be detailed including consideration of the equality duty, proposals for how they could be mitigated (where possible) and meaningfully consulted on:

How do the potential impacts affect people with protected characteristics <i>What is the scale of the impact?</i>	How might negative impact be mitigated or explain why it is not possible	How will we consult

Part B: Feedback and further mitigation

4 Summary of consultation feedback and further amendments to proposal / mitigation

A letter from a local resident was received concerning the proposal affecting Stanhope Primary, and comments were also received by electronic mail about the Heatherley Primary proposal. The issues and concerns raised related more to the potential highway infrastructure implications of physically expanding the school, rather than the ‘principle’ of providing additional teaching accommodation and the educational benefits this will provide. It was therefore explained to the respondents there would be an opportunity to formally raise their concerns appropriately during the formal planning application consultation process. No amendments to the proposals included within the report are required as a result.