

Appendix B

Equality Impact Assessment - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Stage Two, Equality Impact Assessment is required.

Name of policy, strategy or function:	'Better Educated Communities' & 'Protect and Support Those Who Need It'
Version and release date of item (if applicable):	First version
Owner of item being assessed:	Bill Bagnell
Name of assessor:	Bill Bagnell
Date of assessment:	12/08/16

Is this a:		Is this:	
Policy	No	New or proposed	No
Strategy	Yes	Already exists and is being reviewed	Yes
Function	Yes	Is changing	Yes
Service	Yes		

1. What are the main aims, objectives and intended outcomes of the policy, strategy function or service and who is likely to benefit from it?	
Aims:	Better educated community
Objectives:	To provide adequate school places as a statutory duty by securing a new school site via the Council's powers of compulsory purchase
Outcomes:	Delivery of a new school with capacity to expand
Benefits:	Council fulfils its statutory duty

<p>2. Note which groups may be affected by the policy, strategy, function or service. Consider how they may be affected, whether it is positively or negatively and what sources of information have been used to determine this.</p> <p>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race,</p>

Religion or Belief, Sex and Sexual Orientation.)		
Group Affected	What might be the effect?	Information to support this
Children of primary school age	Maintain academic attainment and provide an environment where children are safe and can thrive.	Consultation with Headteacher, staff, governors, parents and local residents.
Children of primary school age and with special needs	Maintain academic attainment and provide an environment where children with special needs are safe, can thrive and are included within mainstream education.	Consultation with Headteacher, staff, governors, parents and local residents.
Local residents with one or more of the protected characteristics as described above in Note 2.	Net loss of 11% of existing open public space in order to provide new school site. (At present 28 acres available of open public space. 5 acres required for new school site and with 2 acres being reprovided elsewhere).	Consultation with Parish Council and residents including proposals to partly replace lost open public space by securing land from a third party land owner.
Sports enthusiasts with one or more the protected characteristics as described above in Note 2.	Loss of one under sized adult football pitch. Loss to be partly offset by public access to new primary school playing fields outside of school hours.	Consultation with Parish Council, residents and local players.
Further Comments relating to the item:		

3. Result	
Are there any aspects of the policy, strategy, function or service, including how it is delivered or accessed, that could contribute to inequality?	No
Please provide an explanation for your answer:	
Will the policy, strategy, function or service have an adverse impact upon the lives of people, including employees and service users?	No
Please provide an explanation for your answer:	

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If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a Stage 2 Equality Impact Assessment.

If a Stage Two Equality Impact Assessment is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the Equality Impact Assessment guidance and Stage Two template.

4. Identify next steps as appropriate:	
Stage Two required	YES (subject to further consultation)
Owner of Stage Two assessment:	Bill Bagnell
Timescale for Stage Two assessment:	TBC
Stage Two not required:	

Name: Bill Bagnell

Date: 12/08/16

Please now forward this completed form to Rachel Craggs, the Principal Policy Officer (Equality and Diversity) for publication on the WBC website.