

Moray Council Equality Impact Assessment

Appendix B

Service: Schools

Department: Education and Social Care

Title of activity: Admissions to Schools in Moray – Policy and Procedures.

1. What are the aims and objectives of the policy/activity?

The policy aims to:

- Assist in providing effective and efficient education for pupils in Moray;
- Enable parents to comply with their duty to provide efficient education for their children;
- Ensure that the Education authority deals with placing requests in accordance with the Education (Scotland) Act 1980.
- Ensure that the Education authority deals with placing requests in accordance with the Education (Additional Support for Learning) (Scotland) Act 2004, as amended;
- Ensure that placing requests are dealt with fairly and transparently and subject to an appeals process; and
- Ensure that, where placing requests cannot be met, the reasons for refusal comply with relevant legislation.

2. List the evidence that has been used in this assessment

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints)	School roll and roll forecasts Placing request data Statistics on housing developments Parental satisfaction surveys
Consultation with officers or partner organisations	Senior Officers in Education and Social Care Officers in Legal and Democratic Services Head Teachers Public Transport Unit Local Negotiating Committee for Teachers
Consultation with community groups	Parent Councils
External data (statistics, census, research)	Government legislation and guidelines on school capacities, class sizes and placing requests.
Other	n/a

3. Detail any gaps in the information that is currently available?

School roll statistics can be subject to variance which can affect projections of school capacity requirements.

4. What measures will be taken to fill the information gaps before the policy/ activity is implemented? These should be included in the action plan

Measure	Timescale
Enrolments of in-zone pupils following successful placing requests	Jan-March every year
School roll forecasts are updated annually	May every year
Placing requests	Ongoing
School functional capacities	June every year

5. Are there potential impacts on protected groups? Tick as appropriate

	Positive	Negative	None	Unknown
Disability	✓			
Race			✓	
Religion or belief	✓			
Sex			✓	
Pregnancy and maternity			✓	
Sexual orientation			✓	
Gender reassignment			✓	
Marriage and civil partnership			✓	

6. What are the potential negative impacts?

None

7. Have any of the affected groups been consulted. If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?

No; however, pupils will be consulted as part of the consultation process required by the Schools (Consultation) (Scotland) Act 2010. At the heart of the policy is the aim of providing all children with effective and efficient education, with access to the full curriculum in fit for purpose, accessible facilities.

8. What mitigating steps will be taken to remove those impacts? These should be included in the action plan.

Mitigating step	Timescale
n/a	

9. What steps can be taken to promote good relations between various groups?
These should be included in the action plan.

The department and individual schools will continue to engage effectively with parent councils, parents and families, children and young people.

10. How does the policy/activity create opportunities for advancing equality of opportunity?

The policy introduces specific admissions criteria for Roman Catholic pupils, prioritising their requests for admission to denominational (Roman Catholic) schools.

11. What monitoring arrangements will be put in place? These should be included in the action plan.

Continue to monitor school rolls, capacities and placing requests.

12. What is the outcome of the assessment? Tick as appropriate.

1	No impacts have been identified	
2	Impacts have been identified, these can be mitigated as outlined in question 8	
3	Positive impacts have been identified in relation to the need to:	
	a) Eliminate discrimination, harassment, victimisation and other behaviour prohibited by the Equality Act 2010	
	b) Promote equality of opportunity	✓
	c) Foster good relations between groups who share a protected characteristic and those who don't.	
4	The activity will have negative impacts which cannot be mitigated fully	

13. Set out the justification that the activity can and should go ahead despite the negative impact?

No negative impacts have been identified.

The policy provides the opportunity to ensure that children are not disadvantaged.

Sign off and authorisation

Department	Education & Social Care
Title of Policy/activity	Admission to Schools in Moray – Policy and Procedures
We have completed the equality impact assessment for this policy/activity.	Name: Paul Watson Position: Senior Education Adviser Date: 16 November 2015
Authorisation by Director or Head of Service	Name: Laurence Findlay Position: Corporate Director (Education & Social Care) Date:

The impact assessment should now be authorised by either the Director or Head of Service.

Please return this form, along with the completed screening process and full assessment forms, to the Equal Opportunities Officer, Chief Executive's Office.

Action plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Compilation and analysis of statistics on: <ul style="list-style-type: none"> • Enrolments • School roll projections • Placing requests • School functional capacities 	annual	ongoing	Admin Officer Research and Information Officers Business Support Team Manager (oversight)	Fair and transparent application of the Admissions policy	Officer time