

## Stage 1 Equality Impact Assessment – Initial Screening

|                             |                     |
|-----------------------------|---------------------|
| <b>Assessor(s) Name(s):</b> | Chris Holt          |
| <b>Directorate:</b>         | Children's Services |
| <b>Date of Completion:</b>  | 26 June 2015        |

### Name of Proposal

#### **Isle of Wight Secondary (11-16) and Post -16 A –level Education consultation outcomes and options.**

The Options that have been considered/arisen through the consultation and are to be considered by Full Council and the Executive on 8 July 2015 are as follows:-

#### **In relation to the Options for 11-16 Provision**

- Option 1 – Retain the current 6 secondary schools, but adjust their sizes, together with the Island Free School and Studio School.
- Option 2a – Merge Carisbrooke and Medina colleges on the Carisbrooke site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.
- Option 2b – Merge Medina and Carisbrooke colleges on the Medina site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.
- Option 3 – Alternative proposals – the provision of a secondary school in the West Wight area – with closure of Carisbrooke.

#### **Options for post-16 A-level provision**

- Option A – Retain the current A-level provision
- Option B – Establish a new sixth form college to replace all publicly funded A-level provision.
- Option C – Establish a new sixth form college to replace publicly funded A-level provision with the exception of one school sixth form.
- Option D – Establish a new sixth form college to replace publicly funded A-level provision with the exception of two school sixth forms.

Option E – Alternative proposals. – which included a two centred post 16 A-level provision on a north/south or east/west location, the merger of Ryde and Sandown Sixth forms, localized collaborative clusters of present providers.

**The Aims, Objectives and Expected Outcomes:**

**To determine how best to provide the provision of the right number and geographical distribution of high quality 11-16 and post-16 A-level school and college places to meet future needs and improve outcomes for pupils and students.**

This is a proposal to change the provision of Secondary and post 16 A-level Education.

## Key Questions to Consider in Assessing Potential Impact

|   |     |
|---|-----|
| Will the policy, strategy, service or council function proposal have a negative impact on any of the protected characteristics or other reasons that are relevant issues for the local community and/or staff?  | No  |
| Has previous consultation identified this issue as important or highlighted negative impact and/or we have created a “legitimate expectation” for consultation to take place? A legitimate expectation may be created when we have consulted on similar issues in the past or if we have ever given an indication that we would consult in such situations  | Yes |
| Do different groups of people within the local community have different needs or experiences in the area this issue relates to?   | No  |
| Could the aims of these proposals be in conflict with the council's general duty to pay due regard to the need to eliminate discrimination, advance equality of opportunity and to foster good relations between people who share a protected characteristic and people who do not?   | No  |
| Will the proposal have a significant effect on how services or a council function/s is/are delivered?   | No  |
| Will the proposal have a significant effect on how other organisations operate?   | Yes |
| Does the proposal involve a significant commitment of resources?  | No  |
| Does the proposal relate to an area where there are known inequalities?   | No  |
| <p>If you answer <b>Yes</b> to any of these questions, it will be necessary for you to proceed to a full Equality Impact Assessment after you have completed the rest of this initial screening form.</p> <p>If you answer <b>No</b> to all of these questions, please provide appropriate evidence using the table below and complete the evidence considerations box and obtain sign off from your Head of Service.</p> |     |

| Protected Characteristics    | Positive | Negative | No impact | Reasons  |
|------------------------------|----------|----------|-----------|--|
| Age                          |          | x        |           | There will potentially be a negative impact on Pupils where any change involves the closure of a School as in 2017 years 9, 10 and 11 will need to move. Dependent on the outcome of the decision, some A-level students will have to change schools. In relation to staff, whilst there may be some reductions if school closure occurs, this will not affect any particular age group negatively               |
| Disability                   |          | x        |           | There will potentially be a negative impact on Pupils with disability where any change involves the closure of a School as in 2017 years 9, 10 and 11 will need to move. Dependent on the outcome of the decision, some A-level students will have to change schools. In relation to staff, whilst there may be some reductions if school closure occurs, this is not considered likely to impact on this group. |
| Gender Reassignment          |          |          | x         | It is not considered that there will be any impact on either Pupils or Staff in relation to Gender Reassignment. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.   |
| Marriage & Civil Partnership |          |          | x         | It is not considered that there will be any impact on either Pupils or Staff in relation to Marriage and Civil Partnership. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.  |
| Pregnancy & Maternity        |          |          | x         | It is not considered that there will be any impact on either Pupils or Staff in relation to Pregnancy and Maternity. In relation to Pupils, the support provided to a pupil who is pregnant will apply whichever school they attend. In relation to Staff, the protections afforded by Employment law will apply.  |
| Race                         |          |          | x         | It is not considered that there will be any impact on either Pupils or Staff in relation to Race. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic.   |
| Religion / Belief            |          |          | x         | It is not considered that there will be any impact on either Pupils or Staff in relation to Religion / Belief. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with   |

|                     |  |  |   |   |
|---------------------|--|--|---|---|
|                     |  |  |   | employment law irrespective of any protected characteristic   |
| Sex (male / female) |  |  | X | It is not considered that there will be any impact on either Pupils or Staff in relation to Sex (male / female). In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic                    |
| Sexual Orientation  |  |  | x | It is not considered that there will be any impact on either Pupils or Staff in relation to Sexual Orientation. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic. |

|  |           |
|--|-----------|
| <b>Are there aspects of the proposal that contribute to or improve the opportunity for equality?</b> | <b>No</b> |
|  |           |

| <b>Evidence Considered During Screening</b>  |              |
|--|--------------|
| <p>School and college pupil numbers on roll<br/> Pupil number projections<br/> Pupil's addresses<br/> Responses to the consultation through the on-line questionnaire, at consultation meetings, through the post 16 A-level survey and written responses.</p> |              |
| Head of Service Sign off:  | Felicity Roe |
| Advice sought from Legal Services (Name)   | Helen Miles  |
| Date   | 2 July 2015  |

## Stage 2 Full Equality Impact Assessment

|                            |                            |
|----------------------------|----------------------------|
| <b>Assessor(s)Name(s):</b> | <b>Chris Holt</b>          |
| <b>Directorate:</b>        | <b>Children's Services</b> |
| <b>Date of Completion:</b> | <b>1 July 2015</b>         |

### Name of Proposal

**Isle of Wight Secondary (11-16) and Post -16 A –level Education consultation outcomes and options.**

### The Aims, Objectives and Expected Outcomes:

**To determine how best to provide the provision of the right number and geographical distribution of high quality 11-16 and post-16 A-level school and college places to meet future needs and improve outcomes for pupils and students.**

**Two main issues will be addressed in making this decision in relation to the provision of secondary education, firstly how best to organise the secondary provision on the island to ensure the best possible educational outcomes for pupils and students across the Island; secondly, how to ensure that the significant investment of public funds held by the Department for Education's Education Funding Agency to rebuild or refurbish secondary schools on the Island are used to best effect.**

**In relation to post-16 A-level school and college provision, sustainability of provision and the provider's proposals are factors to consider.**

**Isle of Wight 11-16 education results and school performance are, in general, lower than the national average, though there are strong indicators to show the tide is turning in a number of schools. The outcomes of students taking post-16 A-level courses on the Island, and the proportion who subsequently progress to university education, are well below national averages.**

**The decision relates to key priorities in the Council's Corporate Plan 2014/2017, Improving Educational Standards and Working in Partnership to Improve Outcomes.**

This is a proposal to change the provision of Secondary and post 16 A-level Education.

## Scope of the Equality Impact Assessment

A wide range of data has been considered, both that held by the Education Authority, and that collected through the consultation.

The council approved, at its meeting on 9 December 2014 of the Executive, a consultation on a number of options for 11-16 and post-16 A-level provision.

The consultation options for 11-16 provision were designed to focus on the most appropriate distribution of school places, within the context of existing provision, to best serve the needs of local pupils within their local communities and across the Island. The consultation document set out the issues for consideration and offered a range of data and information to inform discussion alongside some broad and emerging potential options. Further material was placed on the website to answer questions raised during the consultation.

The consultation took place between the 26 January 2015 and 30 April 2015 and included 11 meetings at venues across the Island, an on-line questionnaire and a pupil/student survey focussing on A-level provision.

The 11 meetings were attended by 382 adults and young people. Each meeting began with a presentation from officers setting out the rationale and data associated with the consultation options followed by a question and answer session and comments from the floor. Questions and answers were noted and added to the FAQ section on the consultation website. Comments were reflected in the report back on the outcome of the consultation.

355 people submitted the on-line questionnaire and the responses (anonymised) have been published with the Executive/Full Council report published on the 30 June 2015.

277 Students responded to the post-16 A-level student survey. The age range of students responding was as follows:-

| Age | Number |
|-----|--------|
| 11  | 6      |
| 12  | 10     |
| 13  | 14     |
| 14  | 28     |
| 15  | 41     |
| 16  | 59     |
| 17  | 67     |
| 18  | 32     |
| 19  | 6      |
| 20  | 4+     |

In addition written responses were received from the Secondary Schools and post-16 A-level providers and these can be viewed on the link referred to above.

The Education funding Agency have confirmed funding for the various options – the letter can be viewed on the above link.

The Planning Authority responded to the consultation, and whilst neither supporting nor objecting to any of the options, set out general observations, relating to population modelling, impacts on the highway network in relation to each school and impact on pitch provision. This letter can be viewed on the link above.

In addition to the consultation, a presentation was made to the Council's Scrutiny committee, enabling questions and matters to be raised.

The following data has been considered

### **General**

School and college pupil numbers on roll  
Pupil number projections  
Pupil's addresses

### **Consultation documentation**

Forecast 11-16 pupil numbers 2014-2024  
Nearest school mapping  
Education standards 11-16  
Data Tables to Support 11-16 Option 1  
Data Tables to Support 11-16 Option 2  
Post-16 education participation  
Post-16 A-level attainment  
Post-16 A-level attainment – statistical neighbours comparison  
Governance of schools, admissions and transport  
Secondary School capacity

### **Consultation responses**

Responses to the consultation through the on-line questionnaire, at consultation meetings, through the post 16 A-level survey and written responses.

Graphics showing data from consultation responses – submitted to Scrutiny

Recommendations from Scrutiny

There have been no complaints made in relation to the Secondary Schools and Post-16 A-level providers in relation to Protected Characteristics.



## Analysis and assessment

The issues that have arisen through the consultation and are to be considered by Full Council and the Executive on 8 July 2015 are as follows:

### In relation to the Options for 11-16 Provision

- Option 1 – Retain the current 6 secondary schools, but adjust their sizes, together with the Island Free School and Studio School.
- Option 2a – Merge Carisbrooke and Medina colleges on the Carisbrooke site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.
- Option 2b – Merge Medina and Carisbrooke colleges on the Medina site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.
- Option 3 – Alternative proposals – the provision of a secondary school in the West Wight area – with closure of Carisbrooke.

### Options for post-16 A-level provision

- Option A – Retain the current A-level provision
- Option B – Establish a new sixth form college to replace all publicly funded A-level provision.
- Option C – Establish a new sixth form college to replace publicly funded A-level provision with the exception of one school sixth form.
- Option D – Establish a new sixth form college to replace publicly funded A-level provision with the exception of two school sixth forms.
- Option E – Alternative proposals. – which included a two centred post 16 A-level provision on a north/south or east/west location, the merger of Ryde and Sandown Sixth forms, localized collaborative clusters of present providers.

None of the proposals have the potential to cause unlawful discrimination.

The consultation feedback and responses do not identify any particular equality act issues. What they do raise are concerns about the disruption that would be caused to pupils and staff were there to be any merger and closure, that school sizes will be too big and some students will have increased travel time and may have to negotiate busy roads.

It is noted that one of the post-16 a-level providers does focus on students with learning difficulties in its consultation response, having identified that it has secured SLDD (Students with Learning Difficulties and Disabilities) funding with support from the Education Funding Agency.

In relation to post-16 A-level schools and colleges, students identified that the most important factors in deciding where they would like to study an A-level programme were a wide choice of subjects available and specialist subjects, and teachers available. All A-level providers intend to retain their post-16 A-level provision, many referring to existing collaboration amongst providers and recognizing the need for more.

In relation to Cowes Enterprise College, due to the current number of students undertaking an A-level programme, the Trust has to subsidise the school but should the number of post-16 learners not grow to a sustainable level, then the viability would be a matter for local determination. At the time of that determination the impact of any change will need to be assessed.

If the 6 secondary schools are retained together with the Free School and Studio School, then there will be no disruption for staff and pupils, and no potential in terms of any moves/mergers for there to be a negative impact. However, concern is expressed by education officers that Carisbrooke may not be viable in the long term due to its small size and so a future closure cannot be ruled out which would bring the potential for impact, as pupils would have to move to other schools at that time, without this having been planned and managed across the whole provision. Strong sustainable schools capable of delivering an education are required.

If an option for merger and closure is approved, then there would be disruption to pupils attending Carisbrooke or Medina. The impact would be to three year groups in September 2017 – years 9, 10 and 11. However, the leadership of both schools together with local authority advisers would work to plan the transfer to as to minimise disruption to pupils and staff. Should an option for merger be approved, a guarantee would be given that all those pupils starting Key Stage 4 studies in September 2015 (current year 9) and those in the second stage of Key Stage 4 (current year 10) would be supported to finish their studies within their existing school. In addition, should a merger go ahead, through the closure of one of the schools, Year 7 admissions in September 2016 would not be admitted to the closing school. This would limit the year groups where there is potential for disruption to three as referred to above.

The Funding available to rebuild/refurbish the secondary schools will enhance students learning experience. Whilst good school buildings do not guarantee a good education, they can enhance educational experiences and engender a sense of self-worth in young people who can see the investment in their future. Poor buildings do the reverse. New builds will take into account and accommodate much better, the needs of disabled – across the range of issues that need to be taken into account.

In the event of merger and closure, there is the potential for negative impact on certain age groups due to the disruption and to those with disabilities, who may find the move more unsettling. The report acknowledges that planning for this will be critical. At the current time (based on Spring 2015 figures) there are 545 males at Carisbrooke and 521 females, whilst at Medina there are 644 males and 731 females. These numbers may change by the time of any merger and will be assessed to consider at that time what if any impact arises in relation to the protected characteristic of sex (male/female).

If the post-16 A-level provision remains as is, there will be no impact on students. If the recommendation is approved, that a new post-16 provision for 350 learners on the Sandown Bay site is provided to serve both Ryde and Sandown Bay academies there will be a need for planned transition. This will be undertaken with a view to minimising the impact in terms of disruption which could in turn impact on those with certain protected characteristics.

In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic.

## Recommendations

The report to the Executive contains the following recommendation:-

1. That Medina College and Carisbrooke College merge on the Medina site in accordance with Option 2b of the 11-16 consultation.
2. That statutory consultation on the closure of Carisbrooke College with effect from 31 August 2017 be authorised to take place in September and October 2015.
3. That a report on the outcome of that statutory consultation be brought to Executive at its meeting on 8 December 2015.
4. That the future distribution of post-16 A-Level provision (as set out below) is approved:-
  - Medina and Carisbrooke colleges' joint post-16 provision to be retained on the Node Hill site
  - Christ the King College's post-16 provision to be retained
  - Isle of Wight College post-16 A-level provision to be retained
  - in the short term Ryde and Sandown Bay academies' post-16 provision to be retained on both sites until such time as new post-16 provision for 350 learners on the Sandown Bay site to serve both schools is ready for occupation leading to a shared sixth form between the two.
5. That the Department for Education's Education Funding Agency be advised to proceed with the Priority School Building Programme projects to create a 10fe 11-16 school for Ryde Academy, a 9fe 11-16 school for Christ the King College and a 8fe 11-16 school for Sandown Bay Academy together with post-16 provision for 350 learners.
6. That a report setting out the framework and timescales for the Priority School Building Programme projects at Ryde Academy, Christ the King College and Sandown Bay Academy be brought to Executive.
7. If the Executive is minded to prefer Option 1 of the consultation they are reminded that for this option to attract capital investment in Carisbrooke or Medina sites would require a satisfactory business case from the school to support its sustainability.

If this recommendation is approved, careful planning in terms of assessing and addressing potential disruption and any potential impacts that could arise is essential. There will inevitably be some disruption, but the impact can be managed and mitigated against by carefully planning and support where necessary. Close liaison between the education authority and schools will be essential.

If the recommendation is not approved whilst there will be no immediate impact arising from disruption, there is the potential for impact in the future were Carisbrooke to become unviable.

Any school closure/merger or other change may result in changes to the arrangements for or numbers of staff within school. This will be mitigated by the fact that the same number of students will need teaching. Any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.

The recommendation arising out of this equality impact assessment is the need for there to be careful planning to ensure that in the event of a school closure and the need for pupils to move, this transition is well planned for and that pupils are kept informed and so far as is possible the transition to a new school is supported. This will equally apply in relation to any changes in Post-16 A-level provision.

If the decision of the council is to approve a school closure/merger, before that can happen the council must comply with the statutory requirements placed upon it to undertake a statutory consultation in relation to the specific proposal and during that process the council will continue to consider and have regard to equality issues and will undertake a further equality impact assessment on the specific proposal consulted upon, to inform members of any potential impacts in order that these can be given due regard in any decision taken. As any merger will not occur for two years, it will be necessary to continue to assess the impact on protected characteristics in relation to students and staff at that time.

## Action/Improvement Plan

The table below should be completed using the information from your equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Remove or lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

| Area of impact | Is there evidence of negative positive or no impact? |  | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason?  | Please detail what measures or changes you will put in place to remedy any identified impact<br><br>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)  |
|----------------|--|--|--|---|
| Age            | Negative   | There will potentially be a negative impact on Pupils where any change involves the closure of a School as in 2017 years 9, 10 and 11 will need to move. Dependent on the outcome of the decision, some A-level students may will have to change schools. In relation to staff, it is possible that there may be some reductions if school closure occurs. | In order to ensure that all pupils in the secondary and post-16 A-level provision are provided with the opportunity to access education that meets their needs and improves outcomes for students if the recommendation to merge 2 schools and close 1 is approved, and joint provision of Post-16 A-level in relation to Ryde and Sandown Academies is approved, the impact on the particular age groups who will need to move school in 2017 and later is justified. | Careful planning will be undertaken to ensure that in the event of a school closure and the need for pupils to move, this transition is well planned for and that pupils are kept informed and so far as is possible the transition to a new school is supported. The education authority has committed to there being a phased move in relation to secondary schools, with years 9 and 10 in the current year (sept 2015) remaining at their current school. Planning will also be undertake to ensure that any Post-16 A- |

| Area of impact | Is there evidence of negative positive or no impact? |   | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason?                                    | <p>Please detail what measures or changes you will put in place to remedy any identified impact</p> <p>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)</p>   |
|----------------|--|---|--|---|
|                |  |   |  | <p>level students required to move as a result of any changes in the future will be supported to ensure a smooth transition. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic. Any impacts and necessary steps either to mitigate any negative impact, or improve neutral or positive impacts will be further considered during the statutory consultation phase of any approved closure/merger. As any merger will not occur for two years, it will be necessary to continue to assess the impact on protected characteristics in relation to students and staff at that time.</p> |
| Disability     | Negative   | There will potentially be a negative impact on Pupils with disability where any change involves the closure of a School as in 2017 years 9, 10 and 11 | In order to ensure that all pupils in the secondary and post-16 A-level provision are provided with the opportunity to access education that meets their needs | Careful planning will be undertaken to ensure that in the event of a school closure and the need for pupils to move, this transition is well planned for and  |

| Area of impact | Is there evidence of negative positive or no impact? |   | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason?  | <p><b>Please detail what measures or changes you will put in place to remedy any identified impact</b></p> <p><b>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)</b></p>   |
|----------------|--|---|--|---|
|                |  | <p>will need to move. Dependent on the outcome of the decision, some A-level students may have to change schools.</p> <p>In relation to staff, whilst there may be some reductions if school closure occurs, this is not considered likely to impact on this group.</p> | <p>and improves outcomes for students if the recommendation to merge 2 schools and close 1 is approved, and joint provision of Post-16 A-level in relation to Ryde and Sandown Academies is approved, the impact on the particular age groups who will need to move school in 2017 and later is justified.</p> | <p>that pupils are kept informed and so far as is possible the transition to a new school is supported. The education authority has committed to there being a phased move in relation to secondary schools, with years 9 and 10 in the current year (sept 2015) remaining at their current school.</p> <p>Planning will also be undertaken to ensure that any Post-16 A-level students required to move as a result of any changes in the future will be supported to ensure a smooth transition.</p> <p>In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.</p> <p>Any impacts and necessary steps either to mitigate any negative impact, or improve neutral or positive impacts will be further considered during the statutory consultation phase of</p> |

| Area of impact               | Is there evidence of negative positive or no impact? |  | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason? | <p>Please detail what measures or changes you will put in place to remedy any identified impact</p> <p>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive)</p> |
|------------------------------|--|--|---|---|
|                              |  |  |   | <p>any approved closure/merger. As any merger will not occur for two years, it will be necessary to continue to assess the impact on protected characteristics in relation to students and staff at that time.</p>              |
| Gender Reassignment          | No Impact  | <p>It is not considered that there will be any impact on either Pupils or Staff in relation to Gender Reassignment. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.</p>            |   | As above  |
| Marriage & Civil Partnership | No Impact  | <p>It is not considered that there will be any impact on either Pupils or Staff in relation to Marriage and Civil Partnership. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic.</p> |   | As above  |



| Area of impact        | Is there evidence of negative positive or no impact? |   | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason? | Please detail what measures or changes you will put in place to remedy any identified impact<br><br>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive) |
|-----------------------|--|---|---|--|
| Pregnancy & Maternity | No Impact  | It is not considered that there will be any impact on either Pupils or Staff in relation to Pregnancy and Maternity. In relation to Pupils, the support provided to a pupil who is pregnant will apply whichever school they attend. In relation to Staff, the protections afforded by Employment law will apply. |   | As above   |
| Race                  | No Impact  | It is not considered that there will be any impact on either Pupils or Staff in relation to Race. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic.  |   | As above   |
| Religion / Belief     | No Impact  | It is not considered that there will be any impact on either Pupils or Staff in relation to Religion / Belief. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic                                  |   | As above   |

| Area of impact       | Is there evidence of negative positive or no impact? |   | Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group or any other reason? | Please detail what measures or changes you will put in place to remedy any identified impact<br><br>(NB: please make sure that you include actions to improve all areas of impact whether negative, neutral or positive) |
|----------------------|--|---|---|--|
| Sex (male or female) | No Impact  | It is not considered that there will be any impact on either Pupils or Staff in relation to Sex (male / female).<br>In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law irrespective of any protected characteristic                 |   | As above   |
| Sexual Orientation   | No Impact  | It is not considered that there will be any impact on either Pupils or Staff in relation to Sexual Orientation. In relation to staff, any relocation/redeployment or redundancy will be dealt with in accordance with employment law and would not discriminate against any protected characteristic. |   | As above   |

**Summary****Date of Assessment:**

3 July 2015

**Signed off by Head of Service/Director**

Felicity Roe

**Review date**

3 July 2016

**Date published**

3 July 2015