

Equality Impact Assessment (EIA) Tool

Please ensure you have read the [guidance pages](#) prior to completing this tool

Document Control

Control Details:	
Title of EIA/ Decision (DDM): Budget booklet code (if applicable): If this is a budget EIA please ensure the title and budget booklet code is the same as the title used within the budget booklet	School Admission Arrangements 2024.2025
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1	Danny Hall	16/12/2022

Contributors/Reviewers (Anyone who has contributed to this document to be named)

Name	Title role	Date
Jennifer Hardy	Acting Head of Access to Learning	16/12/2022
Rosey Donovan	Equality and Employability Consultant	16/12/2022

Glossary of Terms

Term	Description
LA	Local Authority (Nottingham City Council)

Section 1 – Equality Impact (NCC staff/ Service users/ Citizen/ Community impact)

1. a. Brief description of proposal/ policy/ service to be assessed

The local authority's (LA) proposed admission arrangements for the 2024/2025 academic year in respect of community schools.

The LA is proposing no substantial change to the policy from that of the previous year apart from a reduction in the published admission number for Dovecote Primary School from an intake of 60 pupils to 30 pupils.

1. b. Information used to analyse the equalities implications

The decision to reduce the admissions number for Dovecote Primary School has come from extensive place planning analysis, birth data, projections and such work from the School Organisation/Project team. The decision to reduce will safeguard the financial stability of the school as well as the long-term sustainability in the face of declining numbers.

There is more than sufficient capacity within the locality for children to be placed at a school within a reasonable distance, meeting the authority's statutory responsibility and not breaching the rights of parents to access suitable education within a reasonable distance.

The changes do not disproportionately affect any individual groups, as a mainstream community school that is available for all to preference.

The authority carried out a consultation of all community schools, own admissions authorities, and early years settings, as well as with residents via social media and our online presence. The consultation ran from 12th October to 23rd November 2022 and received 8 responses. The responses were from male and female respondents covering age groups from 25 – 64 years of age. Respondents were also of Muslim, Hindu and no faith and from people who identify as white and Asian. 75% of respondents agreed with the arrangements with 12.5% disagreeing and 12.5% marking their response as 'don't know'.

1. c. Who will be affected and how?

Impact type (NCC staff/ Service users/ Citizens/ Community)	Equality group/ individual	Positive X	Negative X	None X	Reasons for your assessment (Including evidence)	Details of mitigation/ actions taken to advance equality	Details of any arrangements for future monitoring of equality impact (Including any action plans)
	People from different ethnic groups			X			
	Men			X			
	Women			X			
	Trans			X			
	Disabled people/ carers			X			
	Pregnancy and maternity			X			
	Marriage/Civil Partnership			X			
	People of different faiths/ beliefs and those with none			X			
	Lesbian/ Gay/ Bisexual people			X			
	Older			X			

	Younger	X			As per the work carried out by School/Organisation and Place Planning Team, the long term sustainability and financial viability of the school is affected by reducing numbers. In reducing the overall admission number, thus helping the school to remain sustainable and accessible within the community prevents any further difficulty or loss of provision within the area.	Falling pupil numbers affect a school's financial viability and education provision/resource as a result. These challenges can lead to putting schools in vulnerable situations affecting the community and those already on roll. To reduce the capacity, protecting finances and resources, it will help to mitigate the falling numbers and protect the schools long term viability.	The capacity of all schools continue to be monitored in pupil projections by the School Organisation Team. If any further equality impacts that arise, a new equality impact assessment would be submitted and mitigation considered.
	Other (e.g. looked after children, cohesion/ good relations, vulnerable children/ adults), socio-economic background.			X			

	<p><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></p>						
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1. d. Summary of any other potential impact (including cumulative impact/ human rights implications):

The proposal will benefit a diverse population of young people, supporting their access to sustainable education settings.

Section 2 – Equality outcome

Please include summary of the actions identified to reduce disproportionate negative impact, advance equality of opportunity and foster good relations. Please pull out all of the mitigations you have identified and summarise them in this action plan

Equality Outcome	Adjustments to proposal and/or mitigating SMART actions	Lead Officer	Date for Review/ Completion	Update/ complete
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.				

Advance equality of opportunity between those who share a protected characteristic and those who don't				
Foster good relations between those who share a protected characteristic and those who don't				
(Please add other equality outcomes as required – e.g. mitigate adverse impact identified for people with a disability)	The capacity of all schools continue to be monitored in pupil projections by the School Organisation Team. If any further equality impacts that arise, a new equality impact assessment would be submitted and mitigation considered.	Education Project Team	Annually	

Please note: All actions will need to be uploaded onto Pentana

Section 3 – Approval and publishing

<p>The assessment must be approved by the manager responsible for the service /proposal. Approving Manager details (name, role, contact details):</p> <p>Jennifer Hardy, Acting Head of Access to Learning Jennifer.hardy@nottinghamcity.gov.uk</p>	<p>Date sent for advice:</p>
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Approving Manager Signature: Jennifer Hardy	Date of final approval: 16 th December 2022
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For further information and guidance, please visit the [Equality Impact Assessment Intranet Pages](#)
Alternatively, you can contact the Equality and Employability Team by telephone on 0115 876 2747

Send document or link for advice and/ or publishing to: edi@nottinghamcity.gov.uk

PLEASE NOTE: FINAL VERSION MUST BE SENT TO EQUALITIES OTHERWISE RECORDS WILL REMAIN INCOMPLETE.