

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Funding to support temporary accommodation at Bulwell St Mary's CE Primary School

Name of Author: Lucy Juby

Department: Children & Adults

Service Area: Access to Learning – School Organisation

Author (assigned to Covalent):

Director: Pat & Sarah Fielding

Strategic Budget EIA: N (please underline)

Brief description of proposal / policy / service being assessed:

This report seeks Schools Forum's approval to allocate £0.304m to fund the cost of temporary accommodation at Bulwell St Mary's CE Primary School, which was installed to accommodate growing pupil numbers in the area.

Since two other schools in the area have now been expanded, a permanent expansion of Bulwell St Mary's CE Primary is not required. The School have decided to reduce their Pupil Admission Number (PAN) back to 210 from September 2016. Temporary portakabin classrooms are still required until July 2020, to accommodate the gradual reduction of pupil numbers.

Information used to analyse the effects on equality:

Analysis of January and October 2015 school census for Bulwell St Mary's CE Primary, to understand the impact of this funding on the school pupil population.

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<p>This paper discusses funding to support the cost of temporary accommodation for pupils at Bulwell St Mary's CE Primary so the latest school census data, October 2015, was used to assess the equalities impact. For BME data however, as this is only recorded in January, the January 2015 census has been used.</p> <p>5.8% of pupils at Bulwell St Mary's CE Primary speak English as an Additional Language, 31% qualify for free school meals, 11.2% have special educational needs and 24.4% are BME.</p> <p>This highlights the different groups who</p>	<p>None required.</p> <p>Any additional needs of pupils and staff were already considered in the sourcing of appropriate temporary accommodation.</p>
Men	<input type="checkbox"/>	<input type="checkbox"/>		
Women	<input type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>		
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>		
Older	<input type="checkbox"/>	<input type="checkbox"/>		
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

<p>Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).</p> <p><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>currently make up the cohort at Bulwell St Mary's CE Primary. The proposal will therefore benefit a diverse population of pupils at the school.</p>	
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Outcome(s) of equality impact assessment:

•No major change needed •Adjust the policy/proposal •Adverse impact but continue

•Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:
 Not required.

<p>Approved by (manager signature): Jonny Kirk, Service Manager, Access to Learning</p>	<p>Date sent to equality team for publishing: 12/1/16</p>
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Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.