

Appendix D: Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Demand for school places
Service area:	Operations
Directorate:	Children's Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

This report reports on the projected demand for school places over the next five years and proposes a number of actions to ensure there are sufficient school places to meet demand. The borough also needs to ensure that there are not too many school places, as this can risk schools going into deficit due to low numbers.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage (for example, for a forthcoming action plan)?

Yes.

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff.
Children and young people educated, or due to be educated, at schools in the Royal Borough.
Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?
No.
What engagement/consultation has been undertaken or planned? <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
There has been no specific consultation on the proposals outlined in the report. Where proposed changes are being made through changes to the Royal Borough's school admissions arrangements, these will be consulted on this winter.
What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.
N/A

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	The recommendations mainly address the provision of school capacity for primary and middle school age children in the borough, in line with statutory duties to provide school places to meet demand.	N/A	N/A
Disability	The proposals do not impact on provision specifically for children and young people with SEND.	N/A	N/A
Sex	N/A	N/A	N/A
Race, ethnicity and religion	The proposals do not change the existing pattern of faith and non-faith schools in the borough.	N/A	N/A
Sexual orientation and gender reassignment	N/A	N/A	N/A
Pregnancy and maternity	N/A	N/A	N/A
Marriage and civil partnership	N/A	N/A	N/A
Armed forces community	One recommendation concerns potential future proposals affecting the army community in the Broom Farm Estate in Windsor. An EqIA is likely to be required if and when specific proposals are brought forward for consideration.	N/A	N/A
Socio-economic considerations e.g. low income, poverty	N/A	N/A	N/A
Children in care/Care leavers	The recommendations in this report are unlikely to change arrangements for children in care receiving school places.	N/A	N/A

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it?

For example, adjustments needed to accommodate the needs of a particular group

N/A

Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?

For planned future actions, provide the name of the responsible individual and the target date for implementation.

N/A

How will the equality impacts identified here be monitored and reviewed in the future?

See guidance document for examples of appropriate stages to review an EQIA.

N/A

6. Sign Off

Completed by:

Ben Wright
School Place Planning & Capital Programme Manager

Date:

24/10/2023

Approved by:

Lynne Penn
Associate Director Operations

Date:

24/10/2023

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:

Date: