

# Equality Impact Assessment Form

Please ensure that you refer to the **'Equality Impact Assessment Guidance'** while completing this form. If you would like further guidance please contact the Equalities Officer or Equalities Team

Details
Name of Initiative to be assessed: Framework for School Organisation
Name of responsible officer: Dorothy Haines
Group/Directorate: People and Performance
Service Area: Learning
Date: 23 <sup>rd</sup> May 2016

**(a) WHAT ARE YOU ASSESSING FOR IMPACT?**

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input checked="" type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input type="checkbox"/>	Information/ Position statement <input type="checkbox"/>
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**(b) Please name and describe below**

Framework for School Organisation - The report proposes a framework for school organisation, which will form part of the Learning Strategy.

**(c) IS THE DELIVERY OF THIS INITIATIVE AFFECTED BY LEGISLATION OR OTHER DRIVERS SUCH AS CODES OF PRACTICE?  
If so, please identify what and how?**

**(d) Does the initiative directly affect service users, employees or the wider community?**  
 Yes   
 No  No need to continue screening or carry out an EqIA

**Screening/Relevance Test: Is an equality impact assessment required?**

*Screening is used to decide whether the initiative you are responsible for has a high or medium negative impact on any of the protected groups and will require a full EqIA. Please highlight the positive impact the decision will have on the protected characteristics.*

What will be the effect on :-

Protected Characteristic	Impact? <i>Include Positive and Negative</i>
Age	None
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy and Maternity	None
	None

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Race	
Religion or Belief	None
Sex	None
Sexual orientation	None
Carers	None
Welsh Language	None

**If after completing the EqIA screening/relevance test you determine that this service/function/policy/project is not relevant for an EqIA you must provide adequate explanation below (Please use additional pages if necessary).**

**Are you happy that you have sufficient evidence to justify your decision?**

Yes ✓ No

**Signed: Dorothy Haines    Position: Chief Education Officer**

**N.B. If the initial screening process has identified actual or potential high or medium negative impact on a particular group or groups then you **MUST** carry out a full EqIA.**

### **Full Equality Impact Assessment**

*You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impact, including positive impact, and clearly identify which protected groups are affected.*

In terms of any disproportionate / negative / adverse impact that the proposal may have on a protected group, what steps (if any) could be taken to reduce that impact for each group identified. Attach a separate action plan if necessary.
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If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.
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Please highlight positive impacts and actions that have been identified as a result of the assessment process.
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### **Evidence Sources**

(i) Give details of any data or research that has led to your reasoning above, in particular, the sources used for establishing the demographics of service users.
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(ii) Give details of how you have engaged with service users on the proposals and
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steps to avoid any disproportionate impact on a protected group and how you have used any feedback to influence your decision.

Are you satisfied that the engagement process complies with the requirements of the Statutory Equality duties?

**Decision Log** – (detail how Elected Members and Senior Managers have been involved in the decision process (give dates of key meetings and decisions made)

### Review

**Date of Next Review:**

**If review is not required, explain why.**

**Approved by: Steve Jones**

**Signature:**

**Job Title:**

**Approval date:**

**Date of Update:**

**Update recording**