

## Moray Council Equality Impact Assessment

Service: Schools

Department: Education and Social Care

Title of activity: Varying the catchment areas (zones) of secondary schools.

### 1. What are the aims and objectives of the policy/activity?

To vary the catchment areas (zones) of Forres Academy, Lossiemouth High School, Elgin Academy, Elgin High School and Milne's High School based on geographical areas which are delineated on plans

### 2. List the evidence that has been used in this assessment

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints)	School roll forecasts Catchment area maps School capacity information Placing request monitoring Parental requests/complaints
Consultation with officers or partner organisations	Consultation with: <ul style="list-style-type: none"><li>- Head Teachers</li><li>- Senior Council Officers</li><li>- Local Negotiating Committee for Teachers</li></ul> Information from Transport & Planning Sections
Consultation with community groups	The following will be undertaken as part of the consultation process: A public meeting in Elgin Consultation with: <ul style="list-style-type: none"><li>- the parent councils of all affected schools</li><li>- staff of the affected schools</li><li>- the pupil councils of all affected schools</li><li>- representatives of the teacher and support staff trade unions</li></ul> Analysis of written and verbal feedback on the proposals
External data (statistics, census, research)	Census data for each catchment area.
Other	n/a

### 3. Detail any gaps in the information that is currently available?

School roll statistics can be subject to variance which can affect projections of school capacity requirements.

4. What measures will be taken to fill the information gaps before the policy/ activity is implemented? These should be included in the action plan

Measure	Timescale
Continued monitoring of school roll information and school legislation to ensure adequate spaces in schools.	On-going
Continued monitoring of placing requests.	On-going
Continued monitoring of reserved places across schools.	On-going
Continued liaison with other Council departments over house-building projects and timescales.	On-going

5. Are there potential impacts on protected groups? Tick as appropriate

	Positive	Negative	None	Unknown
Age – young	✓			
Age – elderly			✓	
Disability			✓	
Race			✓	
Religion or belief			✓	
Sex			✓	
Pregnancy and maternity			✓	
Sexual orientation			✓	
Gender reassignment			✓	
Marriage and civil partnership			✓	

6. What are the potential negative impacts?

n/a

7. Have any of the affected groups been consulted. If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?

Parents of children attending the affected schools and parents of children likely to become pupils of the affected schools will be consulted on the proposals. Pupils in affected schools will be consulted on these proposals through their pupil councils and will have the opportunity to comment on proposals at the arranged consultation meetings.

8. What mitigating steps will be taken to remove those impacts? These should be included in the action plan.

Mitigating step	Timescale
n/a	

9. What steps can be taken to promote good relations between various groups? These should be included in the action plan.

Good school education brings together families, children and young people within their communities. Implementing these proposals will improve continuity and progression for learners.

Continue to engage effectively with parent councils, parents and families and ensure consultation evidence and input from parents, children and young people is acted on.

Continue to monitor and evaluate educational provision for children with additional support needs including looked after children, gypsy/travelling children, and children whose first language is not English.

10. How does the policy/activity create opportunities for advancing equality of opportunity?

On educational grounds there will be significant benefits for pupils, in terms of continuity and progression in their learning, in the zone of a secondary school being coterminous with the zones of the primary schools in its ASG

Rezoning proposals will prevent overcrowding in some schools, providing better opportunities for all children to benefit from more space.

These proposals will result in more parity in pupil:teacher ratios across Moray secondary schools.

As a member of an ASG children have many opportunities throughout their school life to work collaboratively with children from other ASG primary schools. This is an excellent transition both educationally and socially for those children going to the associated secondary school.

Timing and venues for the consultation have been chosen to ensure accessibility to the consultation for people with a disability or carer responsibilities.

Information can be provided in various formats.

11. What monitoring arrangements will be put in place? These should be included in the action plan.

Monitoring of school population and children/young people with additional support needs including looked after children, gypsy/travelling children, and children whose first language is not English as required.

12. What is the outcome of the assessment? Tick as appropriate.

1	No impacts have been identified	
2	Impacts have been identified, these can be mitigated as outlined in question 8	
3	Positive impacts have been identified in relation to the need to:	
	a) Eliminate discrimination, harassment, victimisation and other behaviour prohibited by the Equality Act 2010	
	b) Promote equality of opportunity	✓
	c) Foster good relations between groups who share a protected characteristic and those who don't.	
4	The activity will have negative impacts which cannot be mitigated fully	

13. Set out the justification that the activity can and should go ahead despite the negative impact?

No negative impacts have been identified.

By far the most important driver of the proposal is the prospect that rezoning should ensure children, who are living within an area zoned for a particular school, are able to attend that school.

### Sign off and authorisation

Department	Education & Social Care
Title of Policy/activity	Secondary School Rezoning
We have completed the equality impact assessment for this policy/activity.	Name: Paul Watson Position: Senior Education Adviser Date: 21 October 2015
Authorisation by Director or Head of Service	Name: Laurence Findlay Position: Corporate Director (Education

	& Social Care)  Date: 5 November 2015
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The impact assessment should now be authorised by either the Director or Head of Service.

Please return this form, along with the completed screening process and full assessment forms, to the Equal Opportunities Officer, Chief Executive's Office.

## Action plan

Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Monitoring of school population and children/young people with additional support needs including looked after children, gypsy/travelling children, and children whose first language is not English.	April 2015	ongoing	Research and Information Officers (oversight by Inclusion Manager)	Staff have robust information to work and consult with protected groups to design school provision/space for potentially vulnerable groups and calculate the impact on these.	Officer time  SEEMIS