

**EAST DUNBARTONSHIRE COUNCIL
EQUALITY IMPACT ASSESSMENT (EqIA) FORM.**

Section 1 Details		
1.1	Name of Service	Education Service
1.2	Title of PPPS	Admissions Policy including Transfer Arrangements from Primary to Secondary Schools
1.3	Is this a new PPPS or an update to an existing one?	Update on Existing Policy
1.4	Officers involved in the EqIA <i>Add more rows below as necessary</i>	Name Jacqui MacDonald
		Job Title Chief Education Officer
1.5	Lead Officer carrying out the EqIA	As above
1.6	Date EqIA started	1 October 2019
1.7	Date EqIA completed	4 February 2020
1.8	What is the purpose and aims of the PPPS?	To amend the existing policies in relation to admission to primary and secondary schools within the Council including transfer from primary to secondary schools,,

1.9	Who does the PPPS intend to affect as a service user?	Children and young people in East Dunbartonshire Council
1.10	Are there any aspects of the PPPS which explicitly address discrimination, victimisation or harassment? Please detail	No
1.11	Are there any aspects of the PPPS which explicitly promote equal opportunities? Please detail	No
1.12	Are there any aspects of the PPPS which explicitly foster good relations? Please detail	No

Section 2 Evidence		
Please outline what is known currently about the experiences of people under each characteristic, in relation to the services and/or		Source <i>e.g. Census or other national data sources, research reports, community consultation,</i>

activities which this PPPS addresses			<i>service user monitoring, complaints, service provider experience</i>
2.1	Age <i>Including the experiences of young people (age 18 and over) and older people.</i>	Children enter primary education and then transfer from primary to secondary education.	Service provider experience
2.2	Disability <i>Including the experiences of people with long term limiting health conditions.</i>	Children with a disability, including additional support needs and medical needs are provided with education in a school which meets their needs.	Service provider experience
2.3	Ethnicity <i>Including experiences based on people's skin colour, nationality, language spoken and country of origin.</i>	All schools are open to children of all ethnicity.	Service provider experience
2.4	Gender	All schools are open to children of all genders.	Service provider experience
2.5	Gender Reassignment <i>Where someone is living part/full time as the opposite gender to their assigned sex at birth.</i>	All schools are open to children of all genders.	Service provider experience
2.6	Marriage and Civil Partnership	N/A	

2.7	Pregnancy / Maternity	N/A		
2.8	Religion / Belief <i>Including the experiences of people with no religion or belief.</i>	There are two sectors; denominational (Roman Catholic) and non-denominational: both sectors are open to children of all faiths or none. Roman Catholic education is defined in legislation.		
2.9	Sexual Orientation	All schools are open to young people of all sexual orientations.		
2.10	Other marginalised groups <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, Travellers, care experienced people.</i>	Schools are open to all children and young people.		
2.11	Have people who identify with any of the characteristics been involved in the development of the PPPS? <i>If yes, please complete Section 2.12 If no, please go to Section 3</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2.12	Please outline any involvement or consultation relevant to the PPPS which	Details	Date	Summary of Findings

<p>has been carried out or is planned</p> <p><i>Add more rows below as necessary</i></p>	<p>Consultation with young people was carried out.</p>	<p>October 2019 to January 2020</p>	

Section 3 Impact			
<p>Based on what is known in Section 2, please outline the impact you expect the PPPS to have</p>	<p>Possible positive (+) impact</p>	<p>Possible adverse (-) impact</p>	<p>Neutral impact likely (✓)</p> <p><i>Please tick this box where neither positive nor negative impact has been identified</i></p>

3.1	Age <i>Including impact relating young people (age 18 and over) and older people.</i>	<p>The policy would provide more clarity for parents and their children in terms of transition from primary to secondary school. The priority given to siblings and the associated primary schools provides more certainty for children when they transfer to secondary education.</p> <p>Similarly the priority given to siblings if a primary school is over-subscribed provides more certainty for children and their families.</p>	<p>Although it may not be possible to accommodate a request for a particular school there will be no educational impact as education of the same standard will be provided at an alternative East Dunbartonshire Council School.</p>	
3.2	Disability <i>Including impact relating to long term limiting health conditions.</i>	<p>Priority is given to children with additional support needs or medical needs in the event of a school being over-subscribed.</p>		
3.3	Ethnicity <i>Including impact relating to skin colour, nationality, language spoken and country of origin.</i>			√
3.4	Gender			√

3.5	Gender Reassignment <i>Where someone is living part/full time as the opposite gender to their assigned sex at birth.</i>			√
3.6	Marriage / Civil Partnership			
3.7	Pregnancy / Maternity			

3.8	<p>Religion / Belief <i>Including the experiences of people with no religion or belief.</i></p>		<p>All schools, including denominational schools, are open to children of all faiths or none. If a denominational school is over-subscribed there may be some disadvantage to children of different faiths if they choose to move from one sector (i.e. denominational to non-denominational or vice versa) as detailed below:-</p> <p>If a denominational primary school is over-subscribed children, whose parents declare an affinity to the religious beliefs of the school and have a Baptismal certificate from the Catholic Church, have a higher priority to attend the school. Therefore those children who are not baptised as Catholic may be disadvantaged. However, there will be no educational impact as education of the same standard will be provided at an alternative East Dunbartonshire Council School.</p> <p>If a denominational secondary school is over-subscribed, children who attend an associated primary</p>	
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			<p>school (i.e. a denominational primary school) have priority and within each category priority is given to children, whose parents declare an affinity to the religious beliefs of the school and have a Baptismal certificate from the Catholic Church. This may result in some disadvantage to children who do not attend an associated primary school. However, there will be no educational impact as education of the same standard will be provided at an alternative East Dunbartonshire Council School.</p> <p>If a non-denominational secondary school is over-subscribed, children who do not attend an associated primary school or an EDC primary school where the associated secondary school is not within 5 miles (inc those who attend a denominational primary school) would have a lower priority for entry. This may result in some disadvantage to children who attend a primary school which is not an associated primary school, including a denominational</p>	
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			primary school. However, there will be no educational impact as education of the same standard will be provided at an alternative East Dunbartonshire Council School.	
3.9	Sexual orientation			√
3.10	Other <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, Travellers, care experienced people.</i>			√
3.11	Cross Cutting <i>Where two or more characteristics above overlap and the PPPS affects those people in a specific way</i>			√

Section 4 Assessment				
4.1		1. No major change	<input type="checkbox"/>	Justification:

	<p>Select the assessment result, from 1-4, which applies and give a brief justification</p>	<p><i>If this is selected you are confirming that the EQIA demonstrates the budget proposal is robust and there is no possible adverse impact</i></p>	<p><i>If this is selected you must demonstrate that all opportunities to promote equality have already been taken</i></p>
		<p>2. Continue the PPPS <input checked="" type="checkbox"/></p> <p><i>If this is selected you are confirming that the EqIA identifies possible adverse impact or missed opportunities but the PPPS can be justified</i></p>	<p>Justification:</p> <p>There is a statutory duty on the Council to secure for its area adequate and efficient provision of school education. The proposed change to the Admissions Policy will ensure greater clarity and fairness for parents and pupils in the allocation of school places, as well as allowing for the more efficient management of the school estate through the application of consistent prioritisation criteria where a school is over-subscribed.</p> <p>The prioritisation criteria are based on the recognised sound educational benefits provided by the established 3-18 Clusters; associated primary schools work with their secondary school to ensure continuity and progression in terms of the curriculum, learning, teaching and assessment. This ensures that children experience a smoother transition from primary to secondary. By prioritising associated primary schools, children and their families will have more clarity, reducing uncertainty at this time of transition.</p> <p>Where such a criteria applies, the clarification that the use of the length of time a pupil has attended an associated primary school will be a criteria used to ascertain</p>

			<p>admissions priority, provides even more certainty for children and parents that they will transfer to the secondary school from the associated primary school.</p> <p>If a denominational or a non-denominational school was over-subscribed, there may be some disadvantage to children of different faiths as detailed above. However, there will be no educational impact as education of the same standard will be provided at an alternative East Dunbartonshire Council School.</p> <p>Catholic education is defined in statute and both the denominational and non-denominational sectors are provided by the Council. According to the current roll projections there is an adequate number of places available in both sectors.</p> <p>If a child is disadvantaged when they transfer from primary to secondary, it would be because they wish to transfer from one sector to another (i.e. denominational to non-denominational or vice versa). That child would have a higher priority within the sector of their primary school. However, any disadvantage which may accrue will be as a result of parental choice to move sectors and is likely to be minimal.</p>
		<p>3. Adjust the PPPS <input type="checkbox"/></p> <p><i>If this is selected you are confirming that the EqIA identifies possible</i></p>	<p>Justification:</p> <p><i>If this is selected you must set out the reasons why an adjusted PPPS is required. For example to remove</i></p>

		<i>adverse impact or missed opportunities which suggest the PPPS needs to be adjusted</i>	<i>unjustifiable barriers or address opportunities that cannot be missed on the balance of proportionality and relevance</i>
		4. Stop and remove the PPPS <input type="checkbox"/> <i>The PPPS shows actual or possible unlawful discrimination. It must be halted or significantly changed</i>	Justification: <i>If this is selected you must set out the reasons for halting the PPPS or significantly changing it to avoid unlawful discrimination</i>

Section 5 Actions				
5.1	Please outline how you will monitor the impact of the PPPS	<i>e.g. performance indicators used, other monitoring arrangements, assigned individuals to monitor progress, criteria used to measure outcomes</i> Rolls of primary and secondary schools within the Council;		
5.2	Please outline action to be taken in order to: <ul style="list-style-type: none"> Mitigate possible adverse negative impact (listed under section 3); 	Action	Lead	
		Provide clear information to parents to ensure informed decision making	School Planning and Improvement Manager	Timescale
				March 2020 and then on-going

	<ul style="list-style-type: none"> Promote possible positive impacts and; Gather further information or evidence 			
5.3	When is the PPPS due to be reviewed?	2023		

Section 6 Approval			
6.1	Senior Officer who this PPPS will be reported by (Name and Job Title) <i>Please ensure the EDC Equality lead has been contacted regarding this EqIA</i>	Jacqui MacDonald, Chief Education Officer	
6.2	Signature	J MacDonald	
6.3	Date	6 February 2020	

