



# Equality Impact Assessment Form

Before completing this form, please refer to [the supporting guidance document](#)

The purpose of this form is to aid the Council in meeting the requirements of the Public Sector Equality Duty contained in the Equality Act 2010. This requires the Council to have “due regard” of the impact of its actions on the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and those who do not.

The assessment is used to identify and record any concerns and potential risks. The following actions can then be taken to address these issues.

- Remove risks: abandon the proposed policy or practice
- Mitigate risks – amend the proposed policy or practice so that risks are reduced
- Justify policy or practice in terms of other objectives

<b>1- Policy details</b>	
<b>Name of policy</b>	School Admissions Policy (for maintained schools in Leicestershire)
<b>Department and service</b>	Children and Families – School Admissions and Pupil Services

**Who has been involved in completing the Equality Impact Assessment?**

Gurjit Singh Bahra (Service Manager – School Admissions and Pupil Services)

<b>Contact numbers</b>	0116 305 6320
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**2- Objectives and background of policy or practice change**

Use this section to describe the policy or practice change  
 What is the purpose, expected outcomes and rationale?  
 Include the background information and context

<b>What is the proposal?</b>	<p>Key changes:</p> <ul style="list-style-type: none"> <li>• to extend Little Bowden Primary School's catchment</li> <li>• to reduce the Admissions Number at four Leicestershire maintained primary schools</li> <li>• to change how Leicestershire will apply its criteria when determining places</li> <li>• to increase the number of preferences from 3 to 5</li> <li>• to remove ambiguity and offer greater clarity within aspects of Leicestershire's School Admissions Policy and associated co-ordinated schemes.</li> </ul> <p>To amend Leicestershire's Admissions Policy in specific areas to offer better clarity and avoid confusion.</p>
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<b>What is the rationale for this proposal?</b>	<p>By expanding Little Bowden Primary School's catchment area, it will improve choice and diversity and will also encompass future housing.</p> <p>By reducing the admission number at four Leicestershire maintained schools it will ensure infant class size compliance and protect schools from an anticipated deficit budget position resulting from low birth rates entering the primary school system.</p> <p>By moving to a new model of how school places are determined it will be easier for all to understand how places are allocated and to allow them to gauge the likelihood of success when applying.</p> <p>By increasing the number of school preferences from 3 to 5 it will ensure Leicestershire parents are no longer disadvantaged where there are more than three schools within a single shared catchment area, when applying for a school place.</p> <p>By providing clarity it will remove misunderstanding of policy wording and be simpler to understand Leicestershire's School Admissions Policy and associated co-ordinated schemes.</p>
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<b>What change and impact is intended by the proposal?</b>	<p>By expanding Little Bowden Primary School's catchment area the impact is to future-proof the catchment area for existing and new families.</p> <p>By reducing the admission numbers at four Leicestershire schools the impact will ensure the efficient use of education provision and resources management.</p> <p>By moving to a new model of determining school places the impact will be better understanding for parents of the likelihood of successfully securing a school place when make their preferences.</p> <p>By moving to five school preferences the impact will be more Leicestershire parents securing local school places, in particular when schools are close to borders with neighbouring authorities.</p> <p>By clarifying the Admissions Policy and co-ordinated schemes the impacts will be the removal of ambiguity or misinterpretation and increased robustness from challenge.</p>
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### 3- Evidence gathered on equality implications - Data and engagement

What evidence about potential equality impacts is already available?

This could come from research, service analysis, questionnaires, and engagement with protected characteristics groups

**What equalities information or data has been gathered so far?**

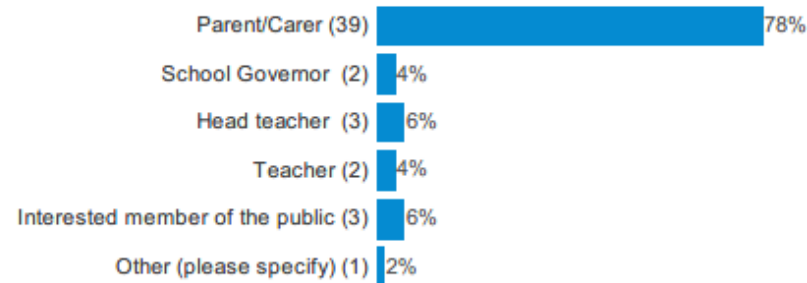
**What does it show?**

A public consultation was undertaken. Response rates were low, with 50 responses received. Nevertheless, the majority of respondents were from parents and therefore a response from the intended demographic was received.

#### School Admissions Consultation 2023

This report was generated on 06/12/23. Overall 50 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

**In what role are you responding to this consultation? Please select one option only.**



**Please specify 'other':**

support staff

Applicable Human Rights Act articles:				
	Yes	No	Comments	
<b>Article 2: Right to life</b>			<ul style="list-style-type: none"> <li>It is important to note the context of the policy under consideration. This affects children of statutory school age children and their parent / carer's right to apply for a school place.</li> <li>The criteria used for this purpose are fair, transparent, open, and remain equal.</li> <li>Where an application is unsuccessful parents and children have a right of appeal to an independent appeal panel.</li> </ul>	
<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>	✓			
<b>Article 4: Right not to be subjected to slavery/ forced labour</b>	✓			
<b>Article 5: Right to liberty and security</b>	✓			
<b>Article 6: Right to a fair trial</b>	✓			
<b>Article 7: No punishment without law</b>	✓			
<b>Article 8: Right to respect for private and family life</b>	✓			
<b>Article 9: Right to freedom of thought, conscience and religion</b>	✓			
<b>Article 10: Right to freedom of expression</b>	✓			
<b>Article 11: Right to freedom of assembly and association</b>				
<b>Article 12: Right to marry</b>		✓		
<b>Article 14: Right not to be discriminated against</b>	✓			
<b>Part 2: The First Protocol</b>				
<b>Article 1: Protection of property/ peaceful enjoyment</b>	✓			
<b>Article 2: Right to education</b>	✓			
<b>Article 3: Right to free elections</b>				

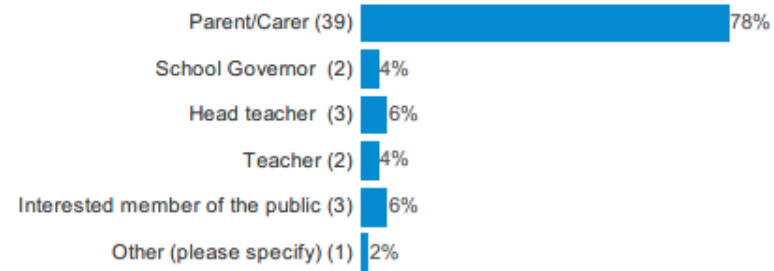
**What engagement has been undertaken so far?**

**What does it show?**

### School Admissions Consultation 2023

This report was generated on 06/12/23. Overall 50 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

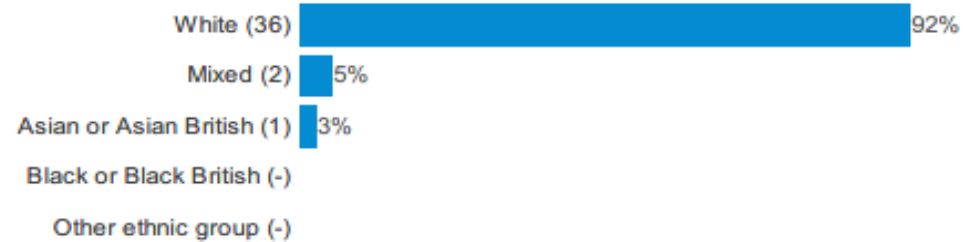
**In what role are you responding to this consultation? Please select one option only.**



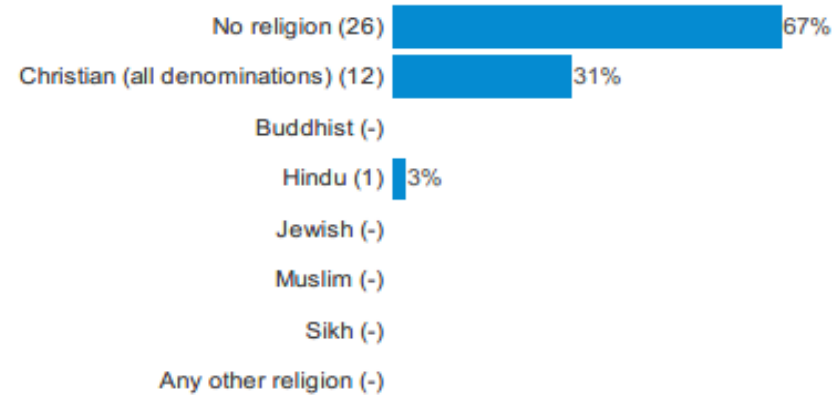
**Please specify 'other':**

support staff

**What is your ethnic group? Please tick one box only.**



**What is your religion? Please tick one box only.**



Community presentation to the public consultation was low with only 50 responses, however the demographic breakdown was a fair presentation of the make-up of the local areas. However, most of the respondents were parents, who, in most instances, were in agreement with changes or did not express significantly negative views.



#### 4- Benefits, concerns and mitigating action

Please specify if any individuals or community groups who identify with any of the [protected characteristics](#) may **potentially** be affected by the policy and describe any benefits and concerns including any barriers.

Use this section to demonstrate how risks would be mitigated for each affected group

<b>Protected Characteristics</b>	No protected characteristic will be negative impacted as the changes apply equally.		
	<b>Age</b>		✓
	<b>Disability</b>		✓
	<b>Gender Reassignment</b>		✓
	<b>Marriage and Civil Partnership</b>		✓
	<b>Pregnancy and Maternity</b>		✓
	<b>Race</b>		✓
	<b>Religion or Belief</b>		✓
	<b>Sex</b>		✓
	<b>Sexual Orientation</b>		✓
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b>		✓
	<b>Community Cohesion</b>		✓
	<ul style="list-style-type: none"> <li>• The mandatory changes impact all protected characteristics equally.</li> <li>• The mandatory changes will help to prevent discrimination of any of the protected characteristics</li> <li>• The changes will help to support most vulnerable within the protected characteristics</li> </ul>		

## 5- Action Plan and Recommendations

Use this section to describe concerns further

Produce a framework to outline how identified risks/concerns will be mitigated.

<b>What concerns were identified?</b>	No concerns were identified and therefore no further actions need to be taken.
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## 6- Way forward

<b>How will the action plan and recommendations of this assessment be built into decision making and implementation of this proposal?</b>	We will, of course, review the Admissions Policy annually to ensure compliance as well monitor there is no negative equality impact.
<b>How would you monitor the impact of your proposal and keep the EIA refreshed?</b>	
<b>Sign off by DEG Chair/Director or Head of Services</b>	