

Equality Impact Assessment (EqIA)

The Equality Act 2010 introduced the Public Sector Equality Duty which states that a public authority must, in the exercise of its functions, have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This document demonstrates how the Council is meeting the Public Sector Equality Duty by setting out the findings of an equality analysis that has been undertaken in relation to a proposed change to assess whether it has a disproportionate impact on people who share a protected characteristic. The Council's Equality Impact Assessment (EqIA) process covers additional groups not 'protected' by section 149 of the Equality Act 2010, including care leavers and care experienced adults.

1. Background

Directorate	Children's
Service area	Education
Title of the proposed change being assessed i.e. the policy, service or other development	To seek determination of the School Admissions Arrangements for the 2025/26 Academic Year for Community (C) and Voluntary Controlled (VC) Schools

Describe the purpose of the proposed change and the intended outcomes
<p>Every year, the council has to determine the admission arrangements for entry to school in the following academic year (i.e., for September 2025). The council is the admissions authority for Community and Voluntary Controlled schools and determines their admission arrangements. Academies, Foundation schools, Trust schools, Free schools and Voluntary Aided schools are their own admissions authority; they must determine their own admissions arrangements. Arrangements for any school or academy must be clear, objective, and fair and the council has a statutory role in monitoring this closely.</p> <p>In 2016 Gloucestershire County Council carried out a full public consultation on the Admission Arrangements. As it is a statutory requirement under the School Admissions Code 2021 that a full consultation is completed every 7 years, these Admission Arrangements were consulted upon between 1st October 2023 – 17th November 2023.</p>

Who is affected by the proposals?

Service users:	Yes
Wider community:	Yes
Workforce:	Yes
Other (please specify):	

Decision to be taken and decision maker	To determine the school admission arrangements and scheme 2025-2026 Cllr. Philip Robinson Cabinet Member for Education, Skills and Bus Transport
Person(s) responsible for completing this assessment	Sam Roberts Access for Education Manager
Date of this assessment	20 November 2023

2. Information and Data Collection

Summarise how you have collected the information and data required to assess the current situation (section 3.1 below) and the potential or actual impact of the proposed change (section 3.2 below) on those who share the protected characteristics and the additional groups (e.g. survey of services users, running community focus groups, analysing service usage data, engaging with staff networks). The actual information and data should be set out in Appendix 1 (Service Users) and Appendix 2 (GCC staff).

If there are any gaps, include an action in section 4 to fill these. This does not mean that you cannot complete the equality impact assessment, but you need to follow-up the action and revisit as part of the monitoring and review arrangements set out in section 5.

Stakeholders	Engagement and Consultation	Other Sources
Service Users / Wider Community	We will engage with Gloucestershire residents through an online and hard copy survey over a 7 week period between the 2 October 2023 to the 17 November 2023. We will be holding social media events to ensure that wide ranging views on the new Admissions scheme are captured, particularly from those with protected characteristics.	
Workforce	GCC workforce data is available on our website www.gloucestershire.gov.uk/council-and-democracy/equalities-and-our-duties-under-the-equality-act-2010/equality-information-and-analysis/ GCC Shire Hall based staff –20 throughout the Access to Education Team	

	<p>GCC Staff in schools - Schools benefit from a co-ordinated approach to admissions as this ensures that children are fairly placed at schools across the County and that any children who are unable to gain a school of their preference are allocated local education provision – assisting schools to plan ahead and manage their resources effectively for the benefit of their staff.</p>	
Partners	<p>Information will be published on the GCC website and Schools net</p>	
Other		

3. Equality Assessment

Indicate the impact on each group and explain how you have reached your conclusions (i.e. through analysis of the information and data that was collected through the engagement, consultation and other sources / methods that were set out in section 2).

Consider sub-categories (e.g. different kinds of disabilities) and how the groups are interconnected (e.g. young women) resulting in particular needs or types of disadvantage and discrimination (sometimes known as intersectional or combined discrimination).

3.1 – Status Quo

If the proposal involves changing an existing activity (e.g. policy, service), summarise the key findings from your assessment of the current situation for each of the groups below. If the proposal is completely new, then move straight to section 3.2.

	Service Users	Gloucestershire County Council (GCC) Staff
Protected Characteristics (Equality Act 2010)	The co-ordinated scheme means that all children are found a school place relevant to their age and access to this is actively championed across the system. Provisions are made in the co-ordinated scheme for early or delayed entry to schools if this is believed to be in the best interests of the child.	Not affected

<p>Additional Groups (including care leavers / care experienced adults)</p>	<p>The co-ordinated scheme means that all children are found a school place relevant to their age and access to this is actively championed across the system. Provisions are made in the co-ordinated scheme for early or delayed entry to schools if this is believed to be in the best interests of the child.</p>	<p>Not affected</p>
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3.2 – The Proposed Change

Summarise your assessment of the likely or actual impact of the proposed change on each of the groups. If an action is required, this should be recorded in Section 4.

Service Users

Protected Characteristics / Additional Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?
Age	x				Positive - The co-ordinated scheme means that all children are found a school place relevant to their age and access to this is actively championed across the system. Provisions are made in the co-ordinated scheme for early or delayed entry to schools if	

					this is believed to be in the best interests of the child.	
Disability		x			Neutral - If a child has an Education, Health Care plan (EHCP) needs they will be placed within schools in accordance with the SEN Code of Practice and these policies will not apply. Under the coordinated scheme no school can refuse to admit a child who has a disability as long as reasonable adjustments can be made if necessary. Under the Equality Act 2010 all schools are able to accommodate children with additional needs.	
Sex		x			<p>Neutral – We have considered any potential impact on any individuals under this protected characteristic and, had identified a potential impact may occur. We have subsequently amended our admissions arrangements accordingly to remove this impact. Following feedback from the consultation and from GCC Legal Team, we have updated the definition of home address to remove any negative impact.</p> <p>We have updated our definition of home address so that, the recipient of Child Benefit remains a consideration for us but is not the only determining proof required for a family to agree and clarify home address. We have also added in a random address selection where parents do not agree on which address to use to ensure equality.</p>	

					The scheme and admission arrangements mean that no applications for school places give regard to gender issues (with the exception of single sex schools which publicise their education provision) and there is a balance of education available for all children across the county.	
Race		x			<p>Neutral - Applications for school places do not require parents to provide this information and the scheme and admission arrangements ensure that no child is disadvantaged. Partnership working across the Local Authority ensures that all children are found an appropriate school place regardless of their race.</p> <p>Partnership services also have the opportunity to make comment on any potential impact on this group through any consultations. Objective admission arrangements ensure that children from these groups are treated equally but admissions practice also recognises that additional steps can be taken to secure appropriate education for these children – this is especially true for children from a gypsy and traveller background who can be more mobile and need a consistent approach to accessing a school place quickly.</p>	
Gender reassignment		x			Neutral - The arrangements do not differentiate, nor discriminate, against children or parents within this category.	

Pregnancy & maternity		x			<p>Neutral - Details of pregnancy and maternity are not a consideration for admissions purposes and therefore the policy does not differentiate, nor discriminate against parents or students within this category.</p> <p>Partnership working across the Local Authority ensures that pupils who are pregnant or new mothers receive additional support with their education to ensure learning can continue as appropriate.</p> <p>Siblings in catchment areas are given priority for admission in the Local Authority arrangements which enables pregnant mothers to seek a school place for one child in the knowledge that any future children will be likely to attend the same school if they live in the catchment area.</p>	
Religion and/or belief		x			<p>Neutral - Admission arrangements ensure that no child can be refused a school place solely on the basis of their (or their family's) religion or belief and this information is not requested for non-faith schools.</p> <p>Faith schools can prioritise application from families practising their faith (to provide appropriate faith education for those for whom this is important) but this is publicised for fairness and transparency. The Diocesan authorities also work closely with the Local Authority to ensure that the needs of faith children are met but that other children are not disadvantaged.</p>	

Sexual orientation		x			Neutral - Admission arrangements are not able to request information on, or consider sexual orientation when determining school places and therefore the arrangements do not differentiate, nor discriminate, against parents or pupils within this category.	
Marriage & civil partnership		x			Neutral - Admission arrangements are not able to consider the marital status or civil partnership of parents and therefore the arrangements do not differentiate, nor discriminate, against parents within this category.	
Armed Forces community	x				Positive- In accordance with GCC Service Personnel Protocol and in relation to the Armed Forces Covenant , Gloucestershire County Council ensures that there is no disadvantage to Forces families.	
Carers		x			Neutral - The scheme and admission arrangements mean that no applications for school places give regard to carers.	
Care leavers / care experienced adults		x			Neutral -Outside of the statutory age range that admission arrangements apply to.	
Digital exclusion		x			Neutral - The scheme and admission arrangements mean that no applications for school places give regard to this category.	
Geography, for example, urban and rural areas	x				Positive - The scheme and admission arrangements give priority to local families in designated catchment areas.	

Socio-economic disadvantage		x			Neutral - The scheme and admission arrangements mean that no applications for school places give regard to this category.	
Vulnerable groups of society	x				Positive - The scheme and admission arrangements give priority to Looked After and Previously Looked After children.	
Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?
N/A					No identified significant impact	N

Gloucestershire County Council Staff

Protected Characteristics / Additional Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?
Age					No identified significant impact	N
Disability						
Sex						
Race						
Gender reassignment						
Pregnancy & maternity						
Religion and/or belief						
Sexual orientation						
Marriage & civil partnership						
Armed Forces community					No identified significant impact	N
Carers						
Care leavers / care experienced adults						
Digital exclusion						

Geography, for example, urban and rural areas						
Socio-economic disadvantage						
Vulnerable groups of society						
Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

4. Action Plan

Set out the key actions that will be undertaken, following the equality assessment in section 3, to further maximise the positive impact or mitigate the negative impact of the proposal on the protected characteristics and additional groups prior to implementation (any negative consequences should be eliminated, minimised or counter-balanced by other measures):

Identified Potential or Actual Impact	Recommended Action(s)	Owner	Target Completion Date
Positive	We have considered any potential impact on any individuals under the Sex Characteristic of the Service User and, have identified a potential impact may occur. We have subsequently amended our admissions arrangements accordingly to remove this impact.	Sam Roberts	December 2023
Positive	Review current arrangements in August 2024 to reflect statutory guidance.	Sam Roberts	August 2024
Future Impact	To enable more feedback from future consultations, we will continue to contact our direct stakeholders to distribute our consultation (Schools and Diocese) . We will ask Communications Team to continue to communicate message through their regular channels including social media platforms and Parish Councils for distribution to networks in their communities. Communications Team will also contact our staff networks in GCC to see if they are able to share consultations in the future.	Sam Roberts	October 2024

5. Monitoring and Review

Public bodies must have regard to the aims of the duty not only when a policy, service or development is being created and decided upon, but also when it is implemented and at regular intervals thereafter. The Equality Duty is a continuing duty.

Lead officer(s):	Sam Roberts
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Part 1 – Initial arrangements (up to around six months following implementation)


Date of the post implementation review:	August 2024
Approach to <u>measuring the impact</u> of the change to enable a <u>comparison</u> between the <u>anticipated impact</u> (as set out in section 3) with the <u>actual impact</u> : <ul style="list-style-type: none">▪ What mechanisms will be used?▪ How will service users / the wider community / GCC staff and other stakeholders be involved?	<p>The Local Authority will continue to review, support, and challenge as necessary, all own admission authority school or academy's admission arrangements to ensure that they do not adversely impact any protected group. Any unresolved cases will be referred to the School's Adjudicator.</p> <p>In order to comply with and monitor the Relevant Area for school admission arrangements, we have clarified any concerns and will continue to include this information within our annual consultation of our admission scheme.</p> <p>The Local Authority must also publish a report to the School's Adjudicator each year, assessing the impact of admission arrangements on all pupils across the county, and making recommendations for improvements, and this will include those within any protected characteristic.</p>

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Part 2 – Ongoing arrangements (from around six months onwards)

Frequency of monitoring and review:	Annually
What mechanisms will be used? How will service users / the wider community / GCC staff and other stakeholders be involved?	Feedback received from stakeholders. Ensuring statutory guidance is followed.

6. Approval

Signature of Senior Officer	Kirsten Harrison
Name of Senior Officer	
Date	16.01.24

Signature of Decision Maker	
Name of Decision Maker	Cllr Philip Robinson
Date	16 January 2024

Appendix 1 – Service User Data and Information

Details of service users affected by the proposed activity:

Groups	Service User Data and Information										
Age	<p>The school census in January 2023 shows that 53% of all pupils in Gloucestershire are of primary school age and 47% are of secondary school age. The admission arrangements apply to all children of compulsory school age (4-16 years old). Pre-school and Post-16 education are managed by individual providers.</p> <p>Demographic information (through school place forecasting) shows that the number of primary-aged children requiring access to education will continue its steady increase.</p> <p>Respondents from Consultation</p> <table border="1"> <thead> <tr> <th>Age Bracket</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>25-34</td> <td><5</td> </tr> <tr> <td>35-44</td> <td>16</td> </tr> <tr> <td>45-54</td> <td>9</td> </tr> <tr> <td>55-74</td> <td><5</td> </tr> </tbody> </table>	Age Bracket	Number of Responses	25-34	<5	35-44	16	45-54	9	55-74	<5
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45-54	9										
55-74	<5										

	<p>The % of pupils who were awarded their first preference school by Transfer Group for September 2023 entry</p> <table border="0"> <tr> <td>Pupils aged 4/5 into Reception Class</td> <td style="text-align: right;">97%</td> </tr> <tr> <td>Pupils aged 7/8 into a Junior School</td> <td style="text-align: right;">92%</td> </tr> <tr> <td>Pupils aged 11/12 into a Secondary School</td> <td style="text-align: right;">85%</td> </tr> </table> <p>Average of all pupils awarded 1st place in September 2023 89%</p>	Pupils aged 4/5 into Reception Class	97%	Pupils aged 7/8 into a Junior School	92%	Pupils aged 11/12 into a Secondary School	85%								
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Disability	<p>No data is collected by the Local Authority as disability is not considered for standard admission arrangements. Any pupils with an Education, Health Care plan (EHCP) will be allocated school places through SEN Code of Practice which is more appropriate to ensure they receive the correct level of educational support.</p> <p>There are 11 special schools in Gloucestershire and all are responsible for their own admission arrangements.</p> <p>Respondents from Consultation</p> <table border="0"> <thead> <tr> <th>Disability Declared</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td style="text-align: center;">6</td> </tr> <tr> <td>No</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Blank</td> <td style="text-align: center;"><5</td> </tr> </tbody> </table> <p>The % of pupils who were awarded their first preference school by recorded SEN provision for September 2023 entry for all transfer groups:</p> <table border="0"> <tr> <td>Pupils on SEN Support</td> <td style="text-align: right;">86%</td> </tr> <tr> <td>Pupils with an EHCP</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>Pupils with No SEN Provision</td> <td style="text-align: right;">87%</td> </tr> </table>	Disability Declared	Number of Responses	Yes	6	No	24	Blank	<5	Pupils on SEN Support	86%	Pupils with an EHCP	100%	Pupils with No SEN Provision	87%
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Sex	<p>The school census for January 2023 shows that 51% of all pupils in Gloucestershire are boys and 49% are girls. This proportion is similar across primary and secondary education. There are 5 single-sex schools in Gloucestershire - 2 of which cater for boys and 3 for girls (all grammar schools).</p> <p>Respondents from Consultation</p> <table data-bbox="689 491 1370 598"> <thead> <tr> <th>Gender Declared</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>27</td> </tr> <tr> <td>Male and Blank</td> <td><5</td> </tr> </tbody> </table> <p>The % of pupils who were awarded their first preference school by Sex for September 2023 entry for all transfer groups:</p> <table data-bbox="689 710 896 782"> <tbody> <tr> <td>Male</td> <td>89%</td> </tr> <tr> <td>Female</td> <td>89%</td> </tr> </tbody> </table>	Gender Declared	Number of Responses	Female	27	Male and Blank	<5	Male	89%	Female	89%
Gender Declared	Number of Responses										
Female	27										
Male and Blank	<5										
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Female	89%										
Race	<p>No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p> <p>Respondents from Consultation</p> <table data-bbox="689 1029 1444 1284"> <thead> <tr> <th>Race Declared</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>White British</td> <td>26</td> </tr> <tr> <td>White European /Blank Black/British Black African/ White Welsh/ Mixed Race Black/White</td> <td>Total of 5</td> </tr> </tbody> </table>	Race Declared	Number of Responses	White British	26	White European /Blank Black/British Black African/ White Welsh/ Mixed Race Black/White	Total of 5				
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	<p>The % of pupils who were awarded their first preference school by recorded ethnicity for September 2023 entry for all transfer groups:</p> <p>Asian 82%</p> <p>Black 83%</p> <p>Chinese 86%</p> <p>Mixed 86%</p> <p>Other Ethnicity 84%</p> <p>Non White British 86%</p> <p>White British 90%</p> <p>Unclassified 83%</p>						
Gender reassignment	<p>No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p> <p>Respondents from Consultation</p> <p>Is the gender you identity with the same as the sex registered at birth?</p> <p>Yes 31</p>						
Pregnancy & maternity	<p>No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p>						
Religion and/or belief	<p>There 71 voluntary aided schools, academies and free schools serving C of E and Roman Catholic families which offer admissions priority to children who share the religion of the school.</p> <p>For the bulk round of admissions in the 2023/2024 academic year, 423 parents (5.8% of parents applying for a school place) stated they were applying for a place at a school for religious reasons.</p> <p>Respondents from Consultation</p> <table> <thead> <tr> <th>Religion</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Christian</td> <td>11</td> </tr> <tr> <td>Muslim /Prefer not to say</td> <td><5</td> </tr> </tbody> </table>	Religion	Number	Christian	11	Muslim /Prefer not to say	<5
Religion	Number						
Christian	11						
Muslim /Prefer not to say	<5						

	No Religion 17
Sexual orientation	No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process. Respondents from Consultation Sexual Orientation Number Heterosexual/Straight 27 Bisexual /Prefer not to say <5
Marriage & civil partnership	No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.
Armed Forces community	The number of pupils who received a Military Premium in the last census is 624.
Carers	No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.
Care leavers / care experienced adults	No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.
Digital exclusion	No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.
Geography, for example, urban and rural areas	The number of Pupils allocated to Archway School under the 'catchment area' criterion in the 2023 transfer group was 111.
Socio-economic disadvantage	No data has been collected on this particular group as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.
Vulnerable groups of society	The number of pupils allocated to all C and VC schools under the 'Looked after and previously looked after children' criterion in the 2023 transfer group was 84.

Appendix 2 – Gloucestershire County Council Staff Data and Information

Details of GCC staff affected by the proposed activity:

Groups	GCC Workforce Data and Information
Age	<p>Employees are not directly affected by the setting of the admissions arrangements</p> <p>GCC Shire Hall based staff –20 throughout the Access to Education Team</p> <p>GCC Staff in schools - Schools benefit from a co-ordinated approach to admissions as this ensures that children are fairly placed at schools across the County and that any children who are unable to gain a school of their preference are allocated local education provision – assisting schools to plan ahead and manage their resources effectively for the benefit of their staff.</p>
Disability	
Sex	
Race	
Gender reassignment	
Marriage & civil partnership	
Pregnancy & maternity	
Religion and/or belief	
Sexual orientation	
Armed Forces community	
Carers	
Care leavers / care experienced adults	
Digital exclusion	

Geography, for example, urban and rural areas	
Socio-economic disadvantage	
Vulnerable groups of society	
