

Equality Impact Assessment (EqIA) form: the initial impact assessment

1. Process and guidance

The purpose of an EqIA is to make sure that the council is meeting the needs of all our residents by ensuring we consider how different groups of people may be affected by or experience a proposal in different ways.

The council has a two stage EqIA process:

- Stage 1 - the initial impact assessment
- Stage 2 - the full impact assessment.

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This form is for use at Stage 1 of the process. This must be completed when undertaking a project, policy change, or service change. It can form part of a business case for change and must be completed and attached to a Project Initiation Document. The findings of the initial impact assessment will determine whether a full impact assessment is needed.

Guidance and tools for council officers can be accessed on the council's Tackling Inequality Together intranet pages.

Date started:	14/03/22
Completed by:	Piers Brunning
Service:	Childrens Services
Project or policy EqIA relates to:	Wokingham Borough Post 16 Options
Date EqIA discussed at service team meeting:	
Conclusion (is a full assessment needed?):	
Signed off by (AD):	
Sign off date:	

2. Summary of the policy, project, or service

This section should be used to summarise the project, policy, or service change (the proposal).

What is the purpose of the proposal, what are the aims and expected outcomes, and how does it relate to service plans and the corporate plan?

The purpose of the proposal is to ensure there will be sufficient post 16 education places for its children and young people over the next decade.

To achieve this the primary focus is on a proposal to create a new sixth form at the Bohunt Wokingham School. This will educate children aged 16 to 18 year olds (Academic Years 12 and 13) providing a range of Level 3 (A and T level courses), largely for children on the roll of the school in Years 7 to 11.

The aims of the proposal are:

- To ensure that all young people in Years 12 and 13 have access to an appropriate Key Stage 5 curriculum.
- To increase the number of young people educated in the borough.
- To increase the number of students able to travel to post 16 education on foot or by bicycle (sustainable modes of transport).
- To provide flexible delivery of Year 7 places.
- To provide enhanced in-borough capacity to deliver education for children with Special Education Needs and Disabilities

The project will support the following objectives set out in the Corporate Delivery Plan 2020 24:

Enriching Lives

- Champion excellent education and enable our children and young people to achieve their full potential, regardless of their background.
- Support and challenge all schools to provide the right environment for effective learning for all pupils.

Keeping the Borough Moving

- Tackle traffic congestion and minimise delays and disruptions.
- Enable safe and sustainable travel around the Borough with good transport infrastructure.
- Promote healthy alternative travel options and support our partners in offering affordable, accessible public transport with good transport links.

How will the proposal be delivered, what governance arrangements are in place and who are the key internal stakeholders?

The proposals will be delivered through a partnership agreement between the Bohunt Education Trust (the Trust) and the council. At this stage the formal proposal is for an in principle agreement to the project. The partnership document will be drawn up, in collaboration with the Trust, if approval is given.

Key internal stakeholders are:

Director of Childrens Services

Director of Resources and Assets

Director Place and Growth

Lead members for Childrens Services and Finance

Local ward members

Who will be affected by the proposal? Think about who it is aimed at and who will deliver it.

Young people aged 16 to 18 living in the area served by the Bohunt School.

The education will be delivered by the Bohunt Education Trust.

3. Data & Protected Characteristics

This section should be used to set out what data you have gathered to support the initial impact assessment.

The table below sets out the equality groups that need to be considered in the impact assessment. These comprise the nine protected characteristics set out in the Equality Act 2010 and other priority areas defined by the council.

Age	Disability	Gender reassignment	Marriage and Civil Partnership	Pregnancy/Maternity
Religious belief	Race	Sex	Sexual Orientation	Socio-economic disadvantage

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What data and information will be used to help assess the impact of the proposal on different groups of people? A list of useful resources is available for officers on the Council's Tackling Inequality Together intranet pages.

4. Assessing & Scoring Impact

This section should be used to assess the likely impact on each equality group, consider how significant any impacts could be and explain how the data gathered supports the conclusions made.

Scoring impact for equality groups	
Positive impact	The proposal promotes equality of opportunity by meeting needs or addressing existing barriers to participation and/or promotes good community relations
Neutral or no impact	The proposal has no impact or no disproportionate impact.
Low negative	The proposal is likely to negatively impact a small number of people, be of short duration and can easily be resolved.
High negative	The proposal is likely to have a significant negative impact on many people or a severe impact on a smaller number of people.

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Referring to the Scoring table above, please give an impact score for each group, explain what the likely impact will be, and briefly set out how the data supports this conclusion.

Equality group	Impact score	Impact and supporting data
Age	Positive impact	
Disability	Positive impact	
Gender reassignment	Neutral or no impact	
Marriage and Civil Partnership	Neutral or no impact	

Pregnancy/Maternity	Neutral or no impact	
Religious belief	Neutral or no impact	
Race	Neutral or no impact	
Sex	Neutral or no impact	
Sexual Orientation	Neutral or no impact	
Socio-economic disadvantage	Positive impact	

5. Conclusion and next steps.

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Based on your findings from your initial impact assessment, you must complete a full impact assessment if you have identified any groups as having a low or high negative impact.

If no impact, or a positive impact has been identified, you do not need to complete a full assessment. However, you must include reference to the initial assessment in any associated reports, and it must receive formal approval from the Assistant Director responsible for the project, policy, or service change.