

## Equality Impact Assessment for Schools – Financial Proposal

**All questions should be answered in sufficient detail avoiding “yes” or “no”. Cite specific data and consultation evidence wherever possible.**

1. Title of the proposal being impact assessed

Proposed Pay Protection and Salary Safeguarding Scheme for Teachers and Support Staff at Otterburn First School with effect from 1 April 2013

2. Date of impact assessment

16.01.2013

3. Brief description of the proposal

The staffing Committee has the delegated authority from the governing body to propose and consult upon the above scheme. The scheme covers payments which arise from the redeployment of staff into alternative employment, for example as a result of redundancy, school structure review, ill health etc. It includes:

- pay protection for support staff and sets out proposals where the governing body has discretion to do;
- salary safeguarding for teachers however the governing body does not have discretion to change these arrangements as they are statutory provisions in the School Teachers' Pay and Conditions Document;
- excess travel provisions for teachers and support staff which is at the discretion of the governing body.

The governing body is required to meet such costs in all cases.

4. Names of governors completing the impact assessment

Stephen Shaw, Elaine Hunter, Angela Morrison, Carole Hedley, Geoff Raffle

5. Overall, what are the aims of the proposal?

To adopt the county's model pay protection and salary safeguarding scheme for teachers and support staff at Otterburn First school with effect from 1<sup>st</sup> April 2013

### **Specific requirements for schools**

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The protected characteristics for the schools as an education provider (rather than employer) are:

- Disability.

- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

Maintained schools, including Pupil Referral Units (in England) and Academies, are public authorities and will be subject to the public sector equality duties. Complying with the equality duties will help such schools to meet their obligations under the schools provisions and vice versa.

### **Impact on service users (including pupils, parents and the community) - disability**

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#### ***Duties which need to be considered:***

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons (e.g. the provision of an accessible parking bay near a building, where parking is not available for other visitors or employees.)

**Note:** *“disabled people” includes people with physical, learning and sensory disabilities, people with a long-term illness, and people with mental health problems. You should consider potential impacts on all of these groups.*

6. What do you know about usage of the services affected by this proposal by disabled people, about disabled people's experiences of it, and about any current barriers to access?

This proposal does not affect service users e.g. pupils, parents, local community.

7. Could disabled people be disproportionately advantaged or disadvantaged by the proposal?

This proposal does not affect service users e.g. pupils, parents, local community.

8. Could the proposal affect the ability of disabled people to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

This proposal does not affect service users e.g. public, parents, local community.

9. Could the proposed changes affect public attitudes towards disabled people? (e.g. by increasing or reducing their presence in the community)

This proposal does not affect service users e.g. public, parents, local community.

10. Could the proposed changes make it more or less likely that disabled people will be at risk of harassment?

This proposal does not affect service users e.g. public, parents, local community.

11. If there are risks that disabled people could be disproportionately disadvantaged by the proposals, are there reasonable steps or adjustments that could be taken to reduce these risks?

This proposal does not affect service users e.g. public, parents, local community.

12. Are there opportunities to create *positive* impacts for disabled people linked to this proposal?

This proposal does not affect service users e.g. public, parents, local community.

### **Impact on service users (including pupils, parents and the community) - gender**

#### ***Duties which need to be considered:***

- to eliminate unlawful sex discrimination and harassment
- to promote equality of opportunity between men and women

*(Note: all references to gender differences below include impacts on people who are changing/have changed gender, and if there is a possibility that people in this group might be specifically affected, you should consider this.)*

13. What do you know about gender differences in the usage of the services affected by this proposal, and in users' experiences of it, and about any current gender-related barriers to access?

This proposal does not affect service users e.g. public, parents, local community.

14. Could the proposal have a disproportionate effect on people of a particular gender?

This proposal does not affect service users e.g. public, parents, local community.

15. Could the proposed changes make it more or less likely that people will be at risk of gender-related harassment?

This proposal does not affect service users e.g. public, parents, local community.

16. If there are risks that people of a particular gender could be disproportionately disadvantaged by the proposals, are there reasonable steps that could be taken to reduce these risks?

This proposal does not affect service users e.g. public, parents, local community.

17. Are there reasonable steps that could be taken to create *positive* impacts on gender-related equality of opportunity linked to this proposal?

This proposal does not affect service users e.g. public, parents, local community.

#### **Impact on service users (including pupils, parents and the community) - race**

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##### ***Duties which need to be considered:***

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.
- (specific duty) Assess and consult on the likely impact proposed policies will have on the promotion of race equality

18. What do you know about racial differences in the usage of the services affected by this proposal, and in users' experiences of it, and about any current race-related barriers to access?

This proposal does not affect service users e.g. public, parents, local community.

19. What consultations (past or current) with people from different racial groups have helped to inform your views on how they may be affected by the proposal?

This proposal does not affect service users e.g. public, parents, local community.

20. Could people from different racial groups be disproportionately advantaged or disadvantaged by the proposal?

This proposal does not affect service users e.g. public, parents, local community.

21. Could the proposal affect relations between people from different racial groups?

This proposal does not affect service users e.g. public, parents, local community.

22. If there are risks that people in particular racial groups could be disproportionately disadvantaged by the proposals, are there reasonable steps that could be taken to reduce these risks?

This proposal does not affect service users e.g. public, parents, local community.

23. Are there reasonable steps that could be taken, linked to this proposal, to create *positive* impacts on equality of opportunity for different racial groups, and on relations between different racial groups?

This proposal does not affect service users e.g. public, parents, local community.

### **Impact on service users (including pupils, parents and the community) - other equalities issues**

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24. What do you know about the potential for the proposal to have disproportionate impacts on people of different sexual orientations, girls/women who are pregnant or breastfeeding or have young babies, or people with different religions or beliefs?

This proposal does not affect service users e.g. public, parents, local community.

25. What steps can be taken to minimise any potential disproportionate impacts on these groups?

This proposal does not affect service users e.g. public, parents, local community.

26. Are there reasonable steps that could be taken, linked to this proposal, to create *positive* impacts on equality of opportunity for these groups?

This proposal does not affect service users e.g. public, parents, local community.

### **Impact on service users (including pupils, parents and the community) - human rights**

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27. Could the proposal impact on human rights? (e.g. the right to respect for private and family life, the right to a fair hearing and the right to education)

This proposal does not affect service users e.g. public, parents, local community.

### **Impacts on Staff**

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28. What do you know about the characteristics of staff and potential future employees who may be affected by the proposal, which is relevant to the School's equalities duties? (Include in particular information about age, sex, disability and race; if possible and relevant, you may also wish to include information about staff with other "protected

characteristics” – marriage and civil partnership, pregnancy and maternity, religion or belief, sexual orientation).

Adopting county policy.

29. Is the proposal likely to have disadvantage any specific group (e.g. because the staff adversely affected are disproportionately of one gender, age group or racial group, or because a high proportion of them are disabled)?

Adopting county policy.

30. Are there any positive steps which could be taken, linked to this specific proposal, to promote the School's positive duties as a public sector employer in any of the areas covered by protected characteristics?

Adopting county policy.

## Course of Action

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31. Based on a consideration of all the potential impacts, tick (✓) one of the following as an overall summary of the outcome of this assessment:

✓	The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.
	The EIA has identified risks or opportunities to promote better equality; the proposal will be adjusted to avoid risks and ensure that opportunities are taken.
	The EIA has identified risks to equality which are considered to be objectively justifiable. Acceptance of these is reasonable and proportionate, given the aims of the proposal, and the school's specific context.
	The EIA shows that the proposal would lead to actual or potential unlawful discrimination, or would conflict with the School's positive duties to an extent which is disproportionate to the aims of the proposal and therefore are not objectively justifiable. It will not be adopted in its current form.

32. Explain how you have reached the judgement ticked above, and summarise any steps which will be taken to reduce negative or enhance positive impacts on equality.

Adopting county policy.

## Ongoing Monitoring

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33. What are your plans to monitor the actual impact of the implementation of the proposal against protected characteristics? (e.g. monitor the impact of the scheme

on any employees who receive payments during 2013-14 to inform the scheme review for 2014-15).

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### **Authorisation**

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34. Name of Chair of Committee and date agreed by Committee

Stephen Shaw, Elaine Hunter, Angela Morrison, Carole Hedley, Geoff Raffle
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## NAME OF SCHOOL

### Summary of Equality Impact Assessment – Financial Proposal

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#### Proposal:

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#### Date impact assessment completed:

16.01.2013

#### Description of proposal:

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The governing body is required to meet such costs in all cases.

#### Governors involved in assessment:

Stephen Shaw, Elaine Hunter, Angela Morrison, Carole Hedley, Geoff Raffle

#### Aims of the proposal:

To adopt the county's model pay protection and salary safeguarding scheme for teachers and support staff at Otterburn First school with effect from 1<sup>st</sup> April 2013

#### Summary of impact assessment:

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.

#### Summary explanation:

Adopting county policy.

#### Planned monitoring arrangements:

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This summary must be published by the school, for example, on its website. The full equality impact assessment must be available on request to staff, trade union representatives and members of the public.