

Equality Analysis Screening – Proposed Changes to Support our Strategic Ambitions

Stage 1: Screening to establish if the proposed project, policy or strategy has any relevance to equality issues and minority groups

Where will a full EA be required?

In short, wherever a decision has a more than minimal or theoretical **adverse or negative** impact on those with protected characteristics, for example, if the organisation is considering:

- Ceasing a service
- Reducing a service or reducing it in particular areas, e.g. closing an office in one location but not another
- Changes to the way a service is delivered, e.g. moving to on-line access only
- Changes to eligibility criteria, rules or practices for a service
- Changes to discretionary fees and charges

Where might an EA not be required?

Where it can be proven that the decision has no equalities impact– with particular focus on negative impacts on employees, students, other service users

- Where it can be proven that the decision has a minimal or theoretical equalities impact (and so does not need to be considered)
- Where the decision is mandatory and there is no element of discretion (e.g. to adopt a code of conduct or similar)
- In rare cases, where a previous EA exists and a review shows that it is still relevant at the time of the final decision, i.e. the facts have not changed

- i. **Given the aims of the proposed strategy, project or policy, is it likely that there will be a negative impact on one or more minority and excluded group or on race relations and community cohesion? Or is it clear at this stage that it will be equality neutral?**

The proposed movement of schools and subject areas to different faculties will not involve changes to terms and condition and it is proposed that schools/subject areas will remain on their current campuses. As there will be no individual impact on employees, it is clear that proposals will not have a negative impact on one or more minority and will be equality neutral.

- ii. **For which groups is there likely to be a negative impact? What is this impact likely to be and at this stage what plans could be built in to address this and to add measures which promote a positive impact?**





N/A. The proposals apply to all staff within the relevant school/subject areas. As there will be no individual impact on employees, it is clear that proposals will not have a negative impact on one or more minority and will be equality neutral.

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- iii. **Is a full impact assessment required? YES / NO (use box to explain rationale behind decision)** NB. If you have identified a potentially discriminatory negative impact on one or more minority groups or on relations between groups then a full impact assessment of the project/ policy / strategy is required

As there will be no individual impact on employees, it is clear that proposals will not have a negative impact on one or more minority and will be equality neutral. No potential discriminatory negative has been identified and therefore, a full impact assessment is not required.

Supporting notes

-  Consider impact in terms of disability, race, age, gender, religion and belief, sexual orientation and trans-identity and other groups: carers, marriage/civil partnerships, pregnancy and maternity who may experience disparities in opportunity.
-  Make use of existing knowledge, experience, research and consultation. For example: research reports, audits, consultations/surveys, demographic data, equality monitoring data from local bodies, complaints data, related equality analysis carried out by national bodies and partners
-  Caution is needed not to consider a new policy or project 'equality neutral' just because no evidence of adverse impact exists e.g. little research exists with regard to new equality areas such as sexual orientation
-  When thinking about positive impact consider ways to tackle discrimination, promote equality of opportunity and / or promote good community relations