

Equality Impact Assessment Template

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. IDENTIFICATION OF FUNCTION, POLICY OR PLAN	
Name of function/policy/plan to be assessed	Schools Estate Management Plan – Offer of funding
Service/service area responsible	Education, Leisure and Housing and Development and Infrastructure Services
Name of person carrying out the assessment and contact details	Karen Greaves ext 2426
Date of assessment	07/02/12
Is the function/policy/plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly)	New

2. INITIAL SCREENING	
What are the intended outcomes of the function/policy/plan?	To consider funding to refurbish or build a new primary school
State who is, or may be affected by this function/policy/plan, and how	Pupils, staff, parents, community users and other building users/visitors
How have stakeholders been involved in the development of this function/policy/plan?	Not at this early stage – but full consultation will commence if the project proceeds
Is there any existing data and/or research relating to equalities issues in this policy area? Please summarise. e.g. consultations, national surveys, performance data, complaints, service user	Consultation and Communication policy will be used to ensure all appropriate stakeholders are consulted. Existing regulations will ensure that any refurbishment or new build meets standards to ensure equality issues are addressed.

feedback, academic/consultants' reports, benchmarking (see equalities resources on OIC information portal)	
Could the function/policy have a differential impact on any of the following equality strands?	(Please provide any evidence – positive impacts/benefits, negative impacts and reasons)
1. Race: this includes ethnic or national groups, colour and nationality	None
2. Sex: a man or a woman	None
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	None
4. Gender Reassignment: the process of transitioning from one gender to another	None
5. Pregnancy and maternity	None
6. Age: people of different ages	Positive impact – any refurbishment will make a building more accessible for people of all ages
7. Religion or beliefs or none (atheists)	None
8. Caring responsibilities	Positive impact – any refurbishment will make the learning environment more positive
9. Marriage and Civil Partnership	None
10. Disability: people with disabilities (whether registered or not)	Positive impact – any refurbishment will make a building more accessible for people affected by disabilities

3. IMPACT ASSESSMENT	
Does the analysis above identify any differential impacts which need to be addressed?	No
How could you minimise or remove any potential negative impacts?	N/A
Do you have enough information to make a judgement? If no, what information do you require?	Yes

4. CONCLUSIONS AND PLANNED ACTION	
Is further work required?	Yes
What action is to be taken?	Preparation of Stage 2 Capital Project Appraisal
Who will undertake it?	Staff within Education, Leisure & Housing and Development & Infrastructure
When will it be done?	Following Committee consideration and full Council approval.
How will it be monitored? (e.g. through service plans)	The feasibility of the project will be reported back to Education and Leisure Committee in November 2012.

Signature

Date 06/02/12

Name KAREN GREAVES
(BLOCK CAPITALS)

Please sign and date this form, keep one copy and send a copy to Corporate and Community Strategy. It should also be emailed to Corporate and Community Strategy.