

TEMPLATE 2 - Full Equality Impact Assessment (EqIA)

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this form and assessment.

<p>What are the proposals being assessed? (Note: 'proposal' includes a new policy, policy review, service review, function, strategy, project, procedure, restructure)</p>	<p>Future Organisation of Cannon Lane First School (4-7 Years) and Cannon Lane Junior School.</p> <p>This proposal arises from implementation of the Council's Amalgamation Policy that was approved by Cabinet in 2007 and further clarified by Cabinet in 2008. There is no change to policy involved in this proposal.</p>
<p>Which Directorate / Service has responsibility for this?</p>	<p>Children and Families Services</p>
<p>Name and job title of lead officer</p>	<p>Chris Melly, Senior Professional, Education Strategy and School Organisation Team</p>
<p>Name & contact details of the other persons involved in the EqIA:</p>	<p>None.</p>
<p>Date of assessment:</p>	<p>15 April 2013</p>

Stage 1: Overview

<p>1. What are the aims, objectives, and desired outcomes of your proposals?</p> <p>(Explain proposals e.g. reduction / removal of service, deletion of posts, changing criteria etc)</p>	<p>It is proposed that Cannon Lane First School (4-7 Years) and Cannon Lane Junior School are combined to establish a three form of entry school from 1 September 2013. Cannon Lane Junior School would be discontinued, and the age range of Cannon Lane First School (4-7 Years) would be extended and the capacity expanded. All the pupils attending the schools at the time of amalgamation would transfer to the combined school, and there would be a similar staffing need. The school buildings would continue to be used by the combined school.</p> <p>In line with the Council's amalgamation policy, combining the two schools would give the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems, etc,</p>
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	and provides opportunities for wider staff development and experience across the full primary phase.
2. What factors / forces could prevent you from achieving these aims, objectives and outcomes?	Democratic and legally prescribed processes are being followed leading up to a Cabinet decision. Statutory proposals to effect the amalgamation of these two schools were published on 7 March 2013 for 6 week representation period that ends on 18 April 2013. Cabinet will consider representations made during this period as part of its decision making when determining the statutory proposals at its meeting on 9 May 2013.
3. Who are the customers? Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	The school communities of these two schools, including pupils, parents/carers, staff, governors. External interested parties include neighbouring local authorities, diocesan authorities, local MPs and elected members, voluntary and community organisations, and Harrow Youth Council.
4. Is the responsibility shared with another department, authority or organisation? If so: <ul style="list-style-type: none"> • Who are the partners? • Who has the overall responsibility? 	The Local Authority has a statutory entitlement under Sections 15 and 19 of the Education and Inspections Act 2006, to issue statutory proposals in respect of school reorganisation. Harrow Council's Amalgamation Policy is being implemented by officers in cooperation with the school governing bodies for effective engagement with the school communities.
4a. How are/will they be involved in this assessment?	This assessment has been completed by Harrow Council officers as the proposal involves implementation of existing Harrow Council policy.
Stage 2: Monitoring / Collecting Evidence / Data	
5. What information is available to assess the impact of your proposals? Include the actual data, statistics and evidence (including full references) reviewed to determine the potential impact on each equality group (protected characteristic). This can include results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, workforce profiles, service users profiles, local and national research, evaluations etc (Where possible include data on the nine protected characteristics. Where you have gaps, you may need to include this as an action to address in the action plan)	
Age (including carers of young/older people)	Two thirds of the written responses received from adult respondents support combining the two schools (73% of parental responses were in support).

Key themes identified by the joint governors steering group from the comments received in relation to the three consultation views were as follows:

I support combining the two schools

- Personalities – confidence in the First School Headteacher to lead a combined school
- Transitions and continuity
- Consistency across one school
- One strategy and communication across the primary phase

I want the schools to stay separate

- Size of the school would be too big
- Impact on staff, including non-teaching staff
- Separate schools work well and provide good services – why change?
- Financial concern at loss of £142k lump sum

I am not sure

- Concern at the size of the school – too big
- Concern about staff structure and Teaching and Learning Responsibility posts
- Concern at the loss of personal touch with the children
- More confused following the open meeting

Cannon Lane Junior School received 335 written responses to the statutory consultation from pupils: 51.0% wanted the schools to remain separate; 40.9% supported amalgamation; 8.1% were not sure. Comments on completed responses forms from Junior School pupils were considered by the joint steering group of governors but did not lend themselves to being themed.

The proposals do not make changes to early years provision or nursery schools.

The consultation response received from Harrow Association of Disabled people (HAD) stated that as the schools are on the same site, it seems unlikely that there will be repercussions for disabled children, and the only concern would be if the impact would be negative in any way on this group. However, as it is not suggested that travel and admission arrangements would change, there shouldn't be an issue. Harrow Association of Disabled people would like to think that the effects would be positive if the funding available

Disability (including carers of disabled people)

	can be used to increase accessibility in the school.			
Gender Reassignment	Not applicable.			
Marriage / Civil Partnership	Not applicable.			
Pregnancy and Maternity	Not applicable.			
Race	Not applicable. There is no change to school category in the proposal. Harrow's maintained schools are inclusive of children from all races, and this would continue in a combined school.			
Religion and Belief	Not applicable. There is no change to school category in the proposal.			
Sex / Gender	Not applicable. There is no change to school category in the proposal – the combined school would be continue the co-educational provision.			
Sexual Orientation	Not applicable.			
<p>6. Is there any other (local, regional, national research, reports, media) data sources that can inform this assessment?</p> <p>Include this data (facts, figures, evidence, key findings) in this section.</p>	<p>Experience from implementing the amalgamation policy in relation to other schools has been drawn upon in conducting the consultation including information contained in the consultation documentation to inform consultees. This enabled issues raised in previous consultations about school size, leadership, staffing, finance, etc to be addressed to ensure as complete information as possible was available for consideration.</p>			
<p>7. Have you undertaken any consultation on your proposals? (this may include consultation with staff, members, unions, community / voluntary groups, stakeholders, residents and service users)</p>	Yes	X	No	
<p>NOTE: If you have not undertaken any consultation as yet, you should consider whether you need to. For example, if you have insufficient data/information for any of the protected characteristics and you are unable to assess the potential impact, you may want to consult with them on your proposals as how they will affect them. Any proposed consultation needs to be completed before progressing with the rest of the EqIA. Guidance on consultation/community involvement toolkit can be accessed via the link below http://harrowhub/info/200195/consultation/169/community_involvement_toolkit</p>				
Who was consulted?	What consultation methods were	What do the results show about	What action are you going to take as a	

	used?	the impact on different equality groups (protected characteristics)?	result of the consultation? This may include revising your proposals, steps to mitigate any adverse impact. <i>(Also Include these in the Improvement Action Plan at Stage 5)</i>
The school communities including parents/carers, staff, pupils and governors.	Consultation documentation, including response form, and three open consultation meetings. The consultation letter and consultation paper were sent to all parents, members of staff and governors on 14 January 2013.	No adverse impacts.	It is considered the issues raised during the consultation processes could be fully considered and addressed through detailed implementation planning should Cabinet decide the schools will combine.
Interested parties including neighbouring local authorities, diocesan authorities, local MPs and elected members, voluntary and community organisations, and Harrow Youth Council.	On 14 January 2013, Harrow Council sent the consultation paper to interested parties in accordance with the Department for Education School Organisation and Competitions Unit guidance. Information about the amalgamation policy, the consultation paper and proposal evaluation were also made available on the Harrow Council website.	No adverse impacts.	Not applicable.

Stage 3: Assessing Impact and Analysis

8. What does your information tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Positive	Adverse	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.	What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)
Age (including			Harrow's Amalgamation Policy is based on an	Not applicable.

carers of young/older people)			educational rationale that combining the schools would give the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase.	
Disability (including carers of disabled people)			In an all through school, there may be benefits for pupils with special educational needs. There would be continuity in planning and support across all key stages. In addition, there could be greater consistency in the organisation and management of the schools, for example, behaviour policies, school rules, etc. This does not imply any criticism of the current arrangements at the two Cannon Lane schools but, however good the transition arrangements between schools, amalgamation removes this issue.	Not applicable.
Gender Reassignment	N/A		Not applicable.	Not applicable.
Marriage and Civil Partnership	N/A		Not applicable.	Not applicable.
Pregnancy and Maternity	N/A		Not applicable.	Not applicable.
Race	N/A		There is no change to school category in the proposal.	Not applicable.
Religion or Belief	N/A		There is no change to school category in the proposal.	Not applicable.
Sex	N/A		Not applicable. Co-educational provision would	Not applicable.

			continue.	
Sexual Orientation	N/A		Not applicable.	Not applicable.
Other (please state)	N/A		Not applicable.	Not applicable.
<p>9. Cumulative impact – Are you aware of any cumulative impact? For example, when conducting a major review of services. This would mean ensuring that you have sufficient relevant information to understand the cumulative effect of all of the decisions.</p> <p>Example: A local authority is making changes to four different policies. These are funding and delivering social care, day care, and respite for carers and community transport. Small changes in each of these policies may disadvantage disabled people, but the cumulative effect of changes to these areas could have a significant effect on disabled people's participation in public life. The actual and potential effect on equality of all these proposals, and appropriate mitigating measures, will need to be considered to ensure that inequalities between different equality groups, particularly in this instance for disabled people, have been identified and do not continue or widen. This may include making a decision to spread the effects of the policy elsewhere to lessen the concentration in any one area.</p>			No adverse cumulative impact is expected from this proposal. There is no change of policy involved.	
<p>10. How do your proposals contribute towards the requirements of the Public Sector Equality Duty (PSED), which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>				
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	Advance equality of opportunity between people from different groups	Foster good relations between people from different groups	Are there any actions you can take to meet the PSED requirements? <i>(List these here and include them in the Improvement Action Plan at Stage 5)</i>	

No change of policy is involved in these proposals.	Harrow's community schools are inclusive schools and would continue in a combined school.	Harrow's community schools are inclusive schools and would continue in a combined school.	None identified.
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11. Is there any evidence or concern that your proposals may result in a protected group being disadvantaged (please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act)?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No									

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. (select outcome 4)
 If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. (select outcome 4)

Stage 4: Decision

12. Please indicate which of the following statements best describes the outcome of your EqlA (tick one box only)

Outcome 1 – No change required: when the EqlA has not identified any potential for unlawful conduct or adverse impact and all opportunities to enhance equality are being addressed.	
Outcome 2 – Minor adjustments to remove / mitigate adverse impact or enhance equality have been identified by the EqlA. List the actions you propose to take to address this in the Improvement Action Plan at Stage 5	
Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to enhance equality. In this case, the justification needs to be included in the EqlA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are	

sufficient plans to reduce the adverse impact and/or plans to monitor the impact. (explain this in 12a below)	
Outcome 4 – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
12a. If your EqIA is assessed as outcome 3 or have ticked 'yes' in Q11, explain your justification with full reasoning to continue with your proposals.	

Stage 5: Making Adjustments (Improvement Action Plan)					
13. List below any actions you plan to take as a result of this impact assessment. This should include any actions identified throughout the EqIA.					
Area of potential adverse impact e.g. Race, Disability	Action proposed	Desired Outcome	Target Date	Lead Officer	Progress
None.	Not Applicable.	Not Applicable.	Not Applicable.	Not Applicable.	Not Applicable.

Stage 6 - Monitoring			
The full impact of the decision may only be known after the proposals have been implemented, it is therefore important to ensure effective monitoring measures are in place to assess the impact.			
14. How will you monitor the impact of the proposals once they have been implemented? How often will you do this? (Also Include in Improvement Action Plan at Stage 5)	Monitoring will occur through the usual school performance monitoring arrangements. The School Organisation Officer Group, comprised of representatives from relevant departments, meets monthly and will consider any relevant monitoring information arising from amalgamation.		
15. Do you currently monitor this function / service? Do you know who your service users are?	Yes		No
16. What monitoring measures need to be introduced to ensure effective monitoring of your proposals? (Also Include in Improvement Action Plan)	No additional measures.		

<i>at Stage 5)</i>	
17. How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 5)</i>	The Education Strategy Consultative Forum receives regular reports about school organisation. Reports are also submitted to Cabinet as required. These reports are published on the Harrow Council website.
18. Have you received any complaints or compliments about the policy, service, function, project or proposals being assessed? If so, provide details.	The Cannon Lane Junior School Governing Body recommends that the schools should remain separate and sets out its reasons. However, officers consider that the reasons given do not constitute compelling and overriding reasons not to combine the two schools, and they could be fully considered and addressed through detailed implementation planning should Cabinet decide the schools will combine. Cannon Lane First School (4-7 Years) Governing Body considers it is in the best interests of the children that both schools should amalgamate.
Stage 7 – Reporting outcomes The completed EqIA must be attached to all committee reports and a summary of the key findings included in the relevant section within them. EqIA's will also be published on the Council's website and made available to members of the public on request.	
19. Summary of the assessment NOTE: This section can also be used in your reports, however you must ensure the full EqIA is available as a background paper for the decision makers (Cabinet, Overview and Scrutiny, CSB etc) What are the key impacts – both adverse and positive? Are there any particular groups affected more than others? Do you suggest proceeding with your proposals although an adverse impact has been identified? If yes, what are your justifications for this? What course of action are you advising as a result of this EqIA?	The equality impact assessment indicates that the equalities impact of Cabinet's decision will be effectively neutral. No children would be displaced if the schools amalgamate or if they stay separate. The proposal is intended to build on the many positives already in place at the schools.
20. How will the impact assessment be publicised? E.g. Council website, intranet, forums, groups etc	The impact assessment will be included in background papers for the May Cabinet report to determine the statutory proposals.
Stage 8 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)	

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.			
21. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	School Organisation Officer Group. The EqIA Quality Assurance Group will consider this EqIA at its meeting on 8 May.		
Signed: (Lead officer completing EqIA)	Adrian Parker	Signed: (Chair of DETG)	Richard Segalov
Date:	23 April 2013	Date:	24 April 2013