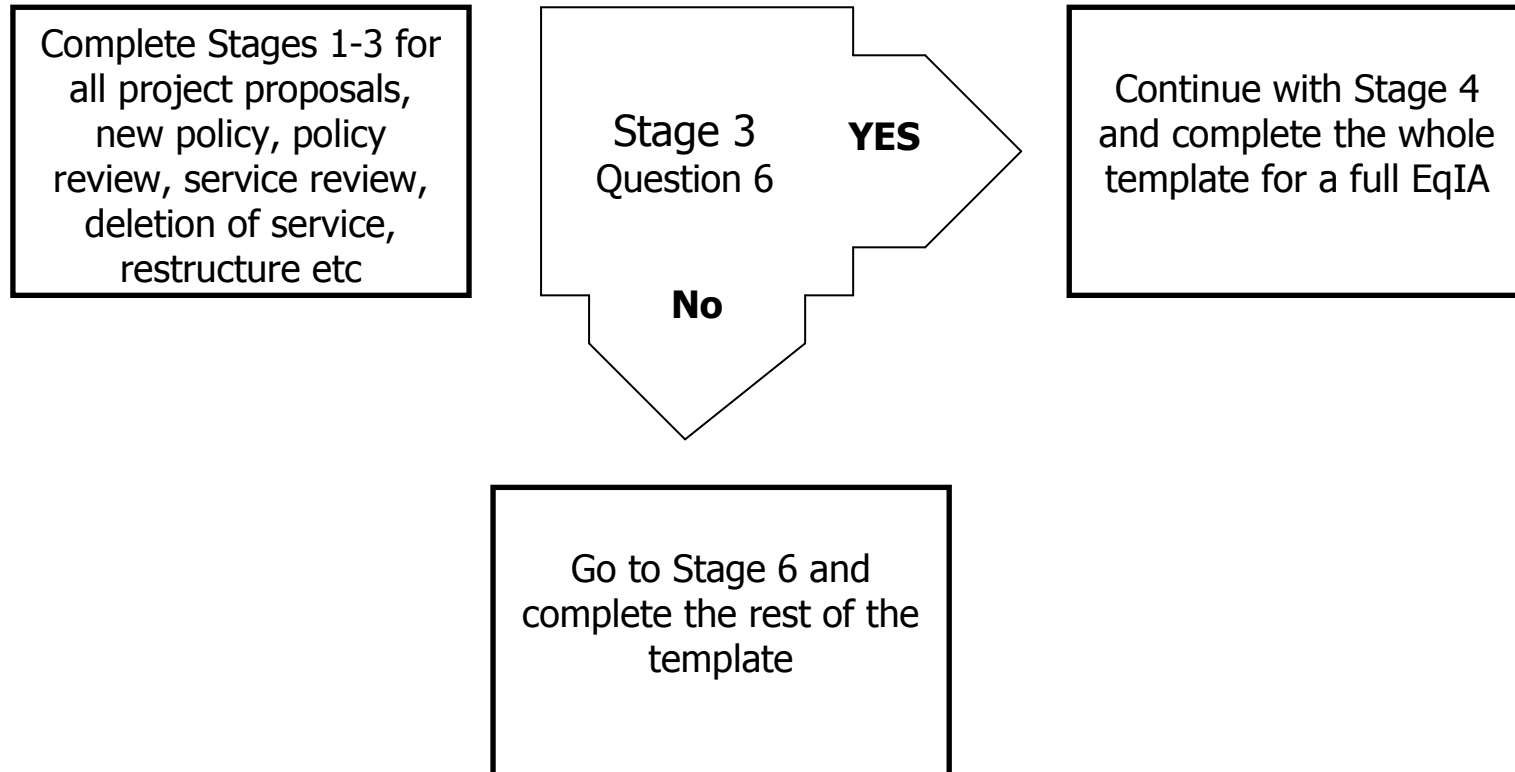


Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



Equality Impact Assessment (EqIA) Template

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 assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:		Tick	Type of Decision:		Tick
Transformation		<input type="checkbox"/>	Cabinet		<input type="checkbox"/>
Capital		<input type="checkbox"/>	Portfolio Holder		<input type="checkbox"/>
Service Plan		<input type="checkbox"/>	Corporate Strategic Board		<input type="checkbox"/>
Other	Implementation of Council policy.	<input type="checkbox"/>	Other		<input type="checkbox"/>
Title of Project:		<p>Future Organisation of Stanburn First School 4-7 Years and Stanburn Junior School.</p> <p>This project arises from implementation of the Council's Amalgamation Policy that was approved by Cabinet in 2007, further clarified by Cabinet in 2008 and confirmed in July 2013. There is no change to policy involved in this proposal.</p>			
Directorate / Service responsible:		Children and Families Directorate Education Strategy & School Organisation			
Name and job title of lead officer:		Chris Melly, Senior Professional - School Organisation			
Name & contact details of the other persons involved in the assessment:		None.			
Date of assessment:		16 October 2013			
Stage 1: Overview					
<p>1. What are you trying to do?</p> <p>(Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>		<p>It is proposed that Stanburn First School 4-7 Years and Stanburn Junior School are combined to establish a four form of entry school from 1 January 2014. 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</p>			

	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.				
2. Who are the main people / Protected Characteristics that may be affected by your proposals? (all that apply)	Residents / Service Users		Partners		Stakeholders
	Staff		Age		Disability
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity
	Race		Religion or Belief		Sex
	Sexual Orientation		Other		
3. Is the responsibility shared with another directorate, authority or organisation? If so: <ul style="list-style-type: none"> Who are the partners? Who has the overall responsibility? How have they been involved in the assessment? 	No.				
Stage 2: Evidence / Data Collation					
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics. (Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p> <p style="text-align: center;">Statutory consultation was held from Monday 21 January 2013 until Friday 15 February 2013 The representation period for the statutory proposals was from 5 September 2013 until 17 October 2013</p>					
Age (including carers of young/older people)	The statutory consultation elicited the highest number of responses from all of the amalgamation consultations carried out under the Council's amalgamation policy. This response rate reflected the high level of concerns, confusion and feelings generated within the school communities during the process. Almost two thirds of respondents were not in support of combining the two schools, and there was concern that relationships between the schools may have been damaged by the consultation processes. The Governing Body of Stanburn First School voted for the two schools to be amalgamated. The				

Governing Body of Stanburn Junior School initially decided it did not support the proposed amalgamation, though changed its view to support the move to amalgamation.

The representative joint steering group of the two schools noted that the information received may not give an accurate picture because of possible duplication of forms and concern that signatures were being sought in the playgrounds. To assist the group themes from the consultation responses were prepared with examples of the comments written by those in support and not in support of the proposals.

Buildings

Building work disruptive – expansion and amalgamation
Manage as one site

Pupils

Different pupil needs in the two schools
Not in the interests of the children
Playground safety / bullying

School size

840 pupils
Too large impersonal
Unable to have whole school events

Leadership

Two headteachers better
Preference for / against individuals to be headteacher
Management style
Too much responsibility for one headteacher

Budget

Reduced funding for combined school
Cost effective as one school

Transition

Positive to make move up
Would benefit from continuity through to 11 years
Transition works currently

Standards

Education standards will drop
Will put outstanding standards at risk
More cohesive curriculum
Will affect the learning environment

Staffing

Staff will leave
Would aid professional development

Academy status

Prefer / against academy status

No change

Keep schools separate/ distinct
Outstanding schools as they are
Don't change something that works
No need to make changes

Process

Not enough information
Not given all the options
Consultation rushed
Decision already made

Ethos / Community spirit

Maintain separate ethos
Would feel more like a community

Following the outcomes of the consultation and the opposing views of the two Governing Bodies, the Council deferred its decision about whether to publish statutory proposals to allow issues to be reconsidered. A Task and Finish Group representative of both schools was established and meets regularly. The work of this group helped moved matters forward towards establishing a combined school and enabled statutory proposals to be published in September 2013. It is considered the issues raised during the consultation processes could continue to be fully considered and addressed through detailed implementation planning should Cabinet decide the schools will combine.

Disability (including carers of disabled people)	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 can be used to increase accessibility in the school. 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 schools but, however good the transition arrangements between schools, amalgamation removes potential transition issues.
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 the school category as a result of amalgamation.
Sex / Gender	Not applicable. There is no change to co-educational school category as a result of amalgamation.
Sexual Orientation	Not applicable.
Socio Economic	Not applicable.

<p>5. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</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>
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Stage 3: Assessing Potential Disproportionate Impact

6. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

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

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- § **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- § It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

NO - If you have ticked 'No' to all of the above, then go to **Stage 6**

- § Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

Stage 4: Collating Additional data / Evidence

7. What additional data / evidence have you considered to further assess the potential disproportionate impact of your proposals? (include this evidence, including any data, statistics, titles of documents and website links here)	Full EqIA not required.
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8. What consultation have you undertaken on your proposals?			
Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Full EqIA not required.			

Stage 5: Assessing Impact and Analysis

9. What does your evidence 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	Adverse	Positive	<p>Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.</p> <p>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</p>	<p>What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)</p>
Age (including carers of young/older people)	Full EqlA not required.			
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race				
Religion or Belief				
Sex				
Sexual orientation				

10. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic? If yes, which Protected Characteristics could be affected and what is the potential impact?	Yes		No	
	Full EqIA not required.			

10a. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion? If yes, what is the potential impact and how likely is to happen?	Yes		No	
	Full EqIA not required.			

11. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic 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](#)) available on [Harrow HUB/Equalities and Diversity/Policies and Legislation](#)

	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
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	carers)	carers)		Partnership				
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 6: Decision

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

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.

Outcome 2 – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List the actions you propose to take to address this in the Improvement Action Plan at Stage 7*

Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA 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 you have ticked 'yes' in Q11**, explain your justification with full reasoning to continue with your proposals.

Stage 7: 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	How will you know	Target Date	Lead Officer	Date Action
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adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target			included in Service / Team Plan
None. 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.	Not applicable.	Not applicable.	Not applicable.	Not applicable.	Not applicable.

Stage 8 - Monitoring

The full impact of the proposals may only be known after they 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? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i>	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. How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i>	Reports about school organisation are submitted to Cabinet as required. These reports are published on the Harrow Council website.
16. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.	As noted in Section 4 above, almost two thirds of respondents were not in support of combining the two schools. Following the outcomes of the consultation and the opposing views of the two Governing Bodies, the Council deferred its decision about whether to publish statutory proposals to allow issues to be reconsidered. Officers met with the two Chairs of Governors to consider the next steps for moving forward.

The meetings with the Chairs of Governors were constructive and helpful and there was in principle agreement around a number of themes including: the need to rebuild the relationship between the two school communities; acknowledgement that the local authority amalgamation policy was unlikely to change and the triggers would apply in future; and the need to secure the future leadership arrangements in the Junior School. In line with the Council's Amalgamation Policy, it was proposed that the two schools combine, in a timescale that allows further work to be undertaken on what a combined Stanburn School would look like, and the journey to achieving this status. The proposed timescale would be for the amalgamation to be effective from 1 January 2014. To achieve this, a Task and Finish Group with representatives from both schools was established to consider what a combined school would be like and the journey to achieving a combined school. On 15 July 2013 Stanburn Junior School Governing Body held an extraordinary meeting and discussed feedback from the first Task and Finish Group meeting. The Governing Body decided to support the move to amalgamation and agreed to fully engage in the process. The representative Task and Finish Group has met 3 times from July to October and is progressing collaborative work in the interests of the schools and with a view towards potential amalgamation. The two governing bodies have responded to the representation period of the statutory proposals confirming their support for the move to amalgamation and that they are fully engaged in the process.

Stage 9: Public Sector Equality Duty

17. How do your proposals contribute towards 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.

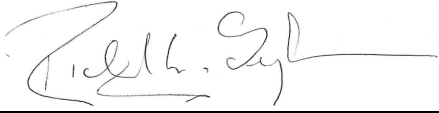
(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)

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
Combining the two schools would give the	Harrow's maintained schools are inclusive of all	Harrow's maintained schools are inclusive of all

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.	children from all groups, and this would continue in a combined school.	children from all groups, and this would continue in a combined school.
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Stage 10 - 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.

18. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	Joint Chairs of DETG.		
Signed: (Lead officer completing EqIA)	Chris Melly	Signed: (Chair of DETG)	
Date:	16 October 2013	Date:	4 November 2013
Date EqIA presented at the EqIA Quality Assurance Group	4 November 2013	Signature of ETG Chair	Mike Howes