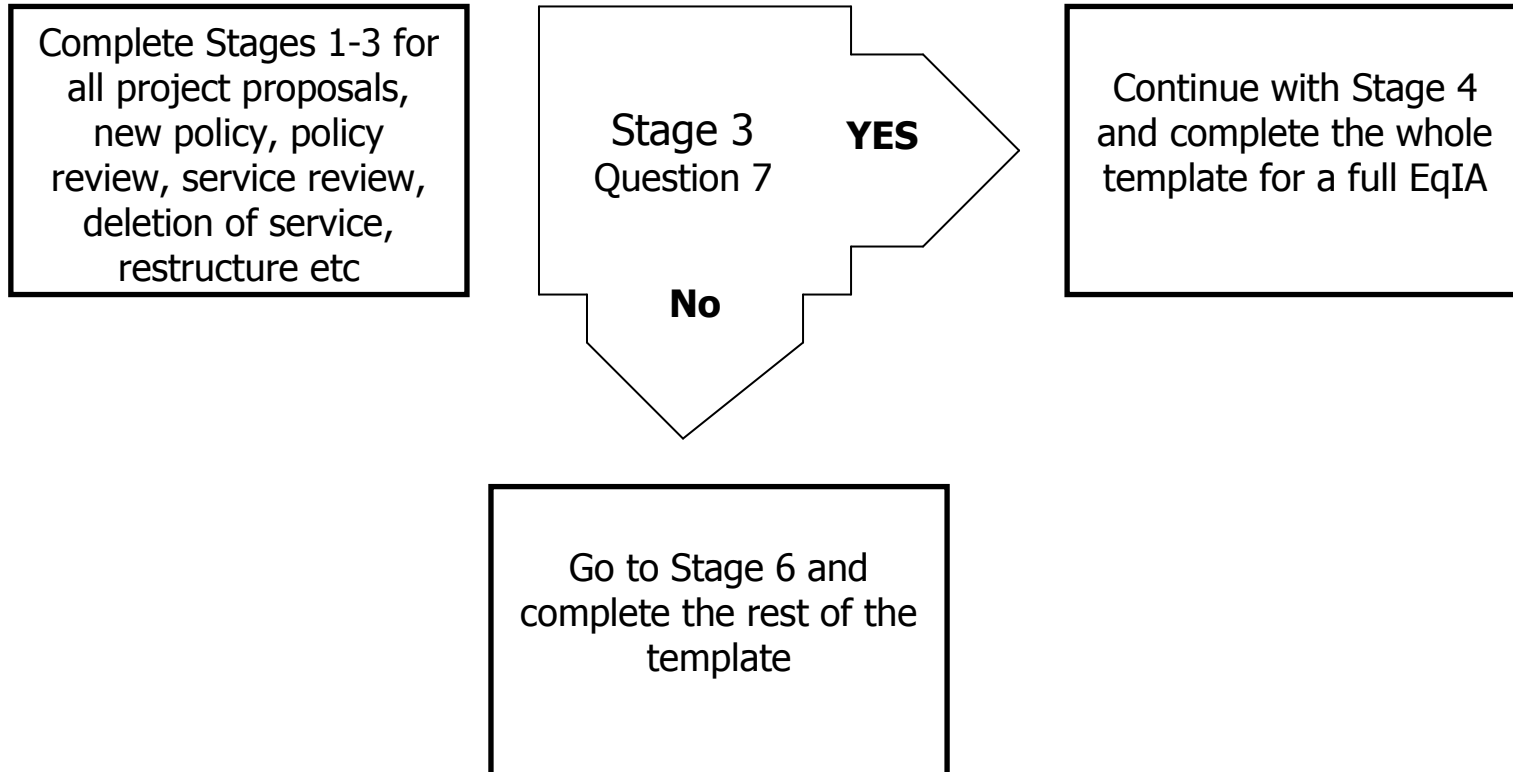


Equality Impact Assessment Template

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 checked="" type="checkbox"/>
Capital		<input type="checkbox"/>	Portfolio Holder		<input type="checkbox"/>
Service Plan		<input type="checkbox"/>	Corporate Strategic Board		<input type="checkbox"/>
Other	Implementing Council amalgamation policy.	<input type="checkbox"/>	Other		<input type="checkbox"/>
Title of Project:		<p>Future Organisation of Weald Infant and Nursery School and Weald Junior School. 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> <p>Weald Infant and Nursery School and Weald Junior School Robin Hood Drive Harrow, HA3 7DH</p> <p>At its meeting on 15 January 2015, Harrow Cabinet is recommended to approve the statutory proposals to amalgamate the Weald infant and junior schools from 1 April 2015 to form a combined primary school.</p>			
Directorate / Service responsible:		Children & Families			
Name and job title of lead officer:		Johanna Morgan, Education Lead School Organisation			
Name & contact details of the other persons involved in the assessment:		Chris Melly, Senior Professional, School Organisation Marie-Louise Nolan, Chair of the Federated Governing Body of Weald Infant and Nursery School and Weald Junior School			

Date of assessment:

7 November 2014

Stage 1: Overview

1. What are you trying to do?

(Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)

This proposal arises from implementation of the Council's Amalgamation Policy. Two sets of statutory proposals have been published in relation to Weald Infant and Nursery School and Weald Junior School. It is proposed to:

- Combine the schools to create a combined primary school from 1 April 2015;
- Expand the school(s) from 1 September 2016 to become four forms of entry school(s) (120 places) from the current three forms of entry (90 places).

The two sets of statutory proposals are separate and not linked.

This EqlA relates to the proposal to amalgamate the schools. Under this proposal the combined school would be established from 1 April 2015. Weald Junior School would be discontinued, and the age range of Weald Infant and Nursery School would be extended and the capacity expanded.

Education school amalgamation statutory processes are being undertaken. On 24 October 2014, the Portfolio Holder for Children, Schools and Young People, considered the outcome of the consultation about the proposed amalgamation and decided to publish statutory proposals to effect the amalgamation. The statutory proposals were published from 3 November to 1 December 2014. No representations were received about the amalgamation statutory proposal. Two representations in relation to the expansion statutory proposal were received by Harrow Council by the closing date. The representations refer to the existing traffic congestion and anti-social driving behaviour in the area of the school and object to the proposed expansion of the Weald schools on the basis of the increased traffic congestion issues that will result. These representations and officer comment will be reported to Harrow Cabinet when determining the statutory proposals on 15 January 2015.

It is proposed that Weald Infant and Nursery School and Weald Junior School are combined to establish a three form of entry primary school from 1 April 2015. 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.

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, 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 / Schools	✓	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

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)	
Age (including carers of young/older people)	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. See Appendix A of this EqIA for data about the profile of pupils attending the schools.
Disability (including carers of disabled people)	The schools make mainstream provision and do not have additionally resourced provision for pupils with special educational needs. The schools have been prioritised in the Government's Priority School Building Programme and will be rebuilt by the Education Funding Agency. Accessibility will be considered in the

	design proposal for the rebuild. See Appendix A of this EqIA for data about the profile of pupils attending the schools.
Gender Reassignment	Not applicable in the context of the amalgamation of these schools.
Marriage / Civil Partnership	Not applicable in the context of the amalgamation of these schools.
Pregnancy and Maternity	Not applicable in the context of the amalgamation of these schools.
Race	There is no change to school category in the proposal. These are community schools that are inclusive of children from all races, and this would continue in a combined school. The schools draw pupils from their local area and the pupil profile reflects the ethnicity of their area. The Provisional October 2014 School Census data demonstrates that the schools have an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending these schools. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend these schools.
Religion and Belief	There is no change to the school category as a result of amalgamation. These are community schools which draw pupils from their local area and the pupil profiles reflect the religions and beliefs of their area.
Sex / Gender	There is no change to co-educational school category as a result of amalgamation. These are community schools which draw pupils from their local area and the pupil profiles reflect the gender of their area. See Appendix A of this EqIA for data about the profile of pupils attending these schools.
Sexual Orientation	Not applicable in the context of the amalgamation of these schools.
Socio Economic	Not applicable in the context of the amalgamation of these schools.

5. 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).
Statutory consultation was held with the	Consultation information was widely distributed	Consultation about the proposal to expand and combine Weald Infant and Nursery School and Weald Junior School was held between Monday 8 September 2014 and Monday 20 October 2014. Separate consultation questions were given to the school communities from	On 24 October 2014, the Portfolio Holder for Children, Schools and

<p>schools, their communities of parents, staff and governors, local residents and interested parties about the amalgamation and expansion proposals between 8 September and 20 October 2014.</p>	<p>including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultation for residents. The Council distributed a letter to local residents to inform them of the consultation and to invite them to the consultation meetings at the schools. The schools distributed information and response forms to their parents, staff and governors and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>those given to local residents. Local residents were consulted about the expansion proposal only because the amalgamation proposal was not relevant to the residents without children attending the schools.</p> <p>Officers attended open consultation meetings during the consultation period at the schools about the amalgamation and expansion proposals to give a presentation and answer questions.</p> <p>Consultation responses</p> <p>78 responses were received to the consultation questions for the school communities. A number of comments were included with the responses and the two main themes are summarised below together with officer response to the themes.</p> <p>Responses from the school communities to the consultation questions about amalgamation and expansion</p> <p>Questions were asked in the consultation about the two proposals. They were:</p> <ul style="list-style-type: none"> • “Proposal One: Weald Infant and Nursery School and Weald Junior School are joined together to form one combined school on 1 April 2015.” • “Proposal Two: To expand the combined school to four forms of entry (120 places) with effect from 1 September 2016.” <p>Both questions offered the option to respond ‘Yes’, ‘No’, or ‘Not Sure’ to each question. Opportunity was given for comments to be added after each question if the respondent wished to do so.</p> <p>The following tables provide overall responses to the consultation questions.</p> <p>Proposal One: Weald Infant and Nursery School and Weald Junior School are joined together to form one combined school on 1 April 2015.</p> <table border="1" data-bbox="638 997 1624 1380"> <thead> <tr> <th></th> <th>I support combining the two schools</th> <th>I want the schools to stay separate</th> <th>I am not sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Infant School parent</td> <td>9</td> <td>2</td> <td>1</td> <td>12</td> </tr> <tr> <td>Junior School parent</td> <td>14</td> <td>3</td> <td>2</td> <td>19</td> </tr> <tr> <td>Parent in both schools</td> <td>16</td> <td>5</td> <td>5</td> <td>26</td> </tr> <tr> <td>Member of staff in Infant School</td> <td>10</td> <td>3</td> <td>2</td> <td>15</td> </tr> </tbody> </table>		I support combining the two schools	I want the schools to stay separate	I am not sure	Total	Infant School parent	9	2	1	12	Junior School parent	14	3	2	19	Parent in both schools	16	5	5	26	Member of staff in Infant School	10	3	2	15	<p>Young People, considered the outcome of the consultation about the proposed expansion and decided to publish statutory proposals to effect the expansion.</p> <p>Additional resource has been committed to ensure an appropriate profile to all the school expansion projects in particular.</p> <ul style="list-style-type: none"> • Transport Assessments are undertaken at each of the schools proposed for expansion. The assessments provide an independent view of the proposals by reviewing baseline information about current traffic volumes and current issues and make recommendations about any impact as well as setting out any actions required. The assessments take account of the consultation responses received. • A School Travel Plan Advisor for the expansion projects has been working with schools to develop and implement effective travel strategies. This is a key role in
	I support combining the two schools	I want the schools to stay separate	I am not sure	Total																								
Infant School parent	9	2	1	12																								
Junior School parent	14	3	2	19																								
Parent in both schools	16	5	5	26																								
Member of staff in Infant School	10	3	2	15																								

Member of staff in Junior School	2	0	0	2
Other interested stakeholder:	3	0	1	4
Total	54	13	11	78
%	69.23%	16.67%	14.10%	100%

Proposal Two: To expand the combined school to four forms of entry (120 places) with effect from 1 September 2016.

	I support expansion to four forms of entry as either combined or separate schools	I do not support expansion to four forms of entry as either combined or separate schools	I am not sure	Total
Infant School parent	4	5	1	10
Junior School parent	15	1	5	21
Parent in both schools	11	1	8	20
Member of staff in Infant School	6	4	1	11
Member of staff in Junior School	2	0	0	2
Other interested stakeholder:	3	0	1	4
Total	41	11	16	68
%	60.29%	16.18%	23.53%	100%

The responses made to the first consultation question indicate strong agreement with the Council's proposal to amalgamate the Weald schools.

The responses made to the second consultation question indicate strong overall agreement with the Council's proposal to expand the Weald schools.

Governing Body response to the consultation

The federated Governing Body of Weald Infant and Nursery School and Weald Junior School recommends that Proposal One: Weald Infant and Nursery School and Weald Junior School are joined together to form one combined school on 1 April 2015 and Proposal Two: To expand the combined school to four forms of entry (120 places) with effect from 1

influencing and engaging with all stakeholders to change attitudes to travel through the review and the development of School Travel Plans in order to minimise the use of private car travel to the school, particularly by parents. This role also liaises with the Highways, Traffic Management and Enforcement teams to ensure that any necessary engineering work and enforcement action, including Safer Neighbourhood Teams, is provided in line with the travel plans developed. This officer is also involved in the pre-planning engagement activities and input into the planning applications.

- The Transport Assessment and School Travel Plans are submitted as part of the planning applications.
- There is a communication strategy for the expansion projects which includes raising the profile of school travel planning. An

September 2016 are adopted by Harrow Council.

Officer response to the consultation comments

The two main themes in consultation comments and responses relate to:

- ensuring strong leadership of a combined and expanded school and quality of education;
- traffic and congestion issues.

Leadership and quality of education

The governors and Harrow Council are very mindful of the need to secure the leadership of a combined school, if the amalgamation is agreed. In accordance with Council policy and practice, the post of Headteacher for the combined school would be ring fenced to the substantive Headteacher. A process would be developed to satisfy the Governing Body that the post holder has suitable qualifications, experience and ability to undertake the role including consideration of any development needs that may be identified.

The schools are maintaining an absolute priority on the improvement of educational standards and will continue to do so through the construction processes. Progress is being made through the focus, hard work and efforts of the school staff.

The senior leadership team and governors will ensure that the focus on quality is not diluted during the building programme. The school(s) will be supported through the rebuild processes so the focus can remain on the core business of educating the children. There will be a project manager from the Education Funding Agency to ensure smooth progress with the rebuild and liaison with the school on any issues and school operational matters to minimise any disruption to education. The Harrow Council Children’s Capital Team will be available for support should this be needed.

Traffic and congestion issues

The concerns expressed about traffic congestion, parking and road safety in the area are fully recognised and are the consistent major theme arising from the expansion consultations. To minimise the impact of the additional pupils attending the schools proposed for expansion, a cross-council approach is being implemented. This approach brings officers together from Children and Families, Enterprise and Environment and Communications to co-ordinate work.

The Weald Schools Federated Governing Body takes these issues extremely seriously. In its formal response to Harrow Council about the expansion proposal the governors strongly urge that, in order to achieve the successful expansion of the schools, both schools and the Federated Governing Body work closely in partnership with Harrow Council, parents, carers and the local community to achieve a lasting solution to the problems associated with the access of traffic, parking and the travel behaviour of Weald Schools’ parents and carers.

additional Communications Officer has been appointed to give communication and engagement work a high profile.

- Parking enforcement officers visit the areas of all schools in Harrow and issue tickets when applicable. Two automatic number plate recognition CCTV cars have been introduced to reinforce enforcement work. They are dedicated to schools exclusively.

The rebuild of the Weald schools, whether or not expansion is approved, will require a building programme, for which planning permission will be needed. A decision on this will be a matter for the Planning Committee which will consider highways and traffic concerns and the impact of the development on the local area. Residents and parents who believe they are impacted by this decision are entitled to make representations to the planning committee during the statutory planning consent timescales.

6. 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.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.
A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Discussions are held with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

Stage 3: Assessing Potential Disproportionate Impact

7. 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

<p>8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3? (include this evidence, including any data, statistics, titles of documents and website links here)</p>	<p>Note: Please go to Stage 6.</p>
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<p>9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?</p>			
<p>Who was consulted?</p>	<p>What consultation methods were used?</p>	<p>What do the results show about the impact on different groups / Protected Characteristics?</p>	<p>What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).</p>
<p>Note: Please go to Stage 6.</p>			

Stage 5: Assessing Impact and Analysis

10. 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?

<p>Protected Characteristic</p>	<p>Adverse ✓</p>	<p>Positive ✓</p>	<p>Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. <p style="color: red;">Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</p> </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>
<p>Age (including carers of young/older people)</p>			<p>Note: Please go to Stage 6.</p>	
<p>Disability</p>				

(including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				
Race				
Religion or Belief				
Sex				
Sexual orientation				

11. 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			
					Note: Please go to Stage 6.					
11a. 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			
					Note: Please go to Stage 6.					
12. 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 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.										
<ul style="list-style-type: none"> ▪ 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

13. 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. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>	
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 13a 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)	
13a. If your EqIA is assessed as outcome 3 or you have ticked 'yes' in Q12 , explain your justification with full reasoning to continue with your proposals.	

Stage 7: Improvement Action Plan

14. 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 required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Successful application has been made to the Government's Priority School Building Programme for rebuild of the schools because of their priority poor condition. The schools will be rebuilt as a combined four form of entry primary school if these proposals are approved. The rebuild is planned for completion by September 2016.	Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Chris Spencer, Corporate Director Children & Families, through the Programme Board.	1 September 2013

Disability. Mobility access.	Access issues will be considered throughout the design and construction processes.	The Education Funding Agency is responsible for the rebuild of the Weald schools. The designs will have to conform to planning policy and will be subject to approval by the Planning Committee.	1 September 2015.	Russell Eacott, Head of Capital Project Team (through Capital Team liaison with the EFA)	18 February 2014 (access issues raised at weekly update meeting)
Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013 and, following successful applications to the Government's Targeted Basic Need Programme, new places are being created at special schools and through new additionally resourced provision places in Harrow's mainstream schools from September 2015.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	1 September 2015.	Chris Spencer, Corporate Director Children & Families, through the Programme Board.	1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Stage 2 Section 5 above.	Traffic Assessment and School Travel Plan will be submitted as part of the Planning Application.	June 2015.	Russell Eacott, Head of Capital Project Team. (through Capital Team liaison with the EFA)	November 2013.

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.

15. How will you monitor the impact of the proposals once they have

The School Organisation Officer Group, comprised of representatives

<p>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></p>	<p>from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
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<p>16. How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
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<p>17. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the amalgamation proposal (see section 5 in Stage 2 above).</p> <p>The responses made to the first consultation question indicate strong agreement with the Council’s proposal to amalgamate the Weald schools.</p> <p>The responses made to the second consultation question indicate strong overall agreement with the Council’s proposal to expand the Weald schools.</p>
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Stage 9: Public Sector Equality Duty

18. 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	Advance equality of opportunity between	Foster good relations between people from
---	---	---

and victimisation and other conduct prohibited by the Equality Act 2010	people from different groups	different groups
By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.

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.

19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Roger Rickman</i>
Date:	10 th November 2014	Date:	1 st December 2014
Date EqIA presented at the EqIA Quality Assurance Group	1 st December 2014	Signature of ETG Chair	<i>Roger Rickman</i>

October 2014 School Census	Weald Infant and Nursery School
AGE as at 31st August 2014	
3	15%
4	28%
5	28%
6	28%
Grand Total	317
GENDER	
Female	48%
Male	52%
Grand Total	317
ETHNICITY	
Bangladeshi	0%
Indian	6%
Asian Other	21%
Pakistani	2%
Black African	8%
Black Caribbean	3%
Black Other	1%
Chinese	1%
Mixed Other	2%
Mixed White/Asian	2%
Mixed White/Black African	1%
Mixed White/Black Caribbean	2%
Not Obtained	1%
Any Other Ethnic Group	7%
White British	12%
White Irish Traveller	1%
White Other	11%
Unknown	20%
Grand Total	317
SEN	
No SEN	91%
School Action	3%
School Action Plus	6%
Statement of SEN	0%
Grand Total	317

Source: Collect export: all schools Blade-Export_06-11-2014_pupilonroll.xls

October 2014 School Census	Weald Junior School
AGE as at 31st August 2014	
7	29%
8	27%
9	21%
10	22%
Grand Total	397
GENDER	
Female	47%
Male	53%
Grand Total	397
ETHNICITY	
Bangladeshi	1%
Indian	7%
Asian Other	22%
Pakistani	4%
Black African	9%
Black Caribbean	3%
Black Other	2%
Mixed Other	4%
Mixed White/Asian	3%
Mixed White/Black African	1%
Mixed White/Black Caribbean	3%
Not Obtained	0%
White British	12%
Any Other Ethnic Group	10%
White Irish Traveller	1%
White Irish	1%
White Other	11%
Unknown	7%
Grand Total	397
SEN	
No SEN	80%
School Action	15%
School Action Plus	5%
Statement of SEN	1%
Grand Total	397

Source: Collect export: all schools Blade-Export_06-11-2014_pupilonroll.xls

Population - All usual residents

Main Wards for the North East Primary Planning Area

Units - Persons

(Over 40% of pupils in these Wards attend schools in the planning area)

Date - 2011

Ethnic Group	Belmont		Canons		Stanmore Park	
	number	%	number	%	number	%
All usual residents	11,343	100.0	12,471	100.0	11,229	100.0
White: English/Welsh/Scottish/Northern Irish/British	3,436	30.3	4,990	40.0	5,263	46.9
White: Irish	371	3.3	229	1.8	277	2.5
White: Gypsy or Irish Traveller	8	0.1	8	0.1	7	0.1
White: Other White	873	7.7	1,210	9.7	825	7.3
Mixed/multiple ethnic groups: White and Black Caribbean	50	0.4	60	0.5	117	1.0
Mixed/multiple ethnic groups: White and Black African	52	0.5	48	0.4	55	0.5
Mixed/multiple ethnic groups: White and Asian	125	1.1	162	1.3	113	1.0
Mixed/multiple ethnic groups: Other Mixed	122	1.1	130	1.0	113	1.0
Asian/Asian British: Indian	3,893	34.3	2,959	23.7	2,245	20.0
Asian/Asian British: Pakistani	312	2.8	273	2.2	192	1.7
Asian/Asian British: Bangladeshi	44	0.4	52	0.4	52	0.5
Asian/Asian British: Chinese	130	1.1	238	1.9	125	1.1
Asian/Asian British: Other Asian	913	8.0	832	6.7	645	5.7
Black/African/Caribbean/Black British: African	310	2.7	567	4.5	376	3.3
Black/African/Caribbean/Black British: Caribbean	208	1.8	139	1.1	202	1.8
Black/African/Caribbean/Black British: Other Black	142	1.3	164	1.3	235	2.1
Other ethnic group: Arab	202	1.8	179	1.4	162	1.4
Other ethnic group: Any other ethnic group	152	1.3	231	1.9	225	2.0
Main Ethnic Groups						
White	4,688	41.3	6,437	51.6	6,372	56.7
Mixed/multiple ethnic groups	349	3.1	400	3.2	398	3.5
Asian/Asian British	5,292	46.7	4,354	34.9	3,259	29.0
Black/African/Caribbean/Black British	660	5.8	870	7.0	813	7.2
Other ethnic group	354	3.1	410	3.3	387	3.4

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.