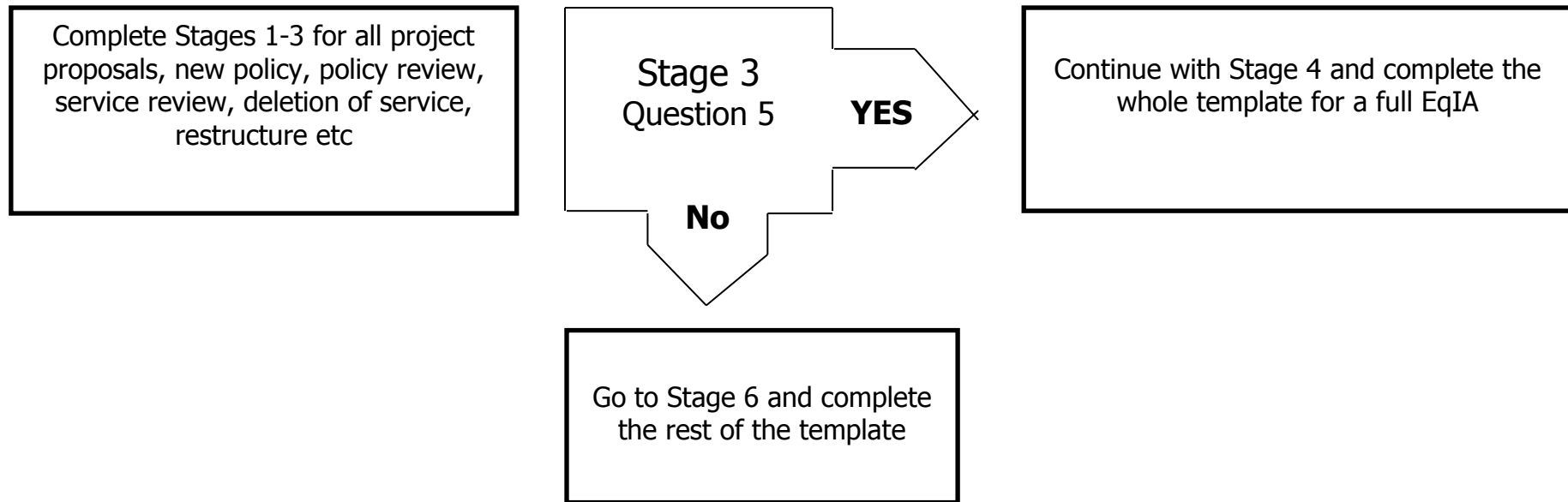


Equality Impact Assessment Template

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



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- SIGN OFF: All EqIAs need to be signed off by your Directorate Equality Task Groups.
- Legal will NOT accept any report without a fully completed, Quality Assured and signed off EqIA.
- The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

Equality Impact Assessment (EqIA) Template

Type of Decision: Tick ✓	✓	Cabinet		Portfolio Holder		Other (explain)	
Date decision to be taken:	15 March 2018						
Value of savings to be made (if applicable):	NA						
Title of Project:	School organisation Changes – Hillview, Roxeth and Woodlands Primary School						
Directorate / Service responsible:	People Services						
Name and job title of Lead Officer:	Johanna Morgan, Divisional Director People Services Strategy						
Name & contact details of the other persons involved in the assessment:							
Date of assessment (including review dates):	1 March 2018						

Stage 1: Overview

<p>1. What are you trying to do?</p> <p>(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>The Local Authority has a statutory responsibility to provide sufficient school places for its area and to make changes to schools. To fulfil this duty it is able to propose changes to schools through the publication and determination of statutory notices</p> <p>In this context, the local authority is bringing forward proposals to change the age range of Roxeth Primary School that will in effect close the nursery class and explains how the provision for nursery pupils will be retained within the local area at Hillview Nursery School. The outcomes from the engagement with parents and local area also provided. The report also sets out a proposal to increase the capacity at Woodlands School on a temporary basis.</p>					
<p>2. Who are the main groups / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	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			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p>	No					

- Who are the partners?
- Who has the overall responsibility?
- How have they been involved in the assessment?

Stage 2: Evidence & Data Analysis

4. What evidence is available to assess the potential impact of your proposals? 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, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you should include this as an action to address in your Improvement Action Plan at Stage 6)

Protected Characteristic	Evidence											Analysis & Impact	
Age (including carers of young/older people)	January 2018 Numbers on Roll by Age											These proposals will ensure that there is sufficient nursery provision at Hillview and Woodlands for the relevant age groups.	
	Age												
	School Name	1	2	3	4	5	6	7	8	9	10		Total
	Hillview Nursery School	1	20	49	1	0	0	0	0	0	0		71
	Roxeth Primary School	0	0	0	59	60	59	60	88	60	60		446
	Woodlands School	0	0	2	11	21	26	25	15	15	7		122
	Total	1	20	51	71	81	85	85	103	75	67		639
	January 2018 Numbers on Roll by National Curriculum Year												
	National Curriculum Year												
	School Name	N1	N2	R	1	2	3	4	5	6	Total		
Hillview Nursery School	19	52	0	0	0	0	0	0	0	71			

	<table border="1"> <tr> <td>Roxeth Primary School</td> <td>0</td> <td>0</td> <td>59</td> <td>60</td> <td>59</td> <td>60</td> <td>88</td> <td>60</td> <td>60</td> <td>446</td> </tr> <tr> <td>Woodlands School</td> <td>0</td> <td>2</td> <td>11</td> <td>21</td> <td>26</td> <td>25</td> <td>15</td> <td>16</td> <td>6</td> <td>122</td> </tr> <tr> <td>Total</td> <td>19</td> <td>54</td> <td>70</td> <td>81</td> <td>85</td> <td>85</td> <td>103</td> <td>76</td> <td>66</td> <td>639</td> </tr> </table>	Roxeth Primary School	0	0	59	60	59	60	88	60	60	446	Woodlands School	0	2	11	21	26	25	15	16	6	122	Total	19	54	70	81	85	85	103	76	66	639	
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Woodlands School	0	2	11	21	26	25	15	16	6	122																									
Total	19	54	70	81	85	85	103	76	66	639																									
Disability (including carers of disabled people)	<p>January 2018 Special Education Need (SEN) Provision</p> <table border="1"> <thead> <tr> <th rowspan="2">School Name</th> <th colspan="3">SEN</th> <th rowspan="2">Total</th> </tr> <tr> <th>N</th> <th>K</th> <th>S/E</th> </tr> </thead> <tbody> <tr> <td>Hillview Nursery School</td> <td>59</td> <td>2</td> <td>10</td> <td>71</td> </tr> <tr> <td>Roxeth Primary School</td> <td>385</td> <td>54</td> <td>7</td> <td>446</td> </tr> <tr> <td>Woodlands School</td> <td>0</td> <td>0</td> <td>122</td> <td>122</td> </tr> <tr> <td>Total</td> <td>444</td> <td>56</td> <td>139</td> <td>639</td> </tr> </tbody> </table> <p>N – No SEN; K – SEN Support; S – Statement; E – Education, Health, Care Plan.</p>	School Name	SEN			Total	N	K	S/E	Hillview Nursery School	59	2	10	71	Roxeth Primary School	385	54	7	446	Woodlands School	0	0	122	122	Total	444	56	139	639	<p>These proposals will increase the number of places for pupils with SEND and are positive for this group.</p>					
School Name	SEN			Total																															
	N	K	S/E																																
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Gender Reassignment	Not available for school age children.																																		
Marriage / Civil Partnership	Not available for school age children.																																		
Pregnancy and Maternity	Not available for school age children.																																		
Race	<p>January 2018 Numbers on Roll by Ethnic Origin</p> <table border="1"> <thead> <tr> <th rowspan="2">Ethnic Origin</th> <th colspan="3">School Name</th> <th rowspan="2">Total</th> </tr> <tr> <th>HNS</th> <th>RPS</th> <th>WS</th> </tr> </thead> <tbody> <tr> <td>Bangladeshi</td> <td>0</td> <td>5</td> <td>1</td> <td>6</td> </tr> <tr> <td>Indian</td> <td>14</td> <td>89</td> <td>16</td> <td>119</td> </tr> <tr> <td>Asian Other</td> <td>16</td> <td>104</td> <td>31</td> <td>151</td> </tr> <tr> <td>Pakistani</td> <td>4</td> <td>31</td> <td>14</td> <td>49</td> </tr> </tbody> </table>	Ethnic Origin	School Name			Total	HNS	RPS	WS	Bangladeshi	0	5	1	6	Indian	14	89	16	119	Asian Other	16	104	31	151	Pakistani	4	31	14	49	<p>The proposals will increase SEND provision and are not detrimental to other groups.</p>					
Ethnic Origin	School Name			Total																															
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Bangladeshi	0	5	1	6																															
Indian	14	89	16	119																															
Asian Other	16	104	31	151																															
Pakistani	4	31	14	49																															

	Black African	1	43	16	60	
	Black Caribbean	2	13	3	18	
	Black Other	0	0	3	3	
	Mixed Other	3	16	5	24	
	Mixed White Asian	2	13	4	19	
	Mixed Black African	0	4	1	5	
	Mixed Black Caribbean	2	6	1	9	
	Information not obtained	1	1	0	2	
	Any other ethnic group	1	30	2	33	
	Refused	1	4	0	5	
	White British	7	31	13	51	
	White Irish	1	3	0	4	
	White Irish Traveller	0	0	1	1	
	White Other	16	53	11	80	
	Total	71	446	122	639	
HNS – Hillview Nursery School; RPS – Roxeth Primary School; WS – Woodlands School.						

Religion and Belief	Not available.				
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Sex / Gender	January 2018 Numbers on Roll by Gender					The nursery places and SEND provision will be available to pupils regardless of gender.
	School Name	Female	Male	Total		
	Hillview Nursery School	31	40	71		
	Roxeth Primary School	230	216	446		
	Woodlands School	41	81	122		
Total	302	337	639			

Sexual Orientation	Not available for school age children.				
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Stage 3: Assessing Potential Disproportionate Impact

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

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, complete a FULL EqIA.

- **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 6

Stage 4: Further Consultation / Additional Evidence

6. What further consultation have you undertaken on your proposals as a result of your analysis at **Stage 3**?

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? E.g. revising your proposals
Consultation was undertaken with Roxeth and Hillview parents	The comments received were in support of the proposals.	
Consultation will be undertaken with parents and carers of Woodlands		

Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

Protected Characteristic	Positive Impact ✓	Adverse Impact		Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7	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 6)
		Minor ✓	Major ✓		
Age (including carers of young/older people)	✓				
Disability (including carers of disabled people)	✓				
Gender Reassignment					
Marriage and Civil Partnership					
Pregnancy and Maternity					

Race	✓				
Religion or Belief					
Sex	✓				
Sexual orientation					

<p>8. 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?</p> <p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>	Yes		No	✓
<p>9. 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?</p> <p>If yes, what is the potential impact and how likely is it to happen?</p>	Yes		No	✓

Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- Proposals to mitigate any adverse impact identified
- Positive action to advance equality of opportunity
- Monitoring the impact of the proposals/changes once they have been implemented
- Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?

Area of potential adverse impact e.g. Race, Disability	Proposal to mitigate adverse impact	How will you know this has been achieved? E.g. Performance Measure / Target	Lead Officer/Team	Target Date

Stage 7: Public Sector Equality Duty

<p>10. How do your proposals meet the Public Sector Equality Duty (PSED) to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 2. Advance equality of opportunity between people from different groups 3. Foster good relations between people from different groups 	<p>There will be no change to number of nursery places in the Hillview/Roxeth proposals. The places are available to pupils regardless of their characteristics. The additional places at Woodlands will increase provision for children with disabilities.</p>
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Stage 8: Recommendation

<p>11. Which of the following statements best describes the outcome of your EqIA (✓ tick one box only)</p>	
<p>Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed.</p>	<p style="text-align: center;">✓</p>
<p>Outcome 2 – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqIA and these are included in the Action Plan to be addressed.</p>	
<p>Outcome 3 – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed</p>	

opportunities to advance equality of opportunity. 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 Q12 below)	
12. If your EqIA is assessed as outcome 3 explain your justification with full reasoning to continue with your proposals.	

Stage 9 - Organisational sign Off			
13. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?			
Signed: (Lead officer completing EqIA)	J.Morgan	Signed:	A.Dewsnap S.Wilson
Date:	1 March 2018	Date:	2 March 2018
Date EqIA presented at Cabinet Briefing (if required)		Signature of DETG Chair (following Cabinet Briefing if relevant)	