

Appendix B

Equality Impact Assessment (EqIA)

School governing body proposal to change the category of Barley (VC) C of E First School from Voluntary Controlled to Voluntary Aided.

1. Who is completing the EqIA and why is it being done?

Title of service / proposal / project / strategy / procurement you are assessing	School governing body proposal to change the category of Barley (VC) C of E First School ("the School") from Voluntary Controlled (VC) to Voluntary Aided (VA).
Names of those involved in completing the EqIA	Adrian Bentley, Alice Carrington
Head of Service or Business Manager	Pauline Davis
Team/Department	School Planning Team
Lead officer contact details	Ruth Pyke, Chair of Governors, Barley/Barkway First Schools Federation Tel: 01763 848281
Focus of EqIA – what are you assessing?	If the proposal is implemented it will make the category of the School the same as the category of Barkway VA (C of E) First School, 84 High Street, Barkway, Royston, Hertfordshire, SG8 8EF, a Voluntary Aided school. If enacted, the proposal would be implemented in full in September 2018. Having a school category in common would allow both schools within the Federation to have the same legal responsibilities and it is felt that it would be strategically beneficial for the two schools to be aligned in terms of their category. It had been the intention to alter the category of the School prior to the Federation process but due to an administrative error this had not occurred.

<p>Stakeholders</p>	<p>The School carried out a public consultation which began on 20 January 2018 and ran until 8 March 2018. A consultation letter was sent to the stakeholders listed below:</p> <p>Parents/carers of pupils, staff and governors - at both the School and Barkway VA (C of E) First School; Anglican Diocese, St Albans; Barley Parish Council; Barley Church Council; Barley Surgery (Medical Practice); Local MP; School Planning Team, Hertfordshire County Council; Ministerial and Public Communications Division, Department for Education (DfE);</p> <p>The consultation letter was also published on the websites of both the School and Barkway VA (C of E) First School.</p>
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2. List of data sources used for this EqIA *(include relevant national/local data, research, monitoring information, service user feedback, complaints, audits, consultations, EqIAs from other projects or other local authorities, etc.)*

A range of useful local data on our communities can be found on [Herts Insight](#) and on the [Equalities Hub](#)

Title and brief description	Date	Gaps in data
<p>The School carried out a public consultation which began on 20 January 2018 and ran until 8 March 2018 on the proposal to change the category of the School from Voluntary Controlled (VC) to Voluntary Aided (VA).</p>	<p>20 January 2018 until 8 March 2018</p>	<p>No gaps have been identified at this stage.</p>

One response was received from a parent, who thought that by changing to a Voluntary Aided category, the School would become “more Christian”. The chair of governors responded to the parents who subsequently agreed that they had completely misunderstood the reasons behind the proposal and as a result they withdrew their objection. No other responses were received.

Therefore, the outcome of the consultation had no impact on any of the protected characteristics considered as part of this EqIA.

January 2018 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education and Health Care Plans (E) or SEN Support (K).
Countywide data includes pupils at special schools.

Spring 2018 School Census data	Barley VC C of E First School	Primary Countywide
Students (Years R to 6)	35	101019
Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	2	31683
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	5.71%	31.36%
Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	2	17053
% EAL (English as an alternative Language) (First language Not English or believed not to be English)	5.71%	16.88%
Number with Statement (or EHCP (S or E))	1	2050

		% with Statement (or EHCP (S or E))	2.86%	2.03%
		Number SEN Provision (K)	1	12147
		% SEN Provision (K)	2.86%	12.02%
		Number Eligible for FSM (at date of Census)	0	8761
		% FSM (Free School Meals) (at date of Census)	0.00%	8.67%
		Number of Male Students	15	51668
		% of Male Students	42.86%	51.15%
		Number of Female Students	20	49351
		% of Female Students	57.14%	48.85%
		<p><u>Summary of data in the table above:</u></p> <p>At the School, the percentage of Minority Ethnic Students and students with EAL is significantly less than the countywide average for primary schools. The percentage of students with a Statement or EHCP (S or E) is more than the countywide average. The percentage of students with SEN Provision (K) is significantly less than the countywide average. There are no students at the School who are eligible for FSM. The percentage of male students is significantly less than the countywide average and the percentage of female students is correspondingly higher than the countywide average.</p>		

3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
Age		It is not anticipated at this stage that the proposals will affect people disproportionately because of their age.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Disability		It is not anticipated at this stage that the proposals will affect people disproportionately because of their disability.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Gender reassignment		It is not anticipated at this stage that the proposals will affect people disproportionately because of their gender reassignment.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Pregnancy and maternity		It is not anticipated at this stage that the proposals will affect people disproportionately because of their pregnancy or maternity.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Race		It is not anticipated at this stage that the proposals will affect people disproportionately because of their race.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Religion or belief		It is not anticipated at this stage that the proposals will affect people disproportionately because of their religion or belief.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
			Plan below will be completed accordingly.
Sex/Gender		It is not anticipated at this stage that the proposals will affect people disproportionately because of their sex/gender.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Sexual orientation		It is not anticipated at this stage that the proposals will affect people disproportionately because of their sexual orientation.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Marriage and civil partnership		It is not anticipated at this stage that the proposals will affect people disproportionately because of their marriage or civil partnership.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Carers		It is not anticipated at this stage that the proposals will affect people disproportionately because of their caring responsibility.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan below will be completed accordingly.
Other relevant groups Consider if there is a potential impact (positive or negative) on areas such as health and wellbeing, crime and disorder,		It is not anticipated at this stage that the proposals will affect people in other relevant groups disproportionately.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of people in other relevant groups are identified then the Action Plan below will be completed accordingly.

Protected characteristic group	What do you know? What do people tell you?	What does this mean – what are the potential impacts of the proposal(s)?	What can you do?
Armed Forces community.			

Opportunity to advance equality of opportunity and/or foster good relations

The School and Barkway VA (C of E) First School are both village schools, around 4 miles apart. Pupil numbers on roll are small; 35* at Barley and 25* at Barkway. Both communities want to retain their village schools and by working together the two schools are able to be more cost effective, saving on staff budgets, training, and services. Collaboration between the two schools allows for larger class sizes, thereby enhancing teaching opportunities, for example through improved group dynamics. Collaboration also brings benefits for staff, in that they can enjoy working professionally with an increased number of colleagues. Ensuring that the schools are of the same category will assist in achieving these aims.

It had been the intention to alter the category of the School prior to the Federation process but due to an administrative error this had not occurred.

**Reception to Year 4 pupils on roll (data: School Census January 2018)*

Conclusion of your analysis and assessment -

OUTCOME AND NEXT STEPS	SUMMARY
i. No equality impacts identified - No major change required to proposal	YES
ii. Minimal equality impacts identified - Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate) - Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality - No major change required to proposal	

<p>iii. Potential equality impacts identified</p> <ul style="list-style-type: none"> - Take 'mitigating action' to change the original policy/proposal, remove barriers or better advance equality - Set out clear actions in the action plan in section 4. 	
<p>iv. Major equality impacts identified</p> <ul style="list-style-type: none"> - The adverse effects are not justified, cannot be mitigated or show unlawful discrimination - You must stop and remove the policy [you should consult with Legal Services] - Ensure decision makers understand the equality impact 	

4. Prioritised Action Plan

Impact identified and group(s) affected	Action planned	Expected outcome	Measure of success	Lead officer and timeframe

This EqIA has been signed off by:

Lead Equality Impact Assessment officer: Ruth Pyke, Chair of Governors, Barley/Barkway First Schools Federation

Date: 22 May 2018

Head of Service or Business Manager:

Review date: 22 June 2018

Date: