

Equality Impact Assessment (EqIA) Appendix F

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Proposal to reduce the Published Admission Number (PAN) of St Paul's Walden Primary School by 2 places from 17 to 15 Reception places from September 2018	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey Adrian Bentley	Lead officer contact details:	Gary Gant Tel: 01992 556347
Date completed:	19 September 2016	Review date:	28 December 2016

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> – what you want to achieve – intended outcomes – purpose and need 	<p>To identify the impact of the proposed reduction in PAN from 17 to 15 Reception places of St Paul's Walden Primary School, Bendish Lane, Whitwell, Hertfordshire, SG4 8HX from September 2018.</p> <p>The proposed reduction in PAN has been identified to facilitate more efficient class organisation within the school. This in turn is intended to result in a positive impact on school finances and teaching and learning in line with Key Stage 1 class-size legislation. This proposal is not expected to significantly affect the supply of school places in this primary planning area.</p>
<p><u>Stakeholders:</u> Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned;</p> <p>Local children's centres, play groups, toddler groups, pre-schools, nursery schools;</p> <p>Primary and secondary schools within the area of Harpenden, Wheathampstead, Redbourn, Flamstead and Kimpton;</p> <p>Local MPs, county councillors, district councillors (North Hertfordshire District Council), local parish and town councils;</p> <p>Chief executives of local councils including nearby councils bordering Hertfordshire;</p> <p>Trade union representatives;</p>



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	<p>Church diocese representatives; Local libraries; Citizens Advice Bureaux; NHS representatives; Parent governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council; Selected, relevant officers working for Hertfordshire County Council.</p>
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STEP 3: Available data and monitoring information

<p>Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.</p>	<p>What the data tells us about equalities We have completed a public consultation which opened on 14th November 2016 and closed on 23rd December 2016. Consultation letters were distributed to the stakeholder groups listed in step 2 above.</p> <p>The consultation letter was sent to the following local establishments for public display: doctors' / dentists' surgeries, village / parish halls, community centres, pre-schools / nurseries and Hitchin, Harpenden and Stevenage libraries. The consultation was also publicised on the Hertfordshire County Council website, www.hertfordshire.gov.uk and on the school's website. The consultation documents were also made available in other formats on request, including large print, braille and other languages.</p> <p>At the end of the consultation period, there were no objections received and only one response from the school's governing body, which was in support of the proposal. No issues were raised during the consultation period regarding equalities issues / protected characteristics.</p>												
<p>January 2016 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN statements, SEN Provision or who have Education & Health Care Plans.</p>	<p>January 2016 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">St Paul's Walden</th> <th style="width: 20%;">Primary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students on roll (Years R to 6)</td> <td>94</td> <td>98475</td> </tr> <tr> <td>Number Minority Ethnic Students (<i>not White British and excluding Refused and Not Obtained</i>)</td> <td>22</td> <td>29059</td> </tr> <tr> <td>% Minority Ethnic Students (<i>not White British and excluding Refused and Not Obtained</i>)</td> <td>23.40%</td> <td>29.51%</td> </tr> </tbody> </table>		St Paul's Walden	Primary Countywide	Students on roll (Years R to 6)	94	98475	Number Minority Ethnic Students (<i>not White British and excluding Refused and Not Obtained</i>)	22	29059	% Minority Ethnic Students (<i>not White British and excluding Refused and Not Obtained</i>)	23.40%	29.51%
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	Number EAL (English as an alternative Language) (<i>First language Not English or believed not to be English excluding Refused</i>)	1	16061
	% EAL (English as an alternative Language) (<i>First language Not English or believed not to be English</i>)	1.06%	16.31%
	Number with Statement (<i>or EHCP (S or E)</i>)	0	1753
	% with Statement (<i>or EHCP (S or E)</i>)	0	1.78%
	% School Action Plus (<i>no longer applicable - see SEN Provision instead</i>)		
	Number SEN Provision (K)	9	11526
	% SEN Provision (K)	9.57%	11.70%
	Number Eligible for FSM (<i>at date of Census</i>)	6	8740
	% FSM (Free School Meals) (<i>at date of Census</i>)	6.38%	8.88%
	Number of Male Students	47	50348
	% of Male Students	50.00%	51.13%
	Number of Female Students	47	48127
	% of Female Students	50.00%	48.87%
<p>Compared to the County average the school has a lower percentage of minority ethnic students and a much lower percentage of pupils with English as an alternative Language. The school has no pupils with a Statement Of Special Educational Needs (SEN) or an Education Health and Care Plan. The percentage of pupils with SEN Provision is also lower than the County average. Similarly the percentage of pupils eligible for Free School Meals is below the county average. There is no significant variation in the gender split.</p>			

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	The reduction in PAN by 2 places is not expected to adversely impact the ability	No mitigation is currently required but the position will continue to be monitored and if



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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	of primary-aged children living in this primary planning area to gain a place in a local school, as the area is forecast to have a surplus of reception places available from 2018/19 onwards.	any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not currently anticipated 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 will be amended accordingly.
Race	It is not anticipated 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 will be amended accordingly.
Gender reassignment	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	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 will be amended accordingly.
Pregnancy and maternity	It is not currently anticipated that the proposals will affect people with this protected characteristic disproportionately.	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 will be amended accordingly.
Religion or belief	It is not anticipated 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 Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of	No mitigation is currently required but the position will continue to be monitored and if



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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	issues around sex.	any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around 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 will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and 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 will be amended accordingly.
Carers (by association with any of the above)	<p>Should the reduction proposals go ahead and given that the forecast for pupil places in this area predicts a surplus of places it is anticipated that it will not prevent children from attending a school in their locality and will not limit or reduce the range of successful preferences available to parents/carers.</p> <p>Accordingly, it does not currently appear that there are any disproportionate negative impacts concerning this protected characteristic.</p>	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 will be amended accordingly.
<p>Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)</p>		
<p>Should the proposal to reduce the PAN be implemented, given the forecast level of surplus places in the Primary Planning Area concerned, it is anticipated that no child living in that locality will be prevented from attending a school in their locality. The opportunity for St Paul's Walden Primary School to better arrange its class organisation will also provide for enhanced education opportunities and offer enriched curriculum advantages which will have a positive impact on the whole school community.</p>		



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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
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Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	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 will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability. We are aware that some groups may require information in a different format.	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 will be amended accordingly.
Race	It is not anticipated 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 will be amended accordingly.
Gender reassignment	It is not anticipated 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 will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people disproportionately because of their pregnancy and 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 will be amended accordingly.
Religion or	It is not anticipated that the	No mitigation is currently



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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
belief	proposals will affect people disproportionately because of their religion/belief.	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 will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	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 will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around 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 will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and 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 will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	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 will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>The reduction in PAN will better facilitate class organisation at the school and will provide staff with more opportunities for career development. Being able to organise classes more efficiently in groups of 30, by teaching two year groups together throughout the school, positively impacts on the school's finances and in turn helps to support teaching and learning.</p>		



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STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>A consultation commenced on the 14 November 2016 and ended on 23 December 2016. The school disseminated the consultation letter via the online mechanism, Parentmail and also identified those who required a hard copy.</p> <p>A range of stakeholders were notified, as articulated in Section 2 above. Additional areas for inclusion in the consultation were targeted where it was known pupils from the school resided.</p>
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.	No adverse impacts have been identified relative to groups with protected characteristics.
<input type="checkbox"/> 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.	
<input type="checkbox"/> Potential equality impacts identified – Take 'mitigating action' to remove barriers or better advance equality. – Complete the action plan in the next section.	



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Select one conclusion of your analysis	Give details
<p>Major equality impacts identified</p> <p><input type="checkbox"/> – Stop and remove the policy.</p> <p>– The adverse effects are not justified, cannot be mitigated or show unlawful discrimination.</p> <p>– Ensure decision makers understand the equality impact.</p>	

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 		
Explore ways of supporting parents, carers, governors and staff through the change process.	<p>Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language.</p> <p>We are aware that the school may have its own communication strategy.</p>	Gary Gant 28 December 2016

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis **Date:** 28/12/2016

Equality Action Group Chair: **Date:**

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

