

## Due Regard Statement

Person responsible for completing this statement  Moira Pratt Lead Commissioner for Schools	<b>Date statement started:</b> February 2013  <b>Date statement completed:</b> February 2013
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### Name of the policy, service, strategy, procedure or function: (indicate whether new or revised)

Proposal to create an all through primary school through the technical process of extending the age range of Calton Infant School and closing Calton Junior School.  New.
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### Briefly describe its aims and expected outcomes

<p>In November 2012 an OFSTED inspection of Calton Junior School judged that the school required special measures. In January 2013 the council wrote to all parents of the Infant and Junior Schools informally seeking their views on a proposal to establish an all through primary school. This proposal would offer:</p> <ul style="list-style-type: none"> <li>• a single continuous approach to teaching the curriculum building on the strength of the infant school.</li> <li>• a common culture and ethos across the school</li> </ul>
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- flexibility and efficiency in terms of the staffing resources
- remove the need to apply for a Year 3 place

This proposal would make the most of the strengths of the Infant School which would in turn accelerate the progress required at the Junior School.

All pupils on the school roll of the infant and junior schools as at the end of the Summer Term 2013 would transfer onto the roll of the all through primary school.

### Gathering the evidence base

List the main sources of data, research and other sources of evidence, including full references, used to determine the impact of your work on each of the protected groups. If there are gaps in evidence, state what you will do to close them in the Action plan at the end of this document.

	<b>Service user data</b> (if applicable) If service user data is not available, use the action plan below to identify how service user data will be collated in the future.	<b>Other</b> (for example, local demographic data, research , ONS, partner data, officer knowledge)
<b>All</b>		
<b>Age</b>	In January 2013 ( <i>Provisional</i> ) Census there were 194 pupils in National Curriculum years Reception to Y2 at Calton Infant School.  There were 182 pupils in National Curriculum years Y3 to Y6 at Calton Junior School.	

<b>Disability</b>	<p>There is currently 1 pupil at Calton Infants who has a statement of Special Education Need.</p> <p>There are currently 7 pupils at Calton Juniors who have statements of Special Education Need.</p>	
<b>Sex</b>	<p>At Calton Infants pupils are split between 92 boys and 102 girls.</p> <p>At Calton Juniors pupils are split between 76 boys and 106 girls</p>	<p>The all through primary school will be co-educational. The project and proposals do not differentiate or discriminate between genders.</p>
<b>Race (including Gypsy &amp; Traveller)</b>	No details collected during census	<p>The proposal does not offer the potential for discrimination or disproportionate treatment in relation to race.</p>
<b>Gender reassignment</b>	None	<p>The proposal has neither a positive or negative effect on anyone who has undergone or who is about to undergo gender reassignment.</p>
<b>Marriage &amp; civil partnership</b>	None	<p>The proposal does not differentiate or discriminate between married couples or those in a civil partnership.</p>
<b>Pregnancy &amp; maternity</b>	None	<p>The project and proposals have neither a positive or negative effect on anyone who is pregnant or on maternity.</p>
<b>Religion or Belief</b>	None	<p>The proposal does not alter the religious characteristic of the school from its current designation, the effect is therefore neutral.</p>

<b>Sexual Orientation</b>	None	The project and proposals do not differentiate or discriminate against one sexual orientation over another.
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<p style="text-align: center;"><b>Workforce data</b></p> <p style="text-align: center;"><b>If employees are affected by your 'project' please outline the profile of the workforce affected below.</b></p>	
<b>All</b>	Calton Infants – 38 employees Calton Juniors – 33 employees
<b>Age</b>	Calton Infant – Age Range 20 - 70 years (15 between 20-39, 23 between 40-70)  Calton Junior – Age range 20 – 70 years (13 between 20-39, 20 between 40-70)
<b>Disability</b>	Calton Infant – none declared Calton Junior – none declared
<b>Sex</b>	Calton Infant – 94% female, 6% male Calton Junior – 90% female, 10% male
<b>Race (including Gypsy &amp; Traveller)</b>	Calton Infant –10% unstated, 3% mixed race, 3% white Cornish, 84% white British Calton Junior –3% unstated, 97% white British

<b>Gender reassignment</b>	Not known
<b>Marriage &amp; civil partnership</b>	Not known
<b>Pregnancy &amp; maternity</b>	Calton Infant – 1 Calton Junior - 2
<b>Religion or Belief</b>	Not know
<b>Sexual Orientation</b>	Not known

### Consultation and engagement

List all types of consultation that has taken place during the development of this activity. Include on-line consultations, events, meetings with stakeholders, community events, employee consultation exercises etc

- Consultation was carried out between 18th February and 15<sup>th</sup> March 2013 with parents/carers at Calton Infant and Junior Schools, staff, Chairs of Governors and members of the local community. Elected members, MP, Unions, representatives of the dioceses. GAPH, GASH and GAPH Premises committee.
- 59 responses were received. Of the 59 consultation questionnaires received 75% strongly agreed with the proposal, 21% agreed and 4% neither agreed or disagreed.
- The majority of comments were very positive about the proposal and highlighted a number of potential benefits, with 38% of

respondents believing that the proposal would bring continuity of standards across all year groups. In addition 21% of respondents were very complimentary about the Head of the Infant school and 15% of respondents were in favour of the potential for a smoother transition to year 3. Some concerns were raised: that if the proposal goes ahead there should be minimal disruption to the children (6%) and that there is potential for a negative impact on the Infant school due to the issues with the Junior school (4%).

## Equality analysis: What the evidence shows

Considering the evidence and engagement activity you listed above, please summarise the impact of your work. Consider whether the evidence shows potential for differential impact, if so state whether adverse or positive and for which groups. In the next section you will be required to document how you will mitigate any negative impacts.

Useful questions to consider:

Do policy outcomes and service take-up differ between people with different protected characteristics?

What are the key findings of your engagement?

If there is a greater impact on one group, is that consistent with the policy aims?

If the policy has negative impacts on people with particular characteristics, what steps can be taken to mitigate these effects?

Does any part of the policy discriminate unlawfully?

Will the policy deliver practical benefits for certain groups?

Does the policy miss opportunities to advance equality of opportunity and foster good relations?

Do other policies need to change to enable this policy to be effective?

What are the impacts to the workforce?

Briefly outline your main findings that relate to the Council's commitment to: **Eliminate discrimination (consider potential for indirect discrimination) Advance equality of opportunity Promote good relations. This can include challenges and opportunities.**

**Note: If you are assessing a number of options, you should consider the opportunities and challenges of EACH option.**

Protected group	Challenge or opportunity

<b>All</b>	O – provide pupils with a seamless path through KS1 and KS2. O – provide staff with the opportunity to expand their skills in teaching different age groups. O – staff to benefit from good practice in another school.
<b>Age(A)</b>	C – if a review were to take place to ensure that staff age is not a factor and that GCC Equality procedures are followed.
<b>Disability (D)</b>	O – pupils may benefit from concentrated and expanded expertise that would be available as one school.
<b>Sex (S)</b>	N/A
<b>Race (including Gypsy &amp; Traveller)(R))</b>	N/A
<b>Gender reassignment(GR)</b>	N/A
<b>Marriage &amp; civil partnership (MCP)</b>	N/A
<b>Pregnancy &amp; maternity (PM)</b>	N/A
<b>Religion and/or Belief (RAOB)</b>	N/A
<b>Sexual Orientation(SO)</b>	N/A

**Strengthening actions: Outline what actions have been identified to mitigate the key findings identified above by protected group.**

Potential/ actual impact	Protected group (s) affected	Proposed mitigating action(s)	Accountability	Timeframe
Adverse effect on pupil numbers at other local schools	All	Careful management of admission numbers and consultation with other local schools.		
Potential for redundancy of staff where there are duplicate roles in the two schools		Ensure that revised staffing structure is carefully considered to make most effective use of existing staff and minimise redundancy. Full involvement of unions at earliest opportunity. Effective consultation with all affected staff.		

### Monitoring and Review

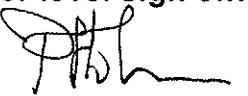

Please indicate what processes/actions will be put in place to keep this 'activity' under review.

Action	Accountability	Timeframe
Consultation with other local schools to reassure them that the effects of the amalgamation will be carefully managed.	GCC	
Work to be undertaken by GCC and school to decide on staffing numbers. Full consultation with staff if any	GCC	



deemed at risk.		
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### Sign off and Scrutiny

<b>Signed off as complete by:</b>	Date:
<b>Senior level sign off:</b>  ..... <b>Director/Head of Service</b>	Date: 26.3.2013
<b>Name of relevant Portfolio Holder/Cabinet Member: Cllr Jackie Hall</b>  <b>I confirm that I have examined sufficient information and understood the potential impact of the proposal. I am in agreement with the proposed mitigating actions and confirm that I have had due regard to the needs set out in section 149 of the Equality Act 2010.</b>	
<b>Signed by Portfolio Holder/Cabinet Member:</b>   .....	Date: 25.3.2013
<b>Assessment published alongside cabinet report</b>	Date:

