

Due Regard Statement

Please use this statement to evidence how 'due regard to' the three aims of the public sector equality duty has been made (section 149 of the Equality Act 2010) during the development of the 'policy'.¹

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the ACT:
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic

Name of the 'policy':	Proposal to expand the capacity of Great Rissington Primary School from 98 to 189 pupils.
Person responsible for completing this statement	Steve Bradley
Briefly describe the activity being considered including aims and expected outcomes	<p>Local Authority officers have been in discussion with the Head Teacher and Governors of Great Rissington Primary School to increase the school's admission number on a permanent basis from 14 to 27 from September 2014. There is currently a new development of housing taking place in the Upper Rissington area which our forecasts indicate will result in a shortfall of places being available at local schools. As part of the s106 agreement, the developer is providing a 0.5 FE (form of entry) school with a 1FE core. Great Rissington Primary school will then operate on a split site.</p> <p>Expected outcomes:</p> <p>This proposal to meet the expected increased demand in pupil numbers is the most effective of the options considered. The alternative would be to create a further small school in the planning area. Other schools are further away and development of those schools would incur further long term travel costs. The current school</p>

¹ For 'policy': any new and existing policy, strategy, services, functions, work programme, project, practice and activity. This includes decisions about budgets, procurement, commissioning or de-commissioning services, service design and implementation.

	<p>site has insufficient room for further development on its current site but space is available at the new development. Future increased demand arising from the higher numbers in the under 5's population will be met locally. Enhanced facilities will help the school to continue to meet high standards and attainments.</p>
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Documenting use of sufficient information

Please document below the data and information sources that you have used to understand the needs, participation and experiences of each protected group. Evidence must be gathered as the policy is developed and used to inform decisions.

Service user data

Service user data is an important source of evidence and should be collated as part of routine monitoring of in- house or external services. If service user data is not available record 'not known' and use the action plan to identify what improvement actions will be used to gather data going forward.

[Service user diversity reports](#) are available on our website and give an indication of service user participation across commissioning areas, for example adult residential services and youth services. It does not include participation data at individual service level.

Needs analysis

[Gloucestershire population demographics](#) data is available to understand the representation of different protected groups across the county and help with needs analysis. Data like this may also be also useful for benchmarking to identify under or over representation of a service by any of the protected groups. For example, a service is open to all residents and from monitoring you know that 2% of service users are disabled: However, demographic data indicate that 16.7% of Gloucestershire residents report having a disability or long term limiting illness. This finding can be used to explore if there are barriers to participation by residents with disabilities and how this can be addressed as part of the development of your 'policy'.

Data gaps

You may find that you have more information about some of the protected groups for example, gender, age, disability and less about others, for example, sexual orientation and religion and/or belief. If data is not available and you intend to start collating data about a protected characteristic please use the action plan to outline how this data will be collated. You can find equality monitoring guidance on our [website](#) including an equality monitoring template.

If you have no plans to start collating data about a protected characteristic please state the rational why.

Service information (if applicable) or Needs analysis (if applicable)

Who is responsible for delivering the service?	Gloucestershire County Council is responsible for providing places for children at schools in the County.
Service user data/Needs analysis information	
Age	In October 2013, there were the following Primary schoolchildren aged between 4 and 11 attending the school. 13 pupils in reception year, 16 in Yr1, 15 in Yr2, 9 in Yr3, 14 in Yr 4, 14 in Yr 5 and 19 in Yr 6.
Disability	13% of pupils at the school have special educational needs – less than the County average
Sex	There are currently 52 female pupils and 48 males attending the school
Race (including Gypsy & Traveller)	No details on race were collected in census

Gender reassignment	None
Marriage & civil partnership	None
Pregnancy & maternity	None
Religion or Belief	None
Sexual Orientation	None

Workforce data

Please document details of GCC staff only if they will be affected by the proposed activity. This could include GCC staff transferring under TUPE to a new service provider, relocating, employment at risk. **GCC [Workforce diversity reports](#)** are available on our website.

If the proposed activity does not affect GCC staff, please state 'Not affected below'.

Total number of GCC staff affected	15 – as with any expansion to a school, there are opportunities to expand teaching skills or to be able to specialise in particular subjects where this fits with the curriculum. The proposal would provide further opportunities for TA's and Teachers alike. The number of teaching staff would have to expand which would bring in additional teaching experience as the school grows. The school and its leadership would be responsible for organising the staffing between the two sites.
Age	The proposal would not differentiate between staff of different ages.
Disability	The school's leadership would ensure that any particular difficulties faced by disabled staff are taken into account when they are allocated facilities in which to teach. The new building would be DDA compliant.
Sex	This proposal would not differentiate between either gender.
Race (including Gypsy & Traveller)	Not known
Gender reassignment	Not known
Marriage & civil partnership	Not known

Pregnancy & maternity	Not known
Religion or Belief	Not known
Sexual Orientation	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

Service users	<p>Consultation would not normally take place on a formal basis with the pupils however the school would take time to explain to the pupils what is being considered and how this would affect them. The Headteacher would alert parents to any potential changes in the school and sufficient copies of the consultation document will be made available so that each pupil can take a copy home. Parents will then be invited to take part in the consultation.</p> <p><u>Post consultation</u> Pupils were given a copy of the consultation document to take home. A drop in session was arranged at the school for parents, staff and local residents to come and look at the plans and discuss the proposal. This was advertised in the media and locally by the school and Governors. We also provided a webpage, and e-mail address and FREEPOST number for interested parties to be able to send us their responses. A total of 16 people visited the drop in session.</p>
Workforce	<p>Discussion took place with the School's' Head Teacher and Governors on 20/10/10. Staff will be encouraged to take part in the next phase of consultation.</p> <p><u>Post consultation</u> At the consultation drop in session, two staff came in to discuss the proposals with GCC Officers.</p>

Partners	<p>Discussion has also taken place with the Head and Governors at the five schools in the planning area Further discussion also took place between Great Rissington School and the Cabinet Member for Education and Skills and LA Officers on 8/3/11.</p> <p><u>Post consultation</u></p> <p>The Chair and two of the school Governors attended the drop in session as did the Local Councillor. We also had correspondence during the consultation period with representatives from the Parish Council.</p>
External providers of services	<p>Other local schools have received a letter from the County Council about these proposals. Local residents will be involved in the upcoming consultation. Local Councillor and the Diocese of Gloucester have also been briefed.</p> <p><u>Post consultation</u></p> <p>Copies of the consultation document were sent to the Diocese, Local Councillor, other local schools and other interested parties.</p>

Equality analysis: Summary of what the evidence shows and how has it been used

This section will allow you to outline how the evidence has been used to show ‘due regard’ to the three aims of the general equality duty. It is important that this consideration is thorough and based on sufficient information. Consideration should be relevant and proportionate.

- Eliminate discrimination
- Advance equality of opportunity
- Promote good relations.

Protected group	Challenge or opportunity considered and what we did
Age(A)	<p>To ensure that no pupils or staff are discriminated against based on their age – we will ensure that all parties are fully engaged in the consultation process so that their views are taken into consideration.</p> <p>The expansion of the current school buildings will provide the opportunity to improve the utilisation of space in the school.</p> <p>The new site will have a school field; something that the current school lacks. This should provide opportunities for the pupils to improve their health and wellbeing</p>

	<p>More pupils from the local area should be able to access places at their local primary school.</p> <p><u>Post consultation</u></p> <p>Pupils were passed a copy of the consultation document to take home. Copies of the consultation document were made available to staff and Governors of the school.</p>
Disability (D)	The new building will be DDA compliant. Improved facilities could encourage more applications from disabled staff/pupils.
Sex (S)	No data available
Race (including Gypsy & Traveller)(R)	No data available
Gender reassignment(GR)	Not applicable
Marriage & civil partnership (MCP)	This proposal would have no effect on those staff who are single, married or in civil partnerships.
Pregnancy & maternity (PM)	It is unlikely that this proposal would affect any staff who are on maternity leave or are pregnant. Due consideration with regard to their circumstance would be given by the Headteacher when deciding which (if any) staff worked from the new building.
Religion and/or Belief (RAOB)	The school has no specific religious ethos therefore these proposals should have no effect on the pupils or staff.
Sexual Orientation(SO)	None of the proposals would in any way affect pupils or staff based on their sexual orientation.

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Strengthening actions: Planning for further improvements

Please outline here what actions are required for further improvements to address challenges or opportunities, for example:

- Arrangements for continued/new engagement with stakeholders, staff, service users
- Plans to close data gaps across any of the protected characteristics through reviewed contract management arrangements
- Identify other plans already underway to address the challenges or opportunities identified in this statement
- Share findings with partner organisations.

If none, state 'none' below.

Action Plan

Action	Who is accountable	Time frame
Full consultation with all stakeholders	GCC	End of November 2013

Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review. For example will progress be monitored/ reported to a board, scrutiny committee, project board etc


Review to take place after consultation drop in session has taken place. Results of consultation to be published on GCC website. Results also will be considered by Cabinet Member for Children and Young People and Strategic Commissioning when the decision is made.

Post consultation


A consultation report has been produced based on the responses that GCC received to the proposals and will be published alongside this document on the webpage. This will also provide information to the Cabinet Member when making his decision.

Sign off and Scrutiny

By signing this statement off as complete you are confirming that 'you' have examined sufficient information across all the protected groups and used that information to show due regard to the three aims of the general duty. This has informed the development of the activity

Senior level sign off: 	Date: 10/12/2013
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I am in agreement that sufficient information and analysis has been used to inform the development of this 'activity' and that any proposed improvement actions are appropriate and I confirm that I as the decision maker have been able to show due regard to the needs set out in section 149 of the Equality Act 2010.

Name of relevant Portfolio Holder/Cabinet Member:	
Signed by Portfolio Holder/Cabinet Member: 	Date: 11/12/13

Publication

If this statement accompanies cabinet paper it will be published as part of the cabinet report publication process. Statements accompanying cabinet reports are also published on our website. If this statement is not to be submitted with a cabinet paper please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.