

Equality Impact Assessment (EqIA)

The Equality Act 2010 introduced the Public Sector Equality Duty which states that a public authority must, in the exercise of its functions, have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This document demonstrates how the Council is meeting the Public Sector Equality Duty by setting out the findings of an equality analysis that has been undertaken in relation to a proposed change to assess whether it has a disproportionate impact on people who share a protected characteristic. The Council's Equality Impact Assessment (EqIA) process covers additional groups not 'protected' by section 149 of the Equality Act 2010, including care leavers and care experienced adults.

1. Background

Directorate	Children's Services
Service area	Education Planning & Infrastructure
Title of the proposed change being assessed i.e. the policy, service or other development	To permanently extend the age range at Calton Primary School from 1 st August 2024

Describe the purpose of the proposed change and the intended outcomes
<p>The Council propose to begin a consultation to extend the age range at Calton Primary School from 1st August 2024. GCC has a statutory duty to ensure that it discharges all legal obligations. In order for this to happen, the Nursery also needs to transfer to the Academy Trust, along with the school however the current age range listed by DfE would not allow this to happen. By extending the official age range, the Local Authority would be able to meet its statutory and legal obligations.</p>

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Who is affected by the proposals?

Service users:	Yes
Wider community:	Yes
Workforce:	Yes
Other (please specify):	

Decision to be taken and decision maker	That the Cabinet Member for Education, Skills and Bus Transport approves the commencement of a consultation on the proposal to permanently extend the age range of Calton Primary School from 4-11 to 2-11 from 1 st August 2024.
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Person(s) responsible for completing this assessment	Tracy Eales
Date of this assessment	April 2024

2. Information and Data Collection

Summarise how you have collected the information and data required to assess the current situation (section 3.1 below) and the potential or actual impact of the proposed change (section 3.2 below) on those who share the protected characteristics and the additional groups (e.g. survey of services users, running community focus groups, analysing service usage data, engaging with staff networks). The actual information and data should be set out in Appendix 1 (Service Users) and Appendix 2 (GCC staff).

If there are any gaps, include an action in section 4 to fill these. This does not mean that you cannot complete the equality impact assessment, but you need to follow-up the action and revisit as part of the monitoring and review arrangements set out in section 5.

Stakeholders	Engagement and Consultation	Other Sources
Service Users / Wider Community	All service users will receive a copy of the consultation information and will be invited to comment. The consultation will be advertised via media outlets for the wider community and we will request that the school advertise in their newsletter, on notice boards and at all entrances to the school. Children will also be encouraged to provide feedback where possible and the school will communicate this with them. Respondents will be given a number of ways to communicate their opinions with us such as email or hard copy documents.	

Workforce	The headteacher and Governors will be charged with disseminating the information to the staff at the school and Nursery.	
Partners	Local schools, colleagues in GCC and key partners will also be invited to comment.	
Other	GCC will work with the School to identify any other stakeholders and will include them as part of the consultation process.	

3. Equality Assessment

Indicate the impact on each group and explain how you have reached your conclusions (i.e. through analysis of the information and data that was collected through the engagement, consultation and other sources / methods that were set out in section 2).

Consider sub-categories (e.g. different kinds of disabilities) and how the groups are interconnected (e.g. young women) resulting in particular needs or types of disadvantage and discrimination (sometimes known as intersectional or combined discrimination).

3.1 – Status Quo

If the proposal involves changing an existing activity (e.g. policy, service), summarise the key findings from your assessment of the current situation for each of the groups below. If the proposal is completely new, then move straight to section 3.2.

	Service Users	Gloucestershire County Council (GCC) Staff
Protected Characteristics (Equality Act 2010)	N/A	N/A
Additional Groups (including care leavers / care experienced adults)	N/A	N/A

3.2 – The Proposed Change

Summarise your assessment of the likely or actual impact of the proposed change on each of the groups. If an action is required, this should be recorded in Section 4.

Service Users						
Protected Characteristics / Additional Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

Age	<input checked="" type="checkbox"/>				If agreed following consultation the proposal will enable the nursery to be integrated as part of the academy conversion process to avoid them remaining a separate entity from the school and enable the nursery to continue.	N
Disability		<input checked="" type="checkbox"/>			Based on our initial assessment, no identified significant impact.	N
Sex		<input checked="" type="checkbox"/>				
Race		<input checked="" type="checkbox"/>				
Gender reassignment		<input checked="" type="checkbox"/>				
Pregnancy & maternity		<input checked="" type="checkbox"/>				
Religion and/or belief		<input checked="" type="checkbox"/>				
Sexual orientation		<input checked="" type="checkbox"/>				
Marriage & civil partnership		<input checked="" type="checkbox"/>				
Armed Forces community		<input checked="" type="checkbox"/>				
Carers		<input checked="" type="checkbox"/>				
Care leavers / care experienced adults		<input checked="" type="checkbox"/>				
Digital exclusion		<input checked="" type="checkbox"/>				
Geography, for example, urban and rural areas		<input checked="" type="checkbox"/>				

Socio-economic disadvantage		<input checked="" type="checkbox"/>				
Vulnerable groups of society		<input checked="" type="checkbox"/>				
Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

Gloucestershire County Council Staff

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Race		<input checked="" type="checkbox"/>				
Gender reassignment		<input checked="" type="checkbox"/>				
Pregnancy & maternity		<input checked="" type="checkbox"/>				
Religion and/or belief		<input checked="" type="checkbox"/>				
Sexual orientation		<input checked="" type="checkbox"/>				
Marriage & civil partnership		<input checked="" type="checkbox"/>				
Armed Forces community		<input checked="" type="checkbox"/>				
Carers		<input checked="" type="checkbox"/>				
Care leavers / care experienced adults		<input checked="" type="checkbox"/>				
Digital exclusion		<input checked="" type="checkbox"/>				
Geography, for example, urban and rural areas		<input checked="" type="checkbox"/>				
Socio-economic disadvantage		<input checked="" type="checkbox"/>				
Vulnerable groups of society		<input checked="" type="checkbox"/>				

Interconnected Characteristics / Groups	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Summary of Impact	Action Required (Y/N)?

4. Action Plan

Set out the key actions that will be undertaken, following the equality assessment in section 3, to further maximise the positive impact or mitigate the negative impact of the proposal on the protected characteristics and additional groups prior to implementation (any negative consequences should be eliminated, minimised or counter-balanced by other measures):

Identified Potential or Actual Impact	Recommended Action(s)	Owner	Target Completion Date
Positive	Work with the School to ensure that clear communication with the varied ethnicities at the school takes place. This may mean providing documentation in a number of different languages.	GCC	June 2024

Positive	To permanently extend the age range of Calton Primary School from 4-11 to 2-11 from 1 st August 2024 to facilitate the conversion of the School to an Academy.	GCC	July 2024
Positive	Discharging GCC's statutory responsibilities to assist in the conversion of the School to Academy status.	GCC	August 2024

5. Monitoring and Review

Public bodies must have regard to the aims of the duty not only when a policy, service or development is being created and decided upon, but also when it is implemented and at regular intervals thereafter. The Equality Duty is a continuing duty.

Lead officer(s):	To be kept under review by the Head(s) of Service for Education Planning and Infrastructure
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Part 1 – Initial arrangements (up to around six months following implementation)

Date of the post implementation review:	December 2024
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<p>Approach to <u>measuring the impact</u> of the change to enable a <u>comparison</u> between the <u>anticipated impact</u> (as set out in section 3) with the <u>actual impact</u>:</p> <ul style="list-style-type: none"> ▪ What mechanisms will be used? ▪ How will service users / the wider community / GCC staff and other stakeholders be involved? 	<p>It will be requested that the Academy Trust undertake a review to ascertain the impact of integrating the nursery into the academy.</p>


Part 2 – Ongoing arrangements (from around six months onwards)

<p>Frequency of monitoring and review:</p>	<p>Future monitoring will be the responsibility of the Academy Trust.</p>
<p>What mechanisms will be used?</p>	

How will service users / the wider community / GCC staff and other stakeholders be involved?	
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6. Approval

Signature of Senior Officer	
Name of Senior Officer	Ann James
Date	16 th April 2024

Signature of Decision Maker	
Name of Decision Maker	Cllr Philip Robinson
Date	16 April 2024

Appendix 1 – Service User Data and Information

Details of service users affected by the proposed activity:

Groups	Service User Data and Information	
Age	Percentage of pupils in each year group Reception 10.3% Year 1 13.6% Year 2 13.8% Year 3 16.8% Year 4 16% Year 5 14.4% Year 6 15%	
Disability	Pupils with EHCP Pupils with SEN support	9.4% 90.6%
Sex	Male Female	50.5% 49.5%
Race	White British Other White (None British) Mixed Asian Black Unclassified	46.2% 8.2% 8.4% 15% less than 5% 17.7%

Gender reassignment	We do not hold any data regarding the number of children and young people at the school with this protected characteristic.
Pregnancy & maternity	
Religion and/or belief	
Sexual orientation	
Marriage & civil partnership	Not applicable to this group of service users.
Armed Forces community	We do not hold any data regarding the number of children and young people at the school with this protected characteristic.
Carers	We do not hold any data regarding the number of children and young people at the school with this protected characteristic.
Care leavers / care experienced adults	0
Digital exclusion	We do not hold any data regarding the number of children and young people at the school with this protected characteristic.
Geography, for example, urban and rural areas	
Socio-economic disadvantage	
Vulnerable groups of society	

Appendix 2 – Gloucestershire County Council Staff Data and Information

Details of GCC staff affected by the proposed activity:

Groups	GCC Workforce Data and Information
Age	20-29 9.30% 30-39 19.77% 40-49 32.56% 50-59 32.56% 60-69 less than 5%
Disability	Disabled less than 5% Not Disabled 66.28% Unsated 32.56%
Sex	Male 12.79% Female 87.21%
Race	Asian less than 5% Mix less than 5% Unstated 10.47% White 84.88%
Gender reassignment	We do not hold any data regarding the number of staff members at the school with this protected characteristic.

Marriage & civil partnership	We do not hold any data regarding the number of staff members at the school with this protected characteristic.
Pregnancy & maternity	Less than 5% members of staff recorded as being on maternity leave
Religion and/or belief	We do not hold any data regarding the number of staff members at the school with this protected characteristic.
Sexual orientation	
Armed Forces community	
Carers	
Care leavers / care experienced adults	
Digital exclusion	
Geography, for example, urban and rural areas	
Socio-economic disadvantage	
Vulnerable groups of society	