

Equality Impact Assessment (EIA) Template: Service Reviews/Service Changes

Title of spending review/service change/proposal	Bringing Together Fosse and Slater Primary Schools	
Name of division/service	Learning Services Division, Education and Children Services	
Name of lead officer completing this assessment	Rob Thomas, Head of Education Sufficiency and Admissions Vicki Chapman, Neighbourhood Relationship Officer	
Date EIA assessment completed	7 November 2017 – ongoing awaiting the completion of the statutory consultation V.2 15 May 2018 – update following consultation and publication of proposals	
Decision maker	Executive – City Mayor or Deputy City Mayor for Children and Young People’s Services	
Date decision taken		
EIA sign off on completion:	Signature	Date
Lead officer	Vicki Chapman	Draft sent for review 17/11/17 Revised copy incorporating feedback sent 28/12/17 Updated version (v2) sent following statutory consultation and publication

		of proposals 15.05.18
Equalities officer	Sonya King Sonya King Surinder Singh Surinder Singh	Feedback given on first draft 22/11/17 Signed off second draft 3/1/2017 Feedback given V2 first draft 29/5/18 Signed off v2.2
Divisional director		

Please ensure the following:

- (a) That the document is understandable to a reader who has not read any other documents, and explains (on its own) how the Public Sector Equality Duty is met. This does not need to be lengthy, but must be complete.
- (b) That available support information and data is identified and where it can be found. Also be clear about highlighting gaps in existing data or evidence that you hold, and how you have sought to address these knowledge gaps.
- (c) That the equality impacts are capable of aggregation with those of other EIAs to identify the cumulative impact of all service changes made by the council on different groups of people.

1. Setting the context

Describe the proposal, the reasons it is being made, and the intended change or outcome. Will current service users' needs continue to be met?

The proposal is to bring together Fosse Primary School and Slater Primary School. Slater Primary school will close, with Fosse Primary School expanding to accommodate the pupils of Slater and increased capacity for future expansion. They will become a five form entry school over two sites. The Foundation Stage on the current Fosse Primary School, and a newly built school for

years 1 – 6 on a nearby site on Fosse Road North. This is being proposed due to the regeneration plans in the Waterside area which includes residential dwellings. 300 additional primary school places are estimated to be required as a consequence of the new houses. The two current schools are at capacity and are both on restricted sites. Other nearby schools are also at capacity and there is expected to be a deficit of school place capacity by 2019/20 academic year. The new provision would provide the two schools current planned admission numbers and give the required additional capacity (current planned admission number at Slater is 23, Fosse is 60, providing additional capacity of 67 per year group.)

A statutory consultation process is required to take place, this includes...

- Consultation - a 6 week period informally consulting with staff, pupils, parents and other stakeholders. (27.11.17 – 28.01.18)
- Publication - publicising a public notice summarising the proposal (9.04.18)
- Representation - a 4 week period giving stakeholders the opportunity to formally comment or object. (9.04.18 – 6.05.18)
- Decision – The Assistant City Mayor would consider the outcome of the consultation and make a decision on the proposal. (June 2018)
- Implementation – subject to approval the proposal would be implemented on 1st September 2019

2. Equality implications/obligations

Which aims of the Public Sector Equality Duty (PSED) are likely be relevant to the proposal? In this question, consider both the current service and the proposed changes.

	Is this a relevant consideration? What issues could arise?
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<p>Eliminate unlawful discrimination, harassment and victimisation How does the proposal/service ensure that there is no barrier or disproportionate impact for anyone with a particular protected characteristic</p>	<p>The proposal could have a positive impact on all protected characteristics by providing a larger school with increased capacity. The planned admission number will be increased in stages as required in order to prevent the new school having a negative impact on other nearby schools.</p> <p>They will also provide good sports facilities, both schools are currently on restricted sites with limited outdoor space.</p>
<p>Advance equality of opportunity between different groups How does the proposal/service ensure that its intended outcomes promote equality of opportunity for users? Identify inequalities faced by those with specific protected characteristic(s).</p>	<p>The school will be fully accessible with level accesses and a lift to the first floor, whereas both schools currently have areas which can't be accessed by parents and pupils with mobility issues.</p> <p>The proposal could have a positive economic effect on both schools financial sustainability. As a small school Slater has financial challenges, Fosse will also benefit from economies of scale of being a larger school.</p>
<p>Foster good relations between different groups Does the service contribute to good relations or to broader community cohesion objectives? How does it achieve this aim?</p>	<p>The proposal could foster good relations between the current Slater and Fosse communities. Both schools are keen to start to hold joint lessons and trips to develop friendships and prevent "us and them" feelings. The schools are in close proximity, so some pupils may already attend the same extra curricular groups.</p> <p>Schools are places where people from different ethnic groups, religions and beliefs, ages, sexual orientations and genders have the opportunity to directly engage with each</p>

	<p>other reflecting the diversity of the City's population. Having a larger school population will increase the diversity.</p> <p>Both schools are aware that local residents have concerns regarding the increase in traffic. School Senior Leadership Teams are committed to encourage walking to school, and when parents have to drive they will be reminded to park considerately.</p>
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<p>3. Who is affected?</p> <p>Outline who could be affected, and how they could be affected by the proposal/service change. Include current service users and those who could benefit from but do not currently access the service.</p>
<p>Those who could be affected are current and future pupils and their parents/carers, teaching and non teaching staff of both schools, neighbouring schools, the local community, partners and organisations that currently work in the two schools.</p> <p>Current Slater and Fosse pupils - The new school building is proposed to open in September 2019, so the current foundation stage - year 4 will still be of primary school age and will be affected, the current years 5 and 6 will have moved to secondary school. The pupils who transfer should benefit from the new modern facilities, but there may be an initial negative impact from the change in schooling environment. This should be lessened by the familiarity of staff transferring over to the new site, and including pupils in the building experience by including pupils in building finishes choices (colours, artwork...) and undertaking site visits with small groups.</p> <p>Parents/carers – the coming together of Slater and Fosse in a new school may be seen as positive or negative by parents/carers. Some parents/carers may have been brought up in the area and have school memories of their own, so may be apprehensive of the changes. Sharing the new building plans with parents/carers will help to show the modern facilities available</p>

to their children.

Local schools – local schools may be concerned that their parents/carers may wish to move their children to a nearby new school. Parental choice is key so this is inevitable to some degree, but the local schools are popular and have a strong community feel. The increased capacity of the new school will be gradual and controlled by the Local authority's School organisation and admissions team to prevent this as much as possible.

Teaching and non teaching staff – there will be some uncertainty for staff as a staffing organisational review will take place as part of the schools coming together. However, the school will be larger than the current schools combined so the new organisational structure should provide opportunities for all staff. Staff will need to adjust to the new building and working together in a similar way to pupils, so joint activities during the journey will be key to minimizing any potential negative impacts. There will also be a comprehensive schedule of training available to staff on any new technologies within the new building.

Partners – some services may be duplicated by both schools, such as photocopier machines which are leased or have a maintenance contract. Both schools contracts will need to be reviewed over the coming years, and the contract for the combined school decided in a fair and equitable way conforming to procurement legislation.

Local Authority – there continues to be a high level of demand for school places as a result of inward migration, along with the planned new dwellings in the Waterside regeneration area. The extra capacity being created should reduce the length of time which pupils and parents have to wait to secure a suitable school place.

4. Information used to inform the equality impact assessment

What **data, research, or trend analysis** have you used? Describe how you have got your information and what it tells you. Are there any gaps or limitations in the information you currently hold, and how you have sought to address this, e.g. proxy data, national trends, etc.

Information and data from the Leicester City Council Sufficiency and Admissions Team shows that both Fosse and Slater Primary are currently fully subscribed and popular schools. Along with other nearby schools, so the extra capacity shouldn't cause any issues to other schools.

1st Preferences

Sum of 1 BASE_NAME	AC_YEAR		
	2015-16	2016-17	2017-18
Alderman Richard Hallam Primary School	101	98	110
Fosse Primary School	68	54	54
Inglehurst Infant School	90	78	81
Parks Primary School	63	61	81
Slater Primary School	11	26	24
Stokes Wood Primary School	55	39	45
Grand Total	388	356	395
PAN	383	398	398
Preferences as % of PAN	101%	89%	99%

Information provided from Leicester City Councils Regeneration Team has demonstrated that the size of the proposed residential dwellings within the Waterside development will attract families with children, so will require additional school places.

5. Consultation

What **consultation** have you undertaken about the proposal with current service users, potential users and other stakeholders?
What did they say about:

- What is important to them regarding the current service?
- How does (or could) the service meet their needs?
- How will they be affected by the proposal? What potential impacts did they identify because of their protected characteristic(s)?
- Did they identify any potential barriers they may face in accessing services/other opportunities that meet their needs?

City Council Officers have met with school Governing bodies and Senior Leaders, attended staff meetings, ward Councillor and community group meetings. Officers have briefed and updated on the proposal at various key times of the pre-planning application stage for the new school building. The new school building plans were publicised as part of the planning application. Planning approval was granted in August 2017.

An Executive Decision Report entitled “Bringing Together Fosse and Slater Primary Schools” <https://consultations.leicester.gov.uk/communications/fosse-slater-primary-schools/> was publicised and a Mayors decision made on 15 September 2017.

Ward meeting regarding Waterside regeneration 3 May 2017 at All Nations Church

Ward meeting regarding Waterside regeneration 4 May 2017 at Fosse Neighbourhood Centre

Ward meeting regarding Waterside Primary School, 2 November at Woodgate Resource Centre

Briefings and updates at Schools Forum, to Unions.

Some comments and observations received were...

- Staff expressed concerns regarding staffing, would existing staff of both schools be transferred.
- Staff and residents raised concerns about the future of the Slater Primary School building. The building is listed and of local interest.
- Residents expressed concerns regarding the ecology of the proposed site for the new building.
- Residents expressed concern regarding the increase in traffic. The area is one of the major routes into the City Centre and very congested.
- Positive comments received from staff and residents regarding the outside play and sports facilities.

During the consultation period (27.11.17 – 28.01.18) meetings were held with staff members at both schools, and 3 public meetings for parents and members of the public. The below is a summary of the feedback and any mitigating actions to address any potential for negative impacts that have been identified.

Some of the main comments for supporting the proposal included:

- ✓ New facility for the community
- ✓ Good sports, PE and greenery
- ✓ Opportunities for staff development
- ✓ Current schools too small
- ✓ Great idea to bring together
- ✓ Aggregate resources

Some of the main comments given for not supporting the proposals included:

- × Too big (mitigate with good signage, use of colours, involving the staff and pupils in developing the wayfinding strategy)
- × Wrong lead school (reasons for Fosse as the lead school rather than Slater have been addressed as part of the statutory process)
- × Traffic and other health and safety concerns (mitigating via planning conditions, highways alterations and travel plan)
- × Job security (HR are working closely with the joint committee to support both schools)
- × Early years to key stage 1 transition concerns with the split site (although a split site, the school will work as one and pupils will have lessons on both sites to ease transition.
- × Ecology concerns (ecologist is fully involved in the enabling works/site preparation)

The Executive was briefed on the outcome of the consultation, and made the decision to continue with publishing the proposals.

The proposals were published on 9 April 2018, followed by a four week representation period (9.04.18 – 6.05.18).

This document will be updated following the representation period and the outcome of the executive decision.

6. Potential equality Impact

Based on your understanding of the service area, any specific evidence you may have on service users and potential service users, and the findings of any consultation you have undertaken, use the table below to explain which individuals or community groups are likely to be affected by the proposal because of their protected characteristic(s). Describe what the impact is likely to be, how significant that impact is for individual or group well-being, and what mitigating actions can be taken to reduce or remove negative impacts.

Looking at potential impacts from a different perspective, this section also asks you to consider whether any other particular groups, especially vulnerable groups, are likely to be affected by the proposal. List the relevant that may be affected, along with their likely impact, potential risks and mitigating actions that would reduce or remove any negative impacts. These groups do not have to be defined by their protected characteristic(s).

Protected characteristics	Impact of proposal: Describe the likely impact of the proposal on people because of their protected characteristic and how they may be affected. Why is this protected characteristic relevant to the proposal? How does the protected characteristic determine/shape the potential impact of the proposal?	Risk of negative impact: How likely is it that people with this protected characteristic will be negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?	Mitigating actions: For negative impacts, what mitigating actions can be taken to reduce or remove this impact? These should be included in the action plan at the end of this EIA.
Age¹	Primary school aged pupils attend the school. This will not change with the proposal.	There may be some negative impacts in the short term as pupils adapt to the new surroundings. Long term, they will benefit from a good teaching environment.	Initial apprehension will be managed within the transition implementation plan, including pastoral support from school staff.
Disability²	There will be a positive impact for pupils with disabilities or with special educational needs as all new buildings will be accessible and meet the needs of all pupils complying with duties contained in the Equality Act 2010.	Unlikely, low risk	The new building will meet any reasonable adjustments and additional support will be considered and addressed during the building project, or retro fitted using pupil specific capital funds at a later date when the pupils are admitted.

¹ Age: Indicate which age group is most affected, either specify general age group - children, young people working age people or older people or specific age bands

² Disability: if specific impairments are affected by the proposal, specify which these are. Our standard categories are on our equality monitoring form – physical impairment, sensory impairment, mental health condition, learning disability, long standing illness or health condition.

	Current and new pupils will receive support.		
Gender Reassignment³	There should be no impact on pupils with this characteristic.	Unlikely, low risk	If a student with this characteristic is identified, they will be treated in the same manner as all others. No mitigation is likely to be required.
Marriage and Civil Partnership	N/A	N/A	N/A
Pregnancy and Maternity	N/A	N/A	N/A
Race⁴	Both schools are currently broadly representative of the population of Leicester. The bringing together of both schools won't change this.	There is the possibility of the two schools having different racial or social groups within their current schools. This could be a positive impact of sharing experiences, or a negative impact if groups resist integration	Both schools are suggesting joint school activities in the years leading up to the new building. This will help to prevent any possible negativity of different racial groups coming together

³ Gender reassignment: indicate whether the proposal has potential impact on trans men or trans women, and if so, which group is affected.

⁴ Race: given the city's racial diversity it is useful that we collect information on which racial groups are affected by the proposal. Our equalities monitoring form follows ONS general census categories and uses broad categories in the first instance with the opportunity to identify more specific racial groups such as Gypsies/Travellers. Use the most relevant classification for the proposal.

Religion or Belief⁵	Current students at both schools are of differing religions and beliefs	A larger school may mean that there are more differing religions and beliefs within the new school	Mitigated by both schools working together in the lead up to the new school opening.
Sex⁶	Boys and girls will be impacted upon in the same way. They will need to familiarise themselves with the new school and settle in	Unlikely, low risk	Mitigate by involving all pupils in the planning of the new building and an implementation plan to manage the transition
Sexual Orientation⁷	There will be no impact. Pupils will continue to be supported and needs met.	Unlikely, low risk	N/A
<p>Summarise why the protected characteristics you have commented on, are relevant to the proposal? Due to the two school communities coming together as one.</p> <p>Summarise why the protected characteristics you have not commented on, are not relevant to the proposal? These characteristics won't be affected or are not relevant to a primary school pupils such as marriage and civil partnerships and pregnancy and maternity.</p>			
	Impact of proposal: Describe the likely impact of the proposal on children in poverty or	Risk of negative impact: How likely is it that this group of people will be negatively	Mitigating actions: For negative impacts, what mitigating actions can be taken to

⁵ Religion or Belief: If specific religious or faith groups are affected by the proposal, our equalities monitoring form sets out categories reflective of the city's population. Given the diversity of the city there is always scope to include any group that is not listed.

⁶ Sex: Indicate whether this has potential impact on either males or females

⁷ Sexual Orientation: It is important to remember when considering the potential impact of the proposal on LGBT communities, that they are each separate communities with differing needs. Lesbian, gay, bisexual and transgender people should be considered separately and not as one group. The gender reassignment category above considers the needs of trans men and trans women.

Other groups	any other people who we consider to be vulnerable. List any vulnerable groups likely to be affected. Will their needs continue to be met? What issues will affect their take up of services/other opportunities that meet their needs/address inequalities they face?	affected? How great will that impact be on their well-being? What will determine who will be negatively affected?	reduce or remove this impact for this vulnerable group of people? These should be included in the action plan at the end of this EIA.
Children in poverty	There will be no adverse impact upon children within both current schools who are eligible for the pupil premium	Unlikely, low risk	Monitored by the Senior Leadership Team
Other vulnerable groups	Both schools currently have a good standard of support for new arrivals and EAL pupils. This will continue in the new school.	Unlikely, low risk	N/A
Other (describe)	N/A	N/A	N/A
7. Other sources of potential negative impacts			
Are there any other potential negative impacts external to the service that could further disadvantage service users over the next three years that should be considered? For example, these could include: other proposed changes to council services that would affect the same group of service users; Government policies or proposed changes to current provision by public agencies (such as new benefit arrangements) that would negatively affect residents; external economic impacts such as an economic downturn.			
Not currently aware of any other changes. But if identified during the planning stage they would be addressed and included within the implementation plan.			

<p>8. Human Rights Implications Are there any human rights implications which need to be considered (please see the list at the end of the template), if so please complete the Human Rights Template and list the main implications below:</p>			
<p>The proposal doesn't affect the fundamental human rights of students. Increasing the pupil capacity within the community will provide "the right to education" for more pupils</p>			
<p>9. Monitoring Impact You will need to ensure that monitoring systems are established to check for impact on the protected characteristics and human rights after the decision has been implemented. Describe the systems which are set up to:</p> <ul style="list-style-type: none"> ▪ monitor impact (positive and negative, intended and unintended) for different groups ▪ monitor barriers for different groups ▪ enable open feedback and suggestions from different communities ▪ ensure that the EIA action plan (below) is delivered. 			
<p>The Senior Leadership Team would monitor via the internal monitoring and review schedule.</p>			
<p>10. EIA action plan Please list all the equality objectives, actions and targets that result from this Assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.</p>			
Equality Outcome	Action	Officer Responsible	Completion date
An implementation plan to ensure equality of opportunity for all pupils, staff and the wider community	Develop a plan as the below actions develop	Head teacher and School Leadership Team	September 2019

<p>Ensure that there is clear communication with all involved parties regarding the new build school</p>	<p>Joint school committee established and meeting on a monthly basis.</p> <p>Staff, parental and pupil engagement</p> <p>Updates to ward Councillor meetings and community resident groups</p>	<p>Head teacher and Local Authority Representatives</p>	<p>Ongoing until building occupied and beyond</p>

Human Rights Articles:

Part 1: The Convention Rights and Freedoms

- Article 2:** Right to Life
- Article 3:** Right not to be tortured or treated in an inhuman or degrading way
- Article 4:** Right not to be subjected to slavery/forced labour
- Article 5:** Right to liberty and security
- Article 6:** Right to a fair trial
- Article 7:** No punishment without law
- Article 8:** Right to respect for private and family life
- Article 9:** Right to freedom of thought, conscience and religion
- Article 10:** Right to freedom of expression
- Article 11:** Right to freedom of assembly and association
- Article 12:** Right to marry
- Article 14:** Right not to be discriminated against

Part 2: First Protocol

- Article 1:** Protection of property/peaceful enjoyment
- Article 2:** Right to education
- Article 3:** Right to free elections