**Equality Impact Assessment / Equality Analysis**

|  |  |
| --- | --- |
| **Title of service or policy** | Consultation on the Proposal to Close Camerton Church School |
| Name of directorate and service | People and Communities, Schools Capital and Organisation Team |
| **Name and role of officers completing the EIA** | Helen Hoynes, School Organisation Manager |
| Date of assessment | 16 October 2017 |

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community.  The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community.  Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | | **Identify the aims of the policy or service and how it is implemented.** | | | | |
|  | | **Key questions** | | **Answers / Notes** | | |
| **1.1** | | Briefly describe purpose of the service/policy including   * How the service/policy is delivered and by whom * If responsibility for its implementation is shared with other departments or organisations * Intended outcomes | | Consultation on the Governing Body’s proposal to close Camerton Church School.  Delivered jointly by the Council and the school Governing Body.  Provision of sufficient school places to meet demand located as closely as possible to the area where they are needed, delivering good educational, social and emotional outcomes for children. | | |
| **1.2** | | Provide brief details of the scope of the policy or service being reviewed, for example:   * Is it a new service/policy or review of an existing one? * Is it a national requirement?). * How much room for review is there? | | A new proposal to close Camerton Church School.  The process involved when it is proposed to close a school is a national one laid down by the government.  If the Cabinet decides to proceed with the closure proposal, there will be a second opportunity for public consultation prior to a final decision being made. | | |
| **1.3** | | Do the aims of this policy link to or conflict with any other policies of the Council? | | Links to the School Admissions Code | | |
| **2. Consideration of available data, research and information** | | | | | | |
| Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:   * **Demographic** data and other statistics, including census findings * Recent **research** findings (local and national) * Results from **consultation or engagement** you have undertaken * Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age) * Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations * Analysis of records of enquiries about your service, or **complaints** or **compliments** about them * Recommendations of **external inspections** or audit reports | | | | | | |
|  | | **Key questions** | | | **Data, research and information that you can refer to** | |
| **2.1** | | What is the equalities profile of the team delivering the service/policy? | | | Unknown. | |
| **2.2** | | What equalities training have staff received? | | | Unknown | |
| **2.3** | | What is the equalities profile of service users? | | | May 2017 School Census: contains data on pupil gender, age, ethnicity, language spoken, Special Educational Needs and eligibility for free school meals.  Health Service data on births and resident population by Lower Super Output Area.  Data on current service users | |
| **2.4** | | What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps? | | | Consultation period findings | |
| **2.5** | | What engagement or consultation has been undertaken as part of this EIA and with whom?  What were the results? | | | The consultation and document were published on the consultation section of the Council’s website.  Paper copies of the consultation document were sent to the following schools for the attention of the individuals as follows:  Head, Governing Body, staff and parents at Camerton, Shoscombe and St. Julian’s Church Primary schools; Head, Governing Body, staff and parents at St. Mary’s C of E Primary Timsbury; Head, Governing Body, staff and parents including parents of children at the pre-school at Peasedown St John Primary; Manager, staff and parents at Timsbury Pre-school.  The consultation document was emailed to the local MP for North East Somerset, the Leader of the Council, the Cabinet Member for Children’s Services, the Children and Young People Policy Development and Scrutiny Panel members, Ward Councillors for Bathavon West, Paulton, Peasedown, Radstock and Timsbury wards, the Parish Council, Trades Unions representing all staff at the school, the Church of England Diocese, the Catholic Diocese, Head and Governing Body of Norton Hill, Somervale and Writhlington secondary schools, Head and Governing Body of Trinity Church Primary, Paulton Infant, Paulton Junior and High Littleton primary schools, other Council officers.  Camerton Church School pupils being educated at Shoscombe were consulted.  A public consultation meeting was held at the school.  The document explained how comments could be submitted to the Council. A seven week consultation period gave interested stakeholders an opportunity to comment on the proposal.  The responses received are contained in the Consultation Responses Report, Appendix 1 to the Cabinet report E3005. | |
| **2.6** | | If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this? | | | If the Cabinet decides to proceed with the closure proposal, there will be a second opportunity for public consultation prior to a final decision being made. This would follow similar lines to the first consultation but without a meeting. | |
| **3. Assessment of impact: ‘Equality analysis’** | | | | | | | |
|  | Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:   * Meets any particular needs of equalities groups or helps promote equality in some way. * Could have a negative or adverse impact for any of the equalities groups | | | | | | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.1** | **Gender** – identify the impact/potential impact of the policy on women and men. | | NA | | | NA | |
| **3.2** | **Pregnancy and maternity** | | NA | | | NA | |
| **3.3** | **Transgender –** – identify the impact/potential impact of the policy on transgender people | | NA | | | NA | |
| **3.4** | **Disability** - identify the impact/potential impact of the policy on disabled people (ensure consideration both physical and mental impairments) | | If Camerton closes, children with disabilities and Special Educational Needs will be able to access a suitable place at a school in the same way as at present. Camerton is not a named accessible school. | | | None | |
| **3.5** | **Age** – identify the impact/potential impact of the policy on different age groups | | NA | | | NA | |
| **3.6** | **Race** – identify the impact/potential impact on different black and minority ethnic groups | | NA | | | NA | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.6** | **Sexual orientation -** identify the impact/potential impact of the policy on  lesbians, gay, bisexual & heterosexual people | | NA | | | NA | |
| **3.7** | **Marriage and civil partnership –** does the policy/strategy treat married and civil partnered people equally? | | NA | | | NA | |
| **3.8** | **Religion/belief** – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion. | | Camerton is a Voluntary Controlled C of E school. | | | If the school does close there would be a reduction in the number of church school places available locally. However there are places available in other C of E schools in the local area to continue to make this option available to local parents. | |
| **3.9** | **Socio-economically disadvantaged** – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances | | Possible impact on low income families living in Camerton who would have to travel outside of Camerton to access a school place and who do not own a car. | | | If the school does close, parents qualifying under the Low Income Family policy which is part of the Home to School Transport Policy would have transport provided by the Council to access a place at their closest available school. | |
| **3.10** | **Rural communities** – identify the impact / potential impact on people living in rural communities | | Camerton is a rural school. If it was to close, the village would no longer have a school. | | | There are projected to be sufficient places available in other local schools to accommodate primary age pupils living in Camerton. The next closest schools would be St Mary’s C of E Primary school Timsbury and Peasedown St John Primary school in Peasedown St John. As stated above, under current policy the Council would provide home to school transport for pupils living in Camerton attending their closest school. | |

**4. Bath and North East Somerset Council & NHS B&NES**

**Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Issues identified** | **Actions required** | **Progress milestones** | **Officer responsible** | **By when** |
| None unless school does close | None | None | None | None |

**5. Sign off and publishing**

Once you have completed this form, it needs to be ‘approved’ by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council’s and/or NHS B&NES’ website. Keep a copy for your own records.

**Signed off by**: Margaret Simmons-Bird (Divisional Director or nominated senior officer)

**Date**: 10th November 2017